Curriculum Knowledge & Skills Progression: Geography

Green highlighted sections cover sustainability

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
'Settling In' **'All about me'** **Megaboy** **Once there were Giants** **Peepo!** **Funnybones**	**'Toys'** **A Chair for Baby Bear** **Nobot Robot** **T'was the Night Before Christmas**	**'Traditional Stories'** **Gingerbread Man** **The Three Little Pigs** **Three Billy Goats Gruff** **A Year On Adam's Farm**	**'Contemporary Stories'** **The Man on the Moon; a Day in the life of Bob** **Portside Pirates** **Gruffalo** **Tree: Seasons Come, Seasons Go**	**'Mini-Beasts'** **The Very Hungry Caterpillar** **The Tiny Seed** **What the Ladybird Heard**	**'The World'** **Handa's Surprise** **Bringing the Rain to Kapiti Plain** **Mama Panya's Pancake** **Plastic Bag's Journey** **Atlases**

Understand some important processes and changes in the natural world around them - The seasons

Beginning to think and work like Geographers (SKILLS)

- Describe what they see, hear and feel whilst outside.
- Use globes, photographs and atlases to talk about places in the world.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; eg. near, far, next to…
- Draw information from a simple map.
- Draw simple maps linked to stories and experiences and label them
- Discuss the use of plastics and recycling -Plastic Bag Story

EYFS Statutory Framework:
Understanding the World
ELG: People, Culture and Communities
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.
ELG: The Natural World
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.

Enhanced Learning:

- **Garden Area – Observing & Describing Seasonal Changes and the Weather - signs of Autumn/Winter/Spring/Summer**
- **Asking questions & using secondary sources including books & the internet to answer questions**
- **Naming & Describing the material objects are made from**
- **Explore the natural world around them, wellie walks, garden afternoons, local walk -litter pick, talk about what happens to litter -recycling (Fieldwork question -Is there any waste in our school? How can we recycle what we find? -Count what we find and add numbers on to a map of school**
- **Make observations of the weather and how it affects the environment**
- **Notice and talk about some similarities and differences between some of the man-made and natural features of their environment**
- **Talking about the human and physical features they can see at school and at home**
- **Talk about and compare contrasting environments either experienced or read about including the weather and the plants and animals that live there**

Enhanced Provision:

- Explore the natural world around them, talking about the human and physical features they can see at school and at home -make a journey stick in Autumn Term (did we find litter?)
- Make observations of the weather and how it affects the environment
- Notice and talk about some similarities and differences between some of the man-made and natural features of their environment and contrasting environments including the weather and the plants and animals that live there

Key Knowledge:	Key Knowledge:	Key Knowledge:	Key Knowledge:	Key Knowledge:	Key Knowledge:
• Talk about members of their immediate family and community	• Recognise and discuss some similarities and differences between different religious and	• To be able to talk about the seasons and the changes in the weather	• Draw a simple map based on a	• To be able to talk about the seasons and the changes in the weather drawing on their own	• Recognise and talk about similarities and differences between the natural world

	• Know the name of their street and that they live in Lancaster / Morecambe … • Describe their immediate environment using knowledge from observation, discussion, fiction and non-fiction texts.	cultural communities in this country, drawing on their own experiences and what has been said in class.	drawing on their own experiences and what has been said in class.	story - e.g. *The Gruffalo*	experiences and what has been said in class.	around them and contrasting environments, including the weather • Recognise and talk about similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps.
	Vocabulary: street, road, house, Lancaster, city, near, far, next to	**Vocabulary:** tree, bush, church, school, pavement	**Vocabulary:** wind, rain, sun, cloud, rainbow	**Vocabulary:** north, path, hill, wood, bridge	**Vocabulary:** spring, summer, autumn, winter, year	**Vocabulary:** Africa, England, sea, beach, plain, near, far, next to

Year One	Unit 1: Autumn 1	Unit 2: Spring 1	Unit 3: Summer 1
Locational Knowledge	**Year One Non-Negotiable Locational Knowledge: Name, locate and identify 4 countries and capital cities of UK and surrounding seas. 10 mins at the start of every Geography lesson -use provided maps**		
Intent	Pupils will learn that maps and plans are representations of space in two dimensions and flat images. They will create a plan of their classroom, thinking about the relative position of different objects in the room, and representing 3-D space in a 2-D diagram. They will discuss human and physical features and they will learn how to make a key and use directional language.	Children will find out how the UK is split into four countries and that each country has its own capital city. They will use photos of each capital city to describe what they can see. Children will identify the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean. They will then locate their local area on a map and think about what kind of settlement they live in. They will then use different sources to explore their local area, using appropriate vocabulary.	Children will explore the terms beach and seas looking different locations and culminating in a focus on Morecambe Beach (fieldwork visit). They will discuss and be able to name human and physical features at Morecambe Beach.
Substantive knowledge: **Locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork**	**Map Skills** To know how to interpret a range of sources of geographical information: maps, diagrams, globes, aerial photographs. Recognise the physical characteristics of the classroom as a place and how to communicate geographical information and use basic geographical vocabulary to refer to key physical and human features on maps and plans. To know, read and write 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 on a map. Devise a simple map and devise a key as a class. Look at an island using aerial photographs and plan perspectives. Identify features then find them.	**Where Do I Live?** To be able to identify the countries and capital cities of the UK. To be able to name the surrounding seas of the UK. To be able to identify some features and characteristics of one or more countries of the UK. To explore the town our school is in. To produce a simple map of their road, showing some human and physical features (labelled if possible).	**Seas And Coasts And Fieldwork** To find out about British beaches in order to name the physical features found. To find out about British seas -incorporate waste in our seas photos -discuss pollution To compare a British beach with one from another country. To use fieldwork skills to find out about a place (Morecambe -human and physical geography) A visit to Morecambe beach –Look at aerial photos and plan perspectives before you go. Identify features then find them on your visit. Produce a poster promoting Morecambe Beach (fieldwork task), including a messy map.
Key Vocabulary & subject specific definition	Vocabulary North, south, east, west, compass, maps, plans, globes, direction, bird's eye view, physical features, human features	Vocabulary Country, city, town, village, factory, farm, river, house, office, port, canal, harbour and shop	Vocabulary Continent, beach, cliff, coast, forest, hill, mountain, sea, ocean, soil, valley, vegetation, season and weather
Geographical Skills & Fieldwork	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right, up and down, forwards and backwards] to describe the location of features and routes on a map. Use relative vocabulary, such as bigger, smaller, like, dislike. Devise a simple2d map, showing landmarks.	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 world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	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. Make a simple map (whole class or individual) before you go on visit, showing landmarks ww will see, the route we will take and 4 locations we will search for litter. When there search and count litter in 4 locations. When back: Where did we find the most litter? What was it? Why? GDS Challenge -where would you put a bin?
Geographical enquiry Questions ***Disciplinary knowledge- thinking like a geographer***	• What is a map? • What is a plan? • What is a key? • Where would we find them? • What are compass points? • How can we use them to give directions?	• What countries are in the UK? • Can you name their capital cities? • Where is the UK on a globe? • Which seas surround the UK?	• What physical features are there at a British beach? • What human features are there at a British beach? • Which seas surround the UK? • What is the seaside like? • What is Morecambe Beach like?

Prior learning	• Talk about members of their immediate family and community • Know the name of their street and that they live in Lancaster / Morecambe … • Describe their immediate environment using knowledge from observation, discussion, fiction and non-fiction texts. Adult Led Teaching: • Recognise and discuss some similarities and differences between different religious and cultural communities in this country, drawing on their own experiences and what has been said in class. Adult Led Teaching: • To be able to talk about the seasons and the changes in the weather drawing on their own experiences and what has been said in class. • Draw a simple map based on a story - e.g. The Gruffalo • To be able to talk about the seasons and the changes in the weather drawing on their own experiences and what has been said in class. • Recognise and talk about similarities and differences between the natural world around them and contrasting environments, including the weather • Recognise and talk about similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps.	• Describe their immediate environment using knowledge from observation and books. • Know the name of their street and that they live in Lancaster / Morecambe … • Draw a simple map based on a story - e.g. *The Gruffalo*	• Know the name of their street and that they live in Lancaster / Morecambe … • Describe their immediate environment using knowledge from observation, discussion, fiction and non-fiction texts. • Draw a simple map based on a story - e.g. The Gruffalo • To be able to talk about the seasons and the changes in the weather drawing on their own experiences and what has been said in class. • Recognise and talk about similarities and differences between the natural world around them and contrasting environments, including the weather • Recognise and talk about similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps.
Future Learning	**<u>Map Skills:</u>** Y2-To know and locate places/features using maps and aerial photos; interpret maps, diagrams, globes, aerial photographs; 4 points of a compass; to read, use and devise a simple map; and use and construct basic symbols in a key. Y3-location of school/Lancaster on UK map; name/locate countries/cities of UK; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs; 8 points of a compass; 4 figure grid references. Y4- use knowledge of maps to locate a range of places and landmarks on Ordnance Survey maps of the UK; to interpret the geographical features both human and physical on OS maps; OS keys; interpret a range of sources of geographical information, including maps and aerial photographs; 8 points of compass; 4 figure grid references. Y5- Use knowledge of grid references to locate places and geographical features on Ordnance Survey maps; symbols and map keys; understand gradient and contour lines; interpret a range of sources of geographical information, including maps and aerial photographs; eight points of a compass, four and six-figure grid references. Y6- Locate specific landmarks/places through the use of grid references; features of places can be represented through symbols on maps in 2-dimensions; OS map symbols, map key to name physical and human features; height on maps and to measure and calculate real-life distances on OS maps using scale; interpret a range of sources of geographical information, including maps and aerial photograph; eight points of a compass; 6 figure grid references; mapmaking and technology; locate places in the world using lines of latitude and longitude, looking	Y2 -Australia Y3 -UK/Antarctica Y4 -Mediterranean And Europe Y5 -North America Y6 -South America	Y2 -Measure our rainfall over a week and compare with Australia -rain gauges Y3 -Sketch maps of Lancaster Y4 – Traffic survey Bowerham Road. Annotate plan on Digimaps as a class. Y5 -River Study , Brockholes, Preston Y6 -Microclimate Study in school grounds

	at how the world is divided into hemispheres; map projections.		
Suggested sequence of lessons	*Recap prior learning and ten minutes on UK map at start of every Geography lesson* 1. Explore maps (train/bus maps, street maps), plans, globes, Google Earth and aerial photographs -link to them and the location of school. 2. Discuss human and physical features. 3. As a whole class, create a pirate treasure map. Add the 4 compass points. Discuss this map using directional language. 4. Know simple compass directions and use these to describe features on a map. 5. Devise a simple treasure map then create one key as a class, deciding on suitable symbols. 6. Use Digimaps to show an aerial photo of a tropical island, and identify some human and physical features seen.	*Recap prior learning and ten minutes on UK map at start of every Geography lesson* 1. Identity countries and capitals of UK 2. Seas of UK 3. Characteristics of UK -identify some for one or more countries 4. Explore our town 5. Draw a simple map of their road	*Recap prior learning and ten minutes on UK map at start of every Geography lesson* 1. Find out about British beaches 2. Find out about British seas 3. Compare a British beach with one from another country 4. Find out about Morecambe Beach 5. Visit Morecambe -fieldwork 6. Make a tourist poster promoting Morecambe, including a messy map showing human and physical features
Assessment	Devise a simple map, and understand basic symbols in a key. Discuss human and physical features relating to their map.	Map produced of their road showing human and physical features	Tourist poster for Morecambe, showing human and physical features with a messy map

Year Two	Unit 1: Autumn 1	Unit 2: Spring 1	Unit 3: Summer 1
Locational Knowledge	**Year Two Non-Negotiable Locational Knowledge: Y2 Name and locate the World's seven continents and five oceans.**		
Intent	Children will learn about weather and seasonal patterns in the UK then consider differences between the UK and Equatorial/Polar regions. This will lead on to children being able to compare weather in the United Kingdom with that of an equatorial or polar country?	Ch'n will locate and explore Australia's location and key landforms. They will look closely at Victor Harbour during one lesson and communicate with someone who lives there. They will then look at Australia's climate zones, extreme weather and compare to the UK.	Ch'n will make a rain catcher and measure rainfall in school over a working week. They will compare this to rainfall in Victor Harbour, Adelaide over the same week and chart results. They will then briefly discuss scale and map keys before taking photos of our school grounds and creating a map of our school. This will include symbols and a map key.
Substantive knowledge: **Locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork**	**Weather** To identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns. To describe how daily weather patterns change over time, and how weather may be different in inland/coastal areas. To identify ways in which we learn about the weather, then make predictions about the weather which are helpful. To begin to find out about ways in which the weather during each season in Equatorial and polar regions differs from the weather in the United Kingdom. To learn more about the way seasonal weather in an equatorial region is different to the weather in the UK, using specific vocabulary to explain what has been learnt. To learn more about the way seasonal weather in a polar region is different to the weather in the UK, using specific vocabulary to explain what has been learnt.	**Australia** To locate Australia on a world map and globe and explore Australia's location in relation to its surrounding countries, continents, oceans and the UK. (Mention equator) To understand the physical geography of different locations in Australia (locate Great Barrier Reef, Perth, Uluru, Sydney Opera House, Adelaide) and explore the Great Barrier Reef in detail - focusing on coral dying due to hot water and climate change issues -look at Great Barrier Reef by Helen Scales Explore the physical and human geography of places through a contrasting location study of Victor Harbour, Adelaide -Are there any sustainability issues here? To use maps to identify and locate the climate zones of Australia and learn how and why climate is affected by proximity to the Equator and latitude. To locate regions in Australia that are affected by extreme weather.	**Skills And Fieldwork** Fieldwork - Collect rainfall over a week –compare with Victor Harbour, Australia at same time (make rain catcher). Chart results in a graph. To know and locate places, human and physical features on maps and aerial photographs of the local area and school grounds using basic geographical vocabulary. To explore simple map symbols and map keys. To create a map of the school using symbols and a map key. 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 on a map.
Key Vocabulary & subject specific definition	**Vocabulary** **Equator, seasonal weather, daily weather, patterns, overcast, spring, summer, autumn, winter, sleet, North & South Poles.**	**Vocabulary** **Australia, Northern Hemisphere, Southern Hemisphere, population, location, Equator, island, plateau, lake, gorge, dessert, mountain ranges**	**Vocabulary** **Large scale, small scale, landmarks, human features, physical features, key, symbol, surroundings, pictorial representations.**
Map Skills & 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. Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs. Communicate geographical information in a variety of ways, including through maps. Use simple compass directions (North, South, East, West). Locate on a globe and world map the hot and cold areas of the world including the Equator the North and South Poles.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs. Locate on a globe and world map the hot and cold areas of the world including the Equator the North and South Poles.	To know how to communicate geographical information in a variety of ways, including through maps. To 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. To 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. To use simple fieldwork and observational skills to study the geography of their school and its grounds.
Geographical Enquiry Questions	Can children begin to distinguish between daily weather and seasonal weather?	Where is Australia?	How can we find out where places are located?

Disciplinary knowledge- thinking like a geographer	Can children begin to identify some ways in which weather in inland and coastal areas in the United Kingdom often varies? Can children begin to identify ways in which weather in other parts of the world varies from our own? Can children begin to identify some aspects of human and physical geography that are affected by extreme weather in polar regions?	What are the four main landform regions of Australia? Which oceans surround the island Australia? How tall is Australia's tallest mountain? Which landform would you like to visit if you went to Australia and why? What extreme weather occurs in Austalia?	What is a map? What is a plan? How can give directions? How are places represented on maps and plans?
Prior learning	• Talk about members of their immediate family and community • Know the name of their street and that they live in Lancaster / Morecambe … • Describe their immediate environment using knowledge from observation, discussion, fiction and non-fiction texts. Adult Led Teaching: • Recognise and discuss some similarities and differences between different religious and cultural communities in this country, drawing on their own experiences and what has been said in class. Adult Led Teaching: • To be able to talk about the seasons and the changes in the weather drawing on their own experiences and what has been said in class. • Draw a simple map based on a story - e.g. The Gruffalo • To be able to talk about the seasons and the changes in the weather drawing on their own experiences and what has been said in class. • Recognise and talk about similarities and differences between the natural world around them and contrasting environments, including the weather • Recognise and talk about similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps.	• To be able to identify the countries and capital cities of the UK. • To be able to name the surrounding seas of the UK. • To be able to identify some features and characteristics of one or more countries of the UK. • To explore the town our school is in • To identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns. • To begin to find out about ways in which the weather during each season in Equatorial and polar regions differs from the weather in the United Kingdom.	• To know how to interpret a range of sources of geographical information: maps, diagrams, globes, aerial photographs. • Recognise the physical characteristics of the classroom as a place and how to communicate geographical information and use basic geographical vocabulary to refer to key physical and human features on maps and plans. • To know, read and write 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 on a map. • Devise a simple map and devise a key as a class. • Look at your school grounds using aerial photographs and plan perspectives. Identify features then find them.
Future Learning	Y3 -Antarctica Understanding its position and the significance of longitude, latitude and Polar Regions; to know Antarctica as a polar region (biome) and explore what this means, climate of Antarctica; different forms of land and terrain - Antarctic ice types, Antarctic flora & fauna; how hot and cold climate zones are influenced by the earth's orbit. Y4 -Mountains, Volcanoes and Earthquakes Y5-Rivers Y6-Global Trade	Y3 -UK Y4 -Mediterranean To understand the geographical features of a European region, (Italy - Bologna). Children will know about climate zones, mountains, seas, coasts, rivers, settlement, land use, economic activity and the impact of humans on physical geography and vice versa. Y5-North America To be able to describe the distribution of different environments in the USA, understand how climatic conditions are different across the country. Y6-South America To explore physical geography: climate zones, mountains, seas, coasts, rivers, and the impact of physical on human geography.	**Map Skills** Y3-location of school/Lancaster on UK map; name/locate countries/cities of UK; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs; 8 points of a compass; 4 figure grid references. Y4- use knowledge of maps to locate a range of places and landmarks on Ordnance Survey maps of the UK; to interpret the geographical features both human and physical on OS maps; OS keys; interpret a range of sources of geographical information, including maps and aerial photographs; 8 points of compass; 4 figure grid references. Y5- Use knowledge of grid references to locate places and geographical features on Ordnance Survey maps; symbols and map keys; understand gradient and contour lines; interpret a range of sources of geographical information, including maps and aerial photographs; eight points of a compass, four and six-figure grid references. Y6- Locate specific landmarks/places through the use of grid references; features of places can be represented through symbols on maps in 2-dimensions; OS map symbols, map key to name physical and human features; height on maps and to

			measure and calculate real-life distances on OS maps using scale; interpret a range of sources of geographical information, including maps and aerial photograph; eight points of a compass; 6 figure grid references; mapmaking and technology; locate places in the world using lines of latitude and longitude, looking at how the world is divided into hemispheres; map projections.
Suggested sequence of lessons	*Recap prior learning and ten minutes on World map at start of every Geography lesson* 1. Children will consider differences between seasonal weather and daily weather in the UK. 2. Children learn some ways in which weather differs between inland and coastal areas. 3. Children will consider ways in which weather affects the clothes we wear and the things we do. They will also think about how weather forecasts help us. 4. Children will study images and descriptions of an equatorial and a polar region and compare them to UK weather. They will learn basic differences between UK, polar and equatorial climates. 5. Children will learn more about weather in equatorial regions, including that they may be not only hotter than the UK, but wetter, too. They will consider how weather affects human behaviour. 6. Children will learn more about weather in polar regions, including that they experience periods of constant darkness/ daylight.	*Recap prior learning and ten minutes on World map at start of every Geography lesson* 1. Locate Australia on a world map and globe -mention equator 2. Look at physical geography of different locations in Australia and the key landforms of these places. 3. Learn about Victor Harbour, Adelaide, exploring human and physical features there 4. Use maps to identify and locate the climate zones of Australia and learn how and why climate is affected by proximity to the Equator and latitude. 5. Locate regions in Australia that are affected by extreme weather.	*Recap prior learning and ten minutes on World map at start of every Geography lesson* 1. Look at maps and aerial photographs of our local area and school grounds -find human and physical features and discuss using basic geographical vocabulary. 2. Explore simple map symbols and map keys 3. Create a map of the school using symbols and a map key. 4. 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 on a your map. 5. Fieldwork -Make a rain catcher using a bottle (and bought gauge) and collect rainfall over a week in school –compare with data for Victor Harbour, Australia at same time. Chart results in a graph.
Assessment	Can children compare weather in the United Kingdom to that of an equatorial or polar country in a discussion?	Work produced during lessons showing their knowledge of Australia and its climate.	Bar Graphs produced on rainfall in Lancaster and Victor Harbour and discussion on ch’n comparing their findings.

Year 3	Unit 1: Autumn 1	Unit 2: Spring 1	Unit 3: Summer 1
	Year Three Non-Negotiable Locational Knowledge: Name and locate countries and cities of UK including geographical regions, rivers and mountains ******Geographical regions are Lancashire,* ***London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West -covered in lessons***		
Intent	The aim is to develop the essential qualities and skills of young geographers through geographical knowledge and geographical enquiry relating to the physical and human environments of The United Kingdom (UK), focusing in depth with enquiry on the Lake District.	This topic will help pupils develop a sense of where the school is located within the wider world. Pupils use eight compass points to describe the location of cities within the British Isles and develop locational knowledge of England, Scotland, Wales and Ireland. Pupils will look at four figure grid references and plan their fieldwork, learning about human and physical features in their area.	The intent of this unit is to learn about Antarctica, its position in the world, polar regions and the impact of climate change. Pupils will learn about Shackleton, consider the terrain and conditions he would have encountered and learn about the effect of climate change on this part of our world.
Substantive knowledge: **Locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork**	**The United Kingdom** To know and understand the differences between the country groupings of the British Isles, United Kingdom, Great Britain. To name and locate capital cities within the UK, to recognise and name their flags and to know Geographical regions of UK (see yellow section above). To learn to name some iconic physical and human landmarks within the UK - *Tower Bridge, Old Trafford Stadium, Angel Of The North, Blackpool Tower, Houses Of Parliament, Edinburgh Castle, Ashton Memorial, Belfast Castle, Pontcysyllte Aqueduct, Heysham Power Station; Giant's Causeway, The Jurassic Coast, Ben Nevis, Scarfell Pike, Mount Snowdon, Slieve Donard, River Thames, River Lune, The Lake District, Morecambe Beach.* To compare some iconic physical and human landmarks within the UK - *Tower Bridge, Old Trafford Stadium, Angel Of The North, Blackpool Tower, Houses Of Parliament, Edinburgh Castle, Ashton Memorial, Belfast Castle, Pontcysyllte Aqueduct, Heysham Power Station; Giant's Causeway, The Jurassic Coast, Ben Nevis, Scarfell Pike, Mount Snowdon, Slieve Donard, River Thames, River Lune, The Lake District, Morecambe Beach.* To understand the pollution problems surrounding Lake Windermere -Use headlines from press to capture attention	**Skills and Fieldwork** To know the location the school and the local area on a map of the UK and be able to name and locate counties and cities of the United Kingdom. To recognise, use, read and spell the eight points of a compass. To use four figure grid references, symbols and keys to build their knowledge of their city. To use a range of sources of geographical information, including maps, diagrams, globes, aerial photographs to plan their fieldwork route. Fieldwork – Visit Lancaster –record human and physical features seen using sketch maps. Survey people in the park asking: Why do you come to the park? Make Tagxedo digital images on your return with reasons people visit the park - larger if more popular.	**Antarctica** To know Antarctica's place and size on the Earth, understanding its position and the significance of longitude, latitude and Polar Regions. *(Recap on Equator, North and South Pole, Northern and Southern Hemispheres. Introduce the Artic and Antarctic Circles)* To know that Antarctica is a polar region (biome) and explore what this means looking at climate. Who lives here? Why not? To explore different forms of land and terrain and flora & fauna in Antarctica (Who was Shackleton and what would he have encountered?) To undertake a geographical study of how Interactions between physical geography and everyday life, including the physical features of the Earth's orbit and its effects upon the weather, would affect the route for an endurance expedition. Therefore, understand the route taken by Shackleton. Climate change – Look at what is happening to our poles due to climate change.
Key Vocabulary & subject specific definition	**Regions, capital cities, iconic, landmarks, settlements, transport links, communities, tourism, human features, physical features.**	**Great Britain, UK, British Isles, Northeast, Northwest, Southeast, Southwest, compass points, boundaries, human features, physical features.**	**Antarctic Circle, North Latitude, South Latitude, West Longitude, East Longitude, Antarctica, Sir Ernest Shackleton, expedition, Endurance, Poles, time zones, ice mass, glaciers**
Map Skills & Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use eight points of a compass to build their knowledge of the UK.	Use maps, atlases, globes and digital/computer mapping to locate Lancaster and describe features studied. Use the eight points of a compass, four-figure grid references, identify some OS symbols to build their knowledge of the Lancaster and UK. Use fieldwork to observe, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and digital technologies.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Recap on Equator, North and South Pole , Northern and Southern Hemisphere Introduce the Arctic and Antarctic Circle

Geographical enquiry Questions ***Disciplinary knowledge- thinking like a geographer***	Which countries make up the United Kingdom? What is the name of the climate in the UK? Which city is the capital of Wales? What is the Lake District like? Is tourism always a good thing?	How can we use maps to develop our knowledge? Which countries make up the British Isles, UK, Great Britain? What human and physical features are in Lancaster? What is a sketch map?	Where is Antarctica? What is Antarctica 'made of'? What time is it at the South Pole? Do people live on Antarctica? What is daily life like on Antarctica? How is climate change affecting Antarctica?
Prior learning	Y1 - **Where Do I Live?** To have an awareness of the seven continents of the world and locate the UK on a world map. To be able to identify the countries and capital cities of the UK. To be able to name the surrounding seas of the UK. To be able to identify features and characteristics of the countries of the UK. To explore the town we live in. To produce a simple map of Lancaster showing some human and physical features (labelled if possible). Y2 -Australia To locate Australia on a world map and globe and explore Australia's location in relation to its surrounding countries, continents, oceans and the UK. To understand the physical geography of different locations in Australia and the key landforms of these places. Explore the physical and human geography of places through a contrasting location study of Victor Harbour, Adelaide. To use maps to identify and locate the climate zones of Australia and learn how and why climate is affected by proximity to the Equator and latitude. To locate regions in Australia that are affected by extreme weather and compare to UK.	Reception -Messy maps, weather observations, wind catchers Y1 –Morecambe Beach tourist poster Y2 -Measure our rainfall over a week and compare with Australia -rain gauges	Y1 **Seas And Coasts And Fieldwork** To find out about British beaches in order to name the physical features found. Name, locate and identify characteristics (key beach, one landmark) of the four countries and capital cities of the United Kingdom and its surrounding seas. -4 lessons To understand the human and physical geography of a small area (Morecambe). A visit to Morecambe beach –Look at aerial photos and plan perspectives before you go. Identify features then find them on your visit. Draw a simple labelled map on return or use a key for features seen. Y2 -Weather (see above)
Future Learning	Y4 -Europe and The Mediterranean To understand the geographical features of a European region, (Italy - Bologna). Children will know about climate zones, mountains, seas, coasts, rivers, settlement, land use, economic activity and the impact of humans on physical geography and vice versa. Y5-North America To be able to describe the distribution of different environments in the USA, understand how climatic conditions are different across the country. Y6-South America To explore physical geography: climate zones, mountains, seas, coasts, rivers, and the impact of physical on human geography.	**Map Skills:** Y4- use knowledge of maps to locate a range of places and landmarks on Ordnance Survey maps of the UK; to interpret the geographical features both human and physical on OS maps; OS keys; interpret a range of sources of geographical information, including maps and aerial photographs; 8 points of compass; 4 figure grid references. Y5- Use knowledge of grid references to locate places and geographical features on Ordnance Survey maps; symbols and map keys; understand gradient and contour lines; interpret a range of sources of geographical information, including maps and aerial photographs; eight points of a compass, four and six-figure grid references.	Y4 -Mountains, Volcanoes and Earthquakes Y5 -Rivers Y6 -Global Trade

		Y6- Locate specific landmarks/places through the use of grid references; features of places can be represented through symbols on maps in 2-dimensions; OS map symbols, map key to name physical and human features; height on maps and to measure and calculate real-life distances on OS maps using scale; interpret a range of sources of geographical information, including maps and aerial photograph; eight points of a compass; 6 figure grid references; mapmaking and technology; locate places in the world using lines of latitude and longitude, looking at how the world is divided into hemispheres; map projections.	
Suggested sequence of lessons	*Recap prior learning -15 mins World Maps App at start of every KS2 Geography Lesson* 1. KO Quiz then country groupings of British Isles, UK and Great Britain 2. UK cities, capitals and flags 3. Human and physical features of UK 4. Compare above -Where would you most like to go and why? 5. Lake District over time/tourism 6. Assessment task, final quiz, World Maps assessment.	*Recap prior learning -15 mins World Maps App at start of every KS2 Geography Lesson* 1. KO Quiz then locate the school and the local area on a map of the UK and locate counties and cities of the United Kingdom. 2. Eight points of a compass. 3. Four figure grid references 4. Plan fieldwork route 5. Fieldwork – Visit Lancaster / Final quiz, World Maps assessment.	*Recap prior learning -15 mins World Maps App at start of every KS2 Geography Lesson* 1. KO Quiz then look at Antarctica's place and size on the Earth, understanding its position and the significance of longitude, latitude and Polar Regions. 2. Antarctica is a polar region (biome) -explore what this means looking at climate. 3. Who was Shackleton and what would he have encountered -land, terrain, flora, fauna? 4. Explore Shackleton's route across Antarctica -how physical geography affected this. 5. Look at what is happening to our poles due to climate change. 6. Final quiz, World Maps assessment.
Assessment	Is Tourism A Good Thing For The Lake District? Written task in independent writing.	Fieldwork produced	Antarctica conversation with Y3 ch'n.

Year Four	Unit 1: Autumn 1	Unit 2: Spring 1	Unit 3: Summer 1
Locational Knowledge	**Year Four Non-Negotiable Locational Knowledge: Name and locate countries and major cities of Europe, including geographical regions, rivers, coasts and mountains.**		
Intent	The intent is to immerse pupils in fascinating human geography, looking at maps and understanding about the earth's structure. Pupils will carry out enquiry around volcanoes and decide if they are a good location to live near to.	This topic focuses on Ordnance Survey maps and basic map reading skills. After examining a map of the local area and discussing what they can see on it, pupils are taught to read four-figure grid references. They also discuss the geographical concept of scale and map symbols. Their fieldwork task is a traffic survey outside our school. A second team is to look for electric cars. Compare data year on year.	This topic takes a 'zoom lens' approach to studying the Mediterranean region within Europe. It moves from the macro (an overview of Europe) to the micro (everyday life in the historic city of Bologna, Italy) whilst identifying core opportunities for learning at each geographical scale.
Substantive knowledge: **Locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork**	<u>Volcanoes, Mountains and Earthquakes</u> To learn about and locate Mount Everest. To name and locate some of the world's mountains, concentrating on their key human and physical characteristics. To name and locate some of the world's volcanoes, concentrating on their key human and physical characteristics -sustainability discussion around gases To understand earthquakes, concentrating on their key human and physical characteristics. To describe and understand key aspects of types of settlement and land use near a volcano.	<u>Skills and Fieldwork</u> To use knowledge of maps (and aerial photographs) to locate a range of places and landmarks on Ordnance Survey maps of our area and World Map. *(Recap on Equator, North Pole, South Pole, Arctic/Antarctic Circle, Northern and Southern Hemisphere. Introduce significance of position of lines of Longitude and Latitude, tropics of Capricorn and Cancer and Prime Greenwich Meredian)* To know how to interpret the geographical features both human and physical on OS maps and consider the symbols for these features in the map key. To use the eight points of a compass and to use four figure grid references. To use fieldwork to observe, measure, record and present the human features in the local area, using plans, graphs and digital technologies. Sustainability lesson -look at petrol and electric cars Renewables and non-renewables -Climate change / BBC	<u>Mediterranean and Europe</u> To be able to name and locate the countries of Europe, using maps. To concentrating on and know about the environmental characteristics of a region in Europe, its key physical and human characteristics and major cities. To explore the location of Italy concentrating on the environmental regions, key physical and human characteristics and major cities. To understand the geographical features of a European region, (Italy – Emilia Romagna -zoom in on Bologna) - climate zone, physical features, settlement, land use, economic activity and the impact of humans on physical geography and vice versa. To understand geographical similarities and differences through the study of human and physical geography of Bologna and The Lake District -Does Bologna experience lake pollution like Windermere?
Key Vocabulary & subject specific definition	**Vocabulary** **mountain, volcano, earthquake, summit / peak, ridge, glacier, moraine, crevasse, altitude, ascent, seismologist, tectonic plate.**	**Vocabulary** **Human features, physical features, key, symbol, landmarks, grid references, surroundings, small scale, large scale**	**Vocabulary** **Europe, Mediterranean, temperate climate, currency, economy, languages, peninsula, climate zones, capoluogo (capital city of Italian region), human features, physical features.**
Map Skills & Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use the eight points of a compass, four-figure (six will be shown too) grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Use fieldwork to observe, measure, record and present the human features in the local area using plans, graphs and digital technologies. Interpret maps and aerial photographs. Communicate geographical information through maps. Recognise and use OS map symbols, look at a key and	Map use, globes and digital/computer mapping to locate countries and describe features studied Locate Europe on a large scale map and globe. Name and locate countries in Europe (including Russia) and their capitals cities.

		understand why it is important. Recap on Equator, North Pole, South Pole, the Arctic and Antarctic Circle, Northern and Southern Hemisphere. Introduce the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn and the Prime/ Greenwich Meridian. Annotate map to identify the area we will explore in fieldwork.	
Geographical enquiry Questions ***Disciplinary knowledge- thinking like a geographer***	What is a mountain? Where are most volcanoes found? How do we measure earthquakes? What is an earthquake? What are the UK's highest mountains?	How can we use maps to find out about the local area? What is an Ordnance Survey map? How are places, human and physical features represented on OS maps? What symbols are used on OS maps? How can we find places on OS maps?	Where is Europe? Why is Italy a Mediterranean country? What is a region? Why might country be divided into regions? Is Italy the only European country divided into regions? What is a 'capoluogo?' How does Bologna compare to the Lake District?
Prior learning	YR - Recognise and talk about similarities and differences between the natural world around them and contrasting environments, including the weather and seasons. Y1 Seas And Coasts And Fieldwork -find out about British beaches in order to name the physical features found, name, locate and identify characteristics, understand the human and physical geography of a small area (Morecambe). Y2 -Weather -Identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns. Equatorial and polar regions, learn about the way seasonal weather in a polar region is different to the weather in the UK. Y3 UK -To learn to name iconic physical and human landmarks within the UK. To compare iconic physical and human landmarks within the UK. To explore topographical features and climate of the Lake District.	Reception -Messy maps, weather observations, wind catchers Y1 –Morecambe Beach tourist poster Y2 -Measure our rainfall over a week and compare with Australia -rain gauges Y3 -Visit to Lancaster exploring human and physical features, sketch maps and Tagxedo images on return.	YR -Settling In - Talk about members of their immediate family and community Know the name of their street and that they live in Lancaster / Morecambe Y1 -Morecambe Beach Y2 -Victor Harbour, Australia Y3 Lake District -To explore topographical features and climate of the Lake District./ To understand how the Lake District's land use has changed over time and explore the impact of tourism.
Future Learning	Y5 Rivers Y6 Global Trade	**<u>Map Skills:</u>** Y5- Use knowledge of grid references to locate places and geographical features on Ordnance Survey maps; symbols and map keys; understand gradient and contour lines; interpret a range of sources of geographical information, including maps and aerial photographs; eight points of a compass, four and six-figure grid references. Y6- Locate specific landmarks/places through the use of grid references; features of places can be represented through symbols on maps in 2-dimensions; OS map symbols, map key to name physical and human features; height on maps and to measure and calculate real-life distances on OS maps using scale; interpret a range of sources of geographical information, including maps and aerial photograph; eight points of a compass; 6 figure grid references; mapmaking and technology; locate places in the world using lines of latitude and longitude, looking at how the world is divided into hemispheres; map projections.	Y5 -North America Y6 -South America
Suggested sequence of lessons	*Recap prior learning -15 mins World Maps App at start of every KS2 Geography Lesson* 1. KO Quiz then learn about Mount Everest, location,	*Recap prior learning -15 mins World Maps App at start of every KS2 Geography Lesson* 1. KO Quiz then use knowledge of maps and aerial	*Recap prior learning -15 mins World Maps App at start of every KS2 Geography Lesson* 1. KO Quiz then name and locate the countries of

	climbers, vocabulary, conditions. 2. Name and locate some of the world's mountains, concentrating on their key human and physical characteristics. 3. Name and locate some of the world's volcanoes and earthquakes, concentrating on their key human and physical characteristics. 4. Describe and understand key aspects of mountains, volcanoes and earthquakes. 5. Research pros and cons to living near a volcano. 6. Assessment task, final quiz, World Maps assessment.	photographs to locate a range of places and landmarks on Ordnance Survey maps of our area. 2. OS Map symbols 3. To use the eight points of a compass. 4. To use four figure grid references. 5. Traffic survey on Bowerham Road (2 lessons) 6. As above plus final quiz, World Maps assessment.	Europe, using maps. 2. Explore a region in Europe, its key physical and human characteristics and major cities. 3. Explore the location of Italy concentrating on the environmental regions, key physical and human characteristics and major cities. 4. Understand the geographical features of Bologna- climate zone, physical features, settlement, land use, economic activity and the impact of humans on physical geography and vice versa. 5. Understand geographical similarities and differences through the study of human and physical geography of Bologna and The Lake District. 6. Assessment task, final quiz, World Maps assessment.
Assessment	A house is for sale near a volcano. Will you buy it? Written task.	Fieldwork Produced	Class discussion on Lake District and Bologna

Year Five	Unit 1: Autumn 1	Unit 2: Spring 1	Unit 3: Summer 1
Locational Knowledge	**Year Five Non-Negotiable Locational Knowledge: Name and locate countries and major cities of North America, including geographical regions, rivers, coasts and mountains**		
Intent	The aim of this unit is to explore key features of the United States of America (USA), understanding the different environments present within the USA: the key physical features, where populations are distributed and looking at farming and climate. A historical perspective of New York allows pupils to examine how a settlement can develop over time.	A geographical study of rivers culminating in a study of the River Thames. Pupils will learn that rivers and river systems, are dynamic; changing the landscape in visible and at times dramatic ways. While only a fraction of the world's fresh water is visible in lakes and rivers, river systems can have a fundamental impact on peoples' lives. This unit leads onto a fieldwork visit to The River Ribble, for comparison of rivers and application of geographical knowledge -Summer Term.	This topic builds on previously learnt skills and has a greater emphasis on physical geography. Pupils learn how hills and valleys are represented on Ordnance Survey maps, through the use of contour lines. The main activity involves building a 3-D model of landscape from contour lines and pupils develop their understanding of how physical features and gradient are represented on maps.
Substantive knowledge: **Locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork**	North America To name and locate key features in the USA including states, lakes, rivers, mountains, deserts and settlements. (States -Washington, New Mexico, California, New York, Arizona, Texas, Alaska Settlements -Washington DC, New York City, LA, Vegas, Seattle Features - The Rocky Mountains, Appalachian Mountains, Great Plains, Mississippi River, Atlantic Ocean, Pacific Ocean, Gulf of Mexico, Mexico, Canada) To describe and understand the location and formation of key physical features of the landscape in the USA (the Grand Canyon). To be able to describe and understand the different types of human settlements in the USA and how different landscapes support human activity and population. To be able to describe the distribution of different environments in the USA, understand how climatic conditions are different across the country. Sustainability -Explore California wildfires and their impact in the area -photos to start	Rivers To be able to describe and understand key aspects of physical geography -the water cycle (Recap Water Cycle - Previously taught in Y4 Science States Of Matter –Spring 1) and human geography, including the distribution of natural resources including water. To understand how rivers are formed and to understand the features of a river, the surrounding landscape and how they change from source to mouth. To understand the factors that cause rivers to flood. To remember key topographical features of the UK (including rivers -Thames), and investigate land-use patterns (flooding); understanding how some of these have changed over time. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity (clean electricity/water energy) and trade links.	Skill And Fieldwork To use knowledge of 4 and 6 figure grid references to locate places and geographical features on Ordnance Survey maps and eight points of a compass to navigate between them. To use knowledge of maps to learn about places on maps through reading symbols and map keys. Recap on Equator, North Pole, South Pole, the Arctic and Antarctic Circle, Northern and Southern Hemisphere, the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian. Introduce time zones (including day and night). To understand gradient and contour lines as a physical feature of the environment (hills, valleys -then build 3D model) -2 lessons To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods -Brockholes River Study.
Key Vocabulary & subject specific definition	**Vocabulary** **states, deserts, settlements, valleys, plains, geology, latitude, longitude, prairie, erosion, topography, vegetation, accessibility**	**Vocabulary** **Erosion, deposition, cross section, Oxbow lakes, estuary, source, upper course, middle course, lower course, channel, v-shaped valley, tributaries, transportation, undercutting, meander, mouth, delta, precipitation, surface run off, through flow.**	**Vocabulary** **Contour lines, relief map, topography, triangulation pillars, gradient, landform, model, cliff, v-shaped valley, u-shaped valley.**
Map Skills & Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Learn how we can locate places in the world using lines of latitude and longitude. Locate the world's countries, focusing on North America.	To use taught geographical knowledge to interpret a range of geographical information and communicate learnt geographical information in a variety of ways. To be able to communicate geographical information through maps	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. Learn how hills and valleys are represented on OS maps, through the use of contour lines. Communicate and explore geographical information through maps. Learn how we can locate places in the world using lines of latitude and longitude. Recap on Equator, North Pole, South Pole, the Arctic and Antarctic Circle, Northern and Southern Hemisphere, the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian. Introduce time zones (including day and night). Build a 3-D model from contour lines and develop their understanding of how physical features are represented on 2-dimensional maps.
Geographical enquiry Questions ***Disciplinary knowledge- thinking like a geographer***	• What are the key geographical features of the USA? • What are the key physical features of the United States of America? • What and where is the Grand Canyon? • How did erosion shape the Grand Canyon? • How is population distributed in the USA? • Why does climate vary across the USA? • What foods come from the USA?	• How are rivers formed? • How do floods happen? • What are the physical characteristics of the River Thames? • How does the River Thames shape the surrounding landscape? • How does the River Thames change throughout its course? • How do people interact with the River Thames and surrounding landscape? • Why is the River Thames liable to flooding? • What is the role of the Thames Flood Barrier in preventing flooding? • How does the Thames Flood Barrier work?	• What are the definitions of: 'human feature' and 'physical feature'? • How are these represented on an Ordnance Survey map? • How is land height shown on Ordnance Survey maps? • What is a contour line? • How can we develop our understanding of contour lines and the features they show?
Prior learning	R -Where do I live? Y1 -Morecambe Y2 -Adelaide, Australia Y3 -Lake District, UK Y4 -Mediterranean	YR - Recognise and talk about similarities and differences between the natural world around them and contrasting environments, including the weather and seasons. Y1 Seas And Coasts And Fieldwork -find out about British beaches in order to name the physical features found, name, locate and identify characteristics, understand the human and physical geography of a small area (Morecambe). Y2 -Weather -Identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns. Equatorial and polar regions, learn about the way seasonal weather in a polar region is different to the weather in the UK. Y3 UK -To learn to name iconic physical and human landmarks within the UK. To compare iconic physical and human landmarks within the UK. To explore topographical features and climate of the Lake District.	Reception -Messy maps, weather observations, wind catchers Y1 –Morecambe Beach tourist poster Y2 -Measure our rainfall over a week and compare with Australia -rain gauges Y3 -Visit to Lancaster exploring human and physical features, sketch maps and Tagxedo images on return. Y4 -Traffic Survey on Bowwerham Road

		Y4 -Mountains, Volcanoes And Earthquakes - Mount Everest, name and locate some of the world's mountains, volcanoes and earthquakes, concentrating on their key human and physical characteristics.understand key aspects of types of settlement and land use near a volcano.	
Future Learning	Y6 -South America	Y6 -Global Trade	**<u>Map Skills:</u>** Y6- Locate specific landmarks/places through the use of grid references; features of places can be represented through symbols on maps in 2-dimensions; OS map symbols, map key to name physical and human features; height on maps and to measure and calculate real-life distances on OS maps using scale; interpret a range of sources of geographical information, including maps and aerial photograph; eight points of a compass; 6 figure grid references; mapmaking and technology; locate places in the world using lines of latitude and longitude, looking at how the world is divided into hemispheres; map projections.
Suggested sequence of lessons	*Recap prior learning -15 mins World Maps App at start of every KS2 Geography Lesson* 1. KO Quiz then Key features in USA 2. Grand Canyon 3. Population 4. Climate 5. Agriculture 6. Assessment task, final quiz, World Maps assessment.	*Recap prior learning -15 mins World Maps App at start of every KS2 Geography Lesson* 1. KO Quiz then recap on water cycle 2. Journey of a river 3. Flooding 4. The River Thames 5. Mapping the River Thames 6. Assessment task, final quiz, World Maps App assessment	*Recap prior learning -15 mins World Maps App at start of every KS2 Geography Lesson* 1. KO Quiz then 4 and 6 figure grid references / eight points of a compass 2. Reading OS symbols and map keys. 3. Recap on Equator, North Pole, South Pole, the Arctic and Antarctic Circle, Northern and Southern Hemisphere, the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian. Introduce time zones (including day and night). 4. To understand gradient and contour lines as a physical feature of the environment (hills, valleys - then build 3D model) -2 lessons 5. To understand gradient and contour lines as a physical feature of the environment (hills, valleys - then build 3D model) -2 lessons 6. Fieldwork -Brockholes River Study / final quiz, World Maps App assessment
Assessment	Pupils should be presented with a scenario where a new ambassador will be arriving to take over a post in USA. Pupils must produce a support guide with important information about the USA based on the top 10 things they have learnt throughout the unit to assist ambassador.	Discussion Session: Can pupils remember significant information for example the location and elevation of the source and mouth? Can they remember the significance of the drainage basin in flooding?	3D models produced and discussion around these.

Year Six	Unit 1: Autumn 1	Unit 2: Spring 1	Unit 3: Summer 1
Locational Knowledge	**Year Six Non-Negotiable Locational Knowledge: Name and locate countries and major cities of South America, including geographical regions, rivers, coasts and mountains.**		
Intent	The intent of this unit is to explore trade and how it became global. Pupils will consider where food comes from, the multi-step journey of complex manufactured goods and the global supply chain. They will also consider UK's exports, look at fairtrade and explore the concept of 'highest-valued exports'.	The intent of this unit is to allow pupils to develop their ability to use and fully embed understanding of Ordnance Survey maps. They find locations using six-figure grid references and practice locating locations, they will learn about locating places in the world using lines of longitude and latitude and discuss the hemispheres and other key vocabulary words from their list. They will improve their knowledge on map making, and then carry out a microclimate study in our school grounds, allowing them to consolidate map skills.	This unit introduces pupils to the diverse and unique culture of Brazil. Throughout the unit, pupils will be encouraged to compare the geography of Brazil to that of the UK. Pupils will begin by studying the human and physical features of Brazil before placing Brazil in the wider context of the world and South America. They will investigate the many differences between urban and rural Brazil and explore the lives of people living within Rio de Janeiro.
Substantive knowledge: **Locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork**	<u>Global Trade</u> To describe and understand key aspects of human geography, including trade links, and how and why trade has become increasingly 'global'. To describe and understand key aspects of physical geography, including how natural resources and climate determine where our food comes from. To compare the characteristics of different places a cotton garment passes through during its manufacture. To locate and explore the countries that the UK exports goods to. To have the knowledge to be able to present data related to global trade in table and graph form, and draw conclusions on the data on Fairtrade and Non-Fairtrade products (food miles). To describe and understand key aspects of human geography exploring and understanding what a country's highest-value export is.	<u>Skills and Fieldwork</u> To recap on the use of six figure grid references and explore how height is represented on OS maps. To measure and calculate real-life distances on OS maps using scale. To learn how we can locate places in the world using lines of latitude and longitude, looking at how the world is divided into hemispheres. Fieldwork at end of unit (2 weeks) – Carry out a microclimate study exploring where would be the most productive site for renewable energy in the school grounds? Look at school grounds as map and aerial photo then discuss where solar panels and a wind turbine might go. What would we want from each space? Observe, measure and record. Add selected locations onto Digimaps plan of the school grounds or a drawn scale map and present findings.	<u>South America</u> To understand geographical similarities and differences through the study of human and physical geography of Brazil. To describe and understand key aspects of: physical geography, including: climate zones. To understand geographical similarities and differences through the study of urban and rural areas in Brazil. Compare urbanisation in Brazil to urbanisation in the UK. To explore human geography, including types of settlement and land use, concentrate on key physical and human characteristics of the city Rio de Janeiro. To understand geographical similarities and differences through the study of human and physical geography of the Amazon rainforest -explore deforestation. What are the causes and effects of deforestation? Understand geographical similarities and differences through the study of human and physical geography of Brazil.
Key Vocabulary & subject specific definition	Trade, import, export, natural resources, land mass, climate, source to sale, complex manufactured goods, global supply chain (primary, secondary and tertiary), primary products, raw materials, raw materials, finished products, highest-valued exports', Fairtrade, supplier, distribution, less developed countries, more developed countries.	Six-figure grid reference, easting, northing, scale, aerial photograph, Prime/Greenwich Meridian, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, time zones.	Brazil, diversity, unique, culture, biomes, vegetation, climate, urban, rural, wealth, push/pull factor, poverty, urbanised, cattle ranching, farming, logging, disease, Awa tribe.
Map Skills & Fieldwork	Recap on Equator, North Pole, South Pole, the Arctic and Antarctic Circle, Northern and Southern Hemisphere, the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian. Recap on time zones (including day and night). Interpret maps and aerial photographs.	Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) and key vocabulary to build their knowledge of the wider world. Use fieldwork to observe, measure, record and present using a range of methods, including plans and digital technologies. Learn how we can locate places in the world using lines of latitude and longitude.	Locate the world's countries on a variety of maps, focusing on South America. Interpret maps and aerial photographs. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. In relation to Brazil -

		Describe the features shown on an OS map and further develop map skills by learning how to measure and calculate real-life distances on OS maps using scale.	Recap on Equator, North Pole, South Pole, the Arctic and Antarctic Circle, Northern and Southern Hemisphere, the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian. Recap on time zones (including day and night).
Geographical enquiry Questions ***Disciplinary knowledge- thinking like a geographer***	What is 'trade'? What makes trade global? At what different scales can goods and services be exchanged? How and why has trade changed through time to become global? What was trade like during each time period? Where do the products we buy come from? What is Fairtrade?	How can we locate places on Ordnance Survey maps? What is a six-figure grid reference? How can we read them? How is distance represented on a map?	Where is South America? How many countries can you locate and name in South America? What is a physical feature/human feature there? What is the name of the capital city of Brazil? What is the longest river and highest mountain in Brazil? Which countries border Brazil? Can you identify and locate any of the geographical regions in Brazil? What does the term 'indigenous people' mean? Who are the Awa tribe and what threats do they face?
Prior learning	Reception -The World Y1 --Seas and Coasts Y2 -Weather Y3 -Antarctica (polar region) Y4 -Mountains, Volcanoes, Earthquakes Y5 -Rivers	Reception -Messy maps, weather observations, wind catchers Y1 –Morecambe Beach tourist poster Y2 -Measure our rainfall over a week and compare with Australia -rain gauges Y3 - Visit Lancaster, record human and physical features seen using sketch maps Y4 – Traffic survey Bowerham Road. Annotate plan on Digimaps as a class. Y5 -River Study , Brockholes, Preston	R -Where do I live? Y1 -Morecambe Y2 -Adelaide, Australia Y3 -Lake District, UK Y4 -Mediterranean Y5 -North America
Future Learning	KS3 Geography	KS3 Geography	KS3 Geography
Suggested sequence of lessons	*Recap prior learning -15 mins World Maps App at start of every KS2 Geography Lesson* 1. KO Quiz then Why trade has become global 2. Explore import and export 3. Explore cotton trade to understand primary, secondary and tertiary 4. UK exportation 5. Explore Fairtrade and create data graphs 6. Explore an assigned area's highest value export, paying attention to the physical geography of a country determining what it can produce and export. (e.g. natural resources, bodies of water, climate). 7. Assessment task, final quiz, World Maps assessment.	*Recap prior learning -15 mins World Maps App at start of every KS2 Geography Lesson* 1. KO Quiz then six figure grid references 2. OS map study and scale 3. Lines of latitude and longitude, world map, vocabulary list 4. Map making, map projections 5. Fieldwork 6. Assessment task, final quiz, World Maps assessment.	*Recap prior learning -15 mins World Maps App at start of every KS2 Geography Lesson* 1. KO Quiz then where is Brazil? -an identification of the human and physical features. 2. The Brazilian climate -study climate data from a variety of locations in Brazil (Manaus, Salvador, Brasilia, Rio, and Curitiba) and compare with UK. 3. Urbanisation: the great tug of war (push/pull) - investigate the main reasons why so many Brazilians have moved from the north of the country to the south. 4. Lesson four: A city of two halves - investigate the similarities and differences between the lives of young people living in different parts of Rio de Janeiro 5. Lesson five: The indigenous people of the Amazon rainforest 6. Lesson six: What is life like in Brazil? -Final quiz, World Maps assessment.
Assessment	Define 'trade'. When is trade described as 'global'? What is Fairtrade and is it important? Produce a trade leaflet.	Map Skills End of Unit Assessment	Work produced during unit and discussions with class.