

One Excellence Geography Curriculum



Geography Long Term Plan

Concepts

Subject Intent

At One Excellence, we want the children to:

- to know that geography is the study of where places are found, what they are like and the relationships between people and their environments.
- To understand that 'fieldwork' is at the heart of geography – observing, presenting and learning first hand
- To understand that geography and science are closely linked – with evidence in both subject areas generally leading to the facts being established.
- To know their place in the world – where they live and where that fits in the wider world.
- To know the key knowledge identified in each of the units to ensure they are ready to progress to their next stage of learning including into KS3.

Subject matter specific to Geography

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Disciplinary concepts (The '*knowledge of how geographical knowledge is formed, debated and contested*' Ofsted, 2023)

- The use of knowledge and how children become a little more expert as a geographer by thinking geographically.

Substantive concepts

The big ideas, and the golden threads, that run through a coherent and cohesive geography curriculum.

- Place and Space
- Scale
- Interconnection
- Earth Systems
- Environment
- Diversity

Key subject teaching approaches

- At One Excellence we use the Oak Academy as a foundation for our Geography curriculum.
- Each geography lesson draws upon previous knowledge; misconceptions and forgotten learning is addressed by the skilled teachers.
- Map work is evident in every geography lesson Each geography study draws upon prior learning.
- High volume and deliberate practice are essential for pupils to remember and retrieve substantive knowledge and use their disciplinary knowledge to explain and articulate what they know. This means pupils make conscious connections and think hard, using what they know.
- Oracy using strategies from Voice 21
- Use of thinking maps to develop an understanding of details before answering detailed questions.

Lesson non negotiables.

- Maps and atlas work used and referred to in lessons.
- Challenge question to apply analysis of knowledge to construct knowledge



Geography Overview

Year Group	Autumn	Spring	Summer	
EYFS	Seasons/Weather Celebrations Where do I live?	Seasons/Weather Celebrations Where is my school?	Seasons/Weather Celebrations Where is England?	
Year 1	Local area: Where do we go to school?	Continents and Oceans: What can we find out about the world?	Seasons: How does the weather change throughout the year?	Fieldwork Local Area: How do we read maps and plan routes
Year 2	What is life like in London (and in our area)?	Exploring the World: What is similar or different about Australia, Brazil and the UK?	Cold places: What is life like at the North and South Poles?	Fieldwork Local Area: Why is our place special?
Year 3	Land use: How diverse are local and UK landscapes?	The Water Cycle: Why is it important? Rivers: What's special about them?	Climate zones: What are they and why do they matter?	Fieldwork Local Area: How is it Changing?
Year 4	Peak and Parks: Why are National Parks important?	Europe: How diverse are its landscapes and places?	Europe: What is it like to live in Northern Italy?	Fieldwork Local Area: What needs change?
Year 5	Natural resources: What are they, where are they found, why are they important?	North and South America: how diverse are their places and landscapes?	South America: Why does the Amazon matter?	Fieldwork Sustainable world: does it matter how we live? (locality fieldwork study)
Year 6	Volcanoes and Earthquakes: how do they change the world?	Coasts: What happens where the land meets the sea?	Farms and factories: Where does food come from?	Fieldwork What have we learnt about our food? (lessons may change)

EYFS Geography Long Term Plan

EYFS Aims

In the Early Years Foundation Stage children begin to learn that as they grow up they are increasingly able to do more things for themselves independently, through planned and independently explored opportunities in their environment. This emerging knowledge and understanding can be used to explore crucial early geographical skills. The aims and content address a number of key geographical concepts. These are presented through a cross-curricular approach that aims to develop children's learning across a range of the key learning areas. The early learning goals at EYFS aim to guide children to make sense of their physical world and their community by exploring, observing, and finding out about people, places, technology and the environment.

The aims of our EYFS curriculum is to develop children's early geographical skills by providing rich experiences to promote the following;

- Beginning to use geographical based language – language associated with location, environments, plants, animals and places.
- Developing a sense of geographical awareness.
- Comparison and contrast, similarity and differences within places and environments in their locality.
- Read, handle and use geographical information such as simple maps, photographs and non-fiction texts
- Use simple fieldwork skills to observe and comment on the changes that they can see in their immediate environment.

ELG Content

ELG: People, Culture and Communities

Pupils should be given the opportunity to:

- Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction, texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences, and what they have read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps

ELG: The Natural World

Pupils should be given the opportunity to:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them.
- Understand some important processes and change in the natural world around them; including the seasons and changing matters

Autumn	Spring	Summer
<u>Seasons/Weather</u> Possible Questions What happens to the trees in...? What do we wear when...? <u>Celebrations</u> Children to explore celebrations in their lives such as birthdays as well as; <ul style="list-style-type: none"> - Harvest Festival - Diwali (India) - Hanukah (Jewish) - Thanksgiving (America) - Christmas Possible Questions What are children around the world celebrating?	<u>Seasons/Weather</u> Possible Questions What happens to the trees in ...? What do we wear when...? <u>Celebrations</u> <ul style="list-style-type: none"> - Easter - Mother's Day - Chinese New Year (China) - Holi (India) - Valentine's Day Possible Questions What are children around the world celebrating? <u>Where is my school?</u> Possible Questions	<u>Seasons/Weather</u> Possible Questions What happens to the trees in ...? What do we wear when...? <u>Celebrations</u> <ul style="list-style-type: none"> - Father's Day - St. George's Day - Ramadan (Muslim) - Tanabata – Star Festival (Japanese) Possible Questions What are children around the world celebrating? <u>Where is England?</u> Possible Questions Where is England on a map?

Where do I live? Possible Questions Where is my house on a map? *make comparisons with our homes and a house in a different country	Where is our school on a map? *make comparisons with our school and a school in a different country	
Key Vocabulary	Key Vocabulary	Key Vocabulary
N – Autumn, Winter, cold, rain, wind, trees, leaves, Harvest, fruit, vegetable, special celebration, Christmas, house, street, road, garden, yard R – Autumn, Winter, shower, breeze, frost, dew, branches, Harvest, produce, Diwali, Hanukah, Thanksgiving, Christmas, New Year, bungalow, flat, village name, town name	N – Winter, Spring, snow, ice, frost, cloudy, Easter, pancake, special celebration, Chinese New Year, school, playground, outside area R – Winter, Spring, hail, buds, Easter, Shrove Tuesday, Ash Wednesday, Chinese New Year, lantern, Holi, field, building, map, hill, town name, village name	N – Summer, hot, sunshine, special celebration, England, country R – Summer, warm, blossom, Ramadan, St. George, Tanabata, Britain, London, city
Suggested Texts	Suggested Texts	Suggested Texts
Why Do Leaves Fall from Trees? By Ruth Owen Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup (NF) Elmer and the Rainbow by David McKee Let's Eat! Children and their food around the world by Beatrice Hollyer Mouse House by John Burningham	Shanyi Goes to China by Sungwan So (NF) Children Just Like Me by Barnabas and Anabel Kindersley (NF) We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury Going to School in India by Lisa Heydlauff (NF) We go to school in Japan by Gwynneth Ashby (NF)	The Wind Blew by Pat Hutchins Let's Celebrate!: Festival Poems from Around the World by Debjani Chatterjee and Brian D'Arcy Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup (NF) Pussycat, Pussycat, Where Have You Been by Russell Punter (NF) Bears from around the world (NF)
Focus Content		
Pupils should be given the opportunity to: <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Explore the natural world around them, making observations and drawing pictures of animals and plants Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 		

Key Stage One Geography Long Term Plan

National Curriculum Aims
<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • are competent in the geographical skills needed to: • collect, analyze and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
KS1 - Content
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Year 1 - Geography

Autumn	Spring	Summer	
Local area where do we go to school? <ul style="list-style-type: none"> • Our school • Our school from above • Jobs in our school • Describing locations • Fieldwork: Autumn in the school grounds 	Continents and Oceans: What can we find out about the world? <ul style="list-style-type: none"> • Earth view: using globes and satellite images • Mapping the world: locating the continents • The world's five oceans • Rivers of the world • Mountains and landmarks of the world • The UK's place in the world. 	Seasons: How does the weather change throughout the year? <ul style="list-style-type: none"> • Introducing the weather • Measuring the weather • Introducing the seasons • Weather in Spring • Weather in summer • Weather in Autumn • Weather in Winter 	Local Area: How do we read maps and plan routes <ul style="list-style-type: none"> • Locating places in our school grounds • Mapping our school grounds • Planning a route • Fieldwork – observing geographical features on our route. • Making a map of our route • Improving our school grounds
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
School, Address, Aerial photograph, Fieldwork, Label, Ground level photograph, Interview, Locational language, Map, Route, Weather, Seasons, Fieldwork	Ocean, Land, Atmosphere, Planet, Satellite, Continent, Earth, Tourist, River, Source, Mouth, Mountain, Landmark, Country, Europe	Weather, temperature, thermometer, Spring, Summer, Autumn, winter, daylight.	School grounds, Aerial photograph, Map, Route, Fieldwork, Journey stick, Symbol, Model
National Curriculum Links	National Curriculum Links	National Curriculum Links	National Curriculum Links
Place Knowledge identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] , to describe the location of features and routes on a map Geography use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	Locational knowledge name and locate the world's seven continents and five oceans Human and Physical Geography key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river , soil, valley, vegetation, season and weather Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography	Human and physical geography Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world to the Equator and North and South Poles	Geographical skills and fieldwork Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Year 2 - Geography

Autumn	Spring	Summer	
What is life like in London? <ul style="list-style-type: none"> Locating London London as a capital city London travel and transport London parks and green spaces The River Thames Planning a day out in Scotland Annotating our map of the school grounds Describing and locating our favourite places The seven wonders of the natural world Human wonders of the world 	Exploring the World: What is similar or different about Australia, Brazil and the UK? <ul style="list-style-type: none"> Locate the continents of Oceania and South America on a World Map, with particular focus on Australia and Brazil. Define and understand the term climate. Identify the human and physical features of Australia and Brazil, comparing and contrasting them to the UK. Explain what a city is and the advantages and disadvantages of living in a city. Name the Amazon Rainforest and discuss ways to save the Rainforest. 	Cold places: What is life like at the North and South Poles? <ul style="list-style-type: none"> The world's cold places Locating the North and South Poles The North Pole and the Arctic The South Pole and the Antarctic Arctic Wildlife Antarctic wildlife Living in the Antarctic 	Local Area: Why is our place special? <ul style="list-style-type: none"> Locating our place with an address and directions Key features of our local area Mapping places to visit in our local area. The weather where I live and in the UK Local and National landmarks Fieldwork: our locality
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Aerial photograph, River mouth, Capital city, Parliament, Government, Commute, Landmark Trade, Public transport, London underground	Human feature, physical feature, continent, equator, compass points, city, village, town, weather, climate, rainforest, deforestation	Temperature, Hemisphere, Thermometer, Solar energy, Glacier, Iceberg, Ice floe, Ice shelf, Permanent ice, Midnight sun, Ice cap, Climate change, Inuit, Tundra	Public transport, Postcode, Island, Marshes Nature reserve, Area, Local, Climate, Meteorologist Weather, Human feature, Physical feature, Diversity
National Curriculum Links	National Curriculum Links	National Curriculum Links	National Curriculum Links
Locational Knowledge Names and locate the seven continents and five oceans Human and physical geography <i>Key physical features, including:</i> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <i>Key human features, including:</i> city, town, village, factory, farm, house, office, port, harbour and shop. Geographical skills and fieldwork Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	Locational Knowledge Name and locate the seven continents and five oceans Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Geographical skills and fieldwork Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	Locational Knowledge Name and locate the world's seven continents and five oceans Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Human and Physical Geography Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, Use basic geographical vocabulary to refer to: Key human features, including: town, village, factory, house, shop. Geographical skills and fieldwork Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage Two Geography Long Term Plan

National Curriculum Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyze and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

KS2 - Content

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Year 3 Geography

Autumn	Spring	Summer	
Land use: How diverse are local and UK landscapes <ul style="list-style-type: none"> UK – human and physical features Land use in the locality Farming in the UK Different types of land use in the UK Using grid references to identify land use Changing land use 	The Water Cycle: Why is it important? Rivers: What's special about them? <ul style="list-style-type: none"> The water cycle Water flow around buildings Water around the world Water supply and demand in the UK Water ownership Water inequalities Introducing Rivers River processes and landforms The rivers journey Flooding rivers, Flooding impact and solutions Rivers in the UK, Rivers in Europe, Mighty rivers of the world 	Climate zones: What are they and why do they matter? <ul style="list-style-type: none"> Introducing climate Using lines of latitude to locate the main climate zones Climate data and patterns. The difference between climate zones and biomes Adaptations of plants and animals of different biomes Climate change 	Local Area: How is it Changing? <ul style="list-style-type: none"> Our changing place Measuring settlement change Recording Local Views Evidence from fieldwork Mapping changes Measuring change in a day
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Land use, Agriculture, Livestock, Arable farming, Mixed farming, Pasture, Crops, Residential, Habitat, Wildlife Human feature, Physical feature	Water cycle, Precipitation, Evaporation, Condensation, Collection, Drainpipe, Sewer, Stopcock Waterbutt, Purified, Reservoir, Source, Mouth, Tributary, Erosion, Transportation, Deposition	Latitude Weather Temperature Solar energy Equator Poles Climate Climate zones Biome Adapt Interdependent Environment	Fact Opinion Summarise Evidence Enquiry questions Analyse Interview Survey Annotate Developed Census
National Curriculum Links	National Curriculum Links	National Curriculum Links	National Curriculum Links
<u>Locational Knowledge</u> -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns ; and understand how some of these aspects have changed over time <u>Geographical skills and fieldwork</u> -use maps, atlases , globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	<u>Locational Knowledge</u> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <u>Human and physical Geography</u> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Geographical skills and fieldwork</u> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	<u>Locational Knowledge</u> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle , the Prime/Greenwich Meridian and time zones (including day and night <u>Human and physical Geography</u> physical geography, including: climate zones, biomes and vegetation belts , rivers, mountains, volcanoes and earthquakes, and the water cycle	<u>Human and physical Geography</u> human geography, including: types of settlement and land use , economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Geographical skills and fieldwork</u> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods , including sketch maps, plans and graphs , and digital technologies

Year 4 - Geography

Autumn	Spring	Summer	
<u>Land use: How diverse are local and UK landscapes</u> <ul style="list-style-type: none"> UK – human and physical features Land use in the locality Farming in the UK Different types of land use in the UK Using grid references to identify land use Changing land use 	<u>Europe: How diverse are its landscapes and places?</u> <ul style="list-style-type: none"> Using maps to locate the countries of Europe Weather and climate in Europe Major cities in Europe Physical features of countries in Europe Human features of countries in Europe Tourism in Europe 	<u>Europe: What is it like to live in Northern Italy?</u> <ul style="list-style-type: none"> Location and transport Geographical features in Northern Italy Village life in Northern Italy A town in Northern Italy Venice: A popular tourist destination Comparing northern Italy with my UK region (Locality) Comparing Northern Italy with The Lake District 	<u>Local Area: What needs changing?</u> <ul style="list-style-type: none"> Change in a local area Fieldwork tools and techniques Risk assessment and staying safe Active fieldwork Presenting data Future changes
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Land use, Agriculture, Livestock, Arable farming, Mixed farming, Pasture, Crops, Residential, Habitat, Wildlife Human feature, Physical feature	Location, position, climate change, major city, map key, interpretation, scale, spatial patterns,	Border, settlement, population, sustainable, World Heritage Site.	Analyse Interpret Questionnaire Interview Enquiry Techniques Risk assessment Hazard Observation Map annotation Photograph
National Curriculum Links	National Curriculum Links	National Curriculum Links	National Curriculum Links
<u>Locational Knowledge</u> -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and <i>rivers</i>), and land-use patterns; and understand how some of these aspects have changed over time <u>Geographical skills and fieldwork</u> -use maps, atlases , globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	<u>Locational knowledge</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <u>Human and Physical geography</u> human geography, including: types of settlement and land use, economic activity including trade links , and the distribution of natural resources including energy, food, minerals and water <u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<u>Place Knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <u>Human and Physical Geography</u> physical geography, including: climate zones, biomes and vegetation belts, <i>rivers</i> , mountains, volcanoes and earthquakes, and the <i>water cycle</i>	<u>Geographic skills and fieldwork</u> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Year 5 Geography

Autumn	Spring	Summer	
Natural resources: What are they, where are they found, why are they important? <ul style="list-style-type: none"> Introducing natural resources Identifying renewable and non-renewable energy sources Global food production and its impacts Economic minerals and their uses Wood and its many uses Water: our natural resource Mapping trees locally Mapping changes in the UK's forests Global trees, forests and mapping the changes 	North and South America: how diverse are their places and landscapes? <ul style="list-style-type: none"> Using maps to locate the countries in North South America Climate of North and South America Physical geography of North and South America Economic activities of North and South America Planning a journey through the Americas. . 	South America: Why does the Amazon matter? <ul style="list-style-type: none"> Tropical and temperate rainforests Location of the Amazon rainforest Features of the Amazon Rainforest Foods from tropical rainforests Brazil nut production People of the Amazon rainforest Debating the future of the Amazon rainforest Protecting our rainforests 	Sustainable world: does it matter how we live? (locality fieldwork study) <ul style="list-style-type: none"> Sustainability and reducing carbon footprints Using energy wisely Tacking food waste Biodiversity and sustainability Fieldwork tools and techniques Active fieldwork Presenting data Future changes
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Natural resource Resource distribution Saltpetre Linear economy Extraction Fossil fuel Circular economy	Tropics of cancer and Capricorn, indicator, inequality, wealth, goods and services, route.	Biome Biodiversity Tropical rainforest Temperate rainforest Manaus Forest layers Harvest Indigenous Conservation	
National Curriculum Links	National Curriculum Links	National Curriculum Links	National Curriculum Links
Human and Physical Geography physical geography, including: climate zones, biomes and vegetation belts, <i>rivers</i> , mountains, volcanoes and earthquakes, and the <i>water cycle</i> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and <i>rivers</i>), and land-use patterns; and understand how some of these aspects have changed over time human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Locational Knowledge locate the world's countries, using maps to focus on Europe (<i>including the location of Russia</i>) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and Physical Geography physical geography, including: climate zones , biomes and vegetation belts, <i>rivers</i> , mountains, volcanoes and earthquakes, and the <i>water cycle</i>	Locational Knowledge locate the world's countries, using maps to focus on Europe (<i>including the location of Russia</i>) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place Knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Human and Physical Geography human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, <i>minerals and water</i> Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Year 6 - Geography

Autumn	Spring	Summer	
<u>Volcanoes and Earthquakes: how do they change the world?</u> <ul style="list-style-type: none"> Day and night Longitude and time zones International date line and time – time and travel Volcanoes and their features Living near volcanoes The causes of earthquakes Measuring earthquakes The location of major earthquakes 	<u>Coasts: What happens where the land meets the sea?</u> <ul style="list-style-type: none"> The coast of the UK Mapping the coast Coastal erosion The changing coastline Protecting the land Coastal habitats and ecosystems Coasts and Tourism Coasts and the future 	<u>Farms and factories: Where does food come from?</u> <ul style="list-style-type: none"> The geography of food Changes in the food we eat Sourcing our food The distance food travels Global trade, imports and exports Global supply chains Patterns of production Global transportation of goods. 	<u>What have we learnt about our food? (lessons may change)</u> <ul style="list-style-type: none"> Geography is all around us Geographical skills: Describing the UK The role of geographers: Europe Environmental geography: North and South America Contrasting climates: Asia and Antarctica Tourism: Oceania Natural resources and sustainability: Africa Fieldwork tools and techniques Active fieldwork Presenting data Future changes
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Lines of longitude Prime meridian Antemeridian GMT Tectonic plate Fault Seismic wave Epicentre Magnitude Tsunami Soil liquefaction	Maritime, erosion, geology, waves, sediment, deposition, eco system, dock, lagoon, national monument, atmosphere.	Food production, processing, imported, harvested, exported, intensive farming, supply chain, emission, fertilisers.	
National Curriculum Links	National Curriculum Links	National Curriculum Links	National Curriculum Links
<u>Locational Knowledge</u> locate the world's countries, using maps to focus on Europe (<i>including the location of Russia</i>) and North and South America, concentrating on their environmental regions, <i>key physical</i> and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <u>Human and Physical Geography</u> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes , and the water cycle <u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<u>Locational Knowledge</u> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <u>Geographical skills and fieldwork</u> use maps , atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	<u>Locational Knowledge</u> locate the world's countries, using maps to focus on Europe (<i>including the location of Russia</i>) and North and South America, concentrating on their environmental regions, <i>key physical</i> and human characteristics, countries, and major cities <u>Human and Physical Geography</u> physical geography, including: climate zones, biomes and vegetation belts, rivers , mountains, volcanoes and earthquakes, and the <i>water cycle</i> human geography, including: types of settlement and land use, economic activity including trade links , and the distribution of natural resources including energy, food, minerals and water	<u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

