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# Geography Curriculum Overview



***“Happy children who are confident, independent and thoughtful.”***

# **Our Curriculum Design**

At Kings Meadow Academy, we view Geography as a subject that introduces children to a lifelong conversation about being at home on planet Earth. It is a subject that must ignite fascination and passion about where we live and our children will develop imagination, curiosity and critical thinking which can be used in isolation and throughout other subject disciplines. We use the **Kapow scheme of work** as the basis for our curriculum, which is grounded in both the **EYFS framework** and **National Curriculum**. Across EYFS and KS1, our pupils are in single age year groups, which enables all of the core foundational knowledge and skills to be embedded within a specific set of **3 units in a yearly cycle**. Within KS2, units are sequenced in single age groups, however, due to the fluctuations in pupil numbers, the lower KS2 curriculum does, at times, need to change to a 2-year cycle (A & B) to accommodate this.

Our scheme of work weaves seven core concepts of **place, space, scale, interdependence, physical & human processes, environmental interaction and sustainable development** and **cultural awareness and diversity** across each phase so that pupils can comprehend each topic in its own right, but also where it fits into the bigger picture.We have identified specific **fieldwork opportunities** within each year group that draw on our **school and local area** so that our pupils can build confidence and proficiency in using a range of methods to **observe**, **measure**, **record** and **present** their findings. Each year group has **3 taught units** that are taught as a half termly block with **an hour** each week from Y1-Y6. Each unit has its own knowledge organiser.

Our curriculum is designed to enable our children to work towards an understanding of the ‘big ideas’ in Geography outlined below by the end of KS2. This cumulative knowledge is developed over time to enable pupils to develop a secure understanding.

By the time a child reaches Y6 we expect them to know:

1. The scale and size of places studied: Wakefield is in West Yorkshire, England, the United Kingdom, Europe
2. London is an important city as our capital city
3. Hull is a significant coastal city on the Yorkshire coastline and the Yorkshire coastline is constantly under threat of erosion
4. The 7 continents are Asia, North America, South America, Europe, Africa, Australia (Oceania is a Region) and Antarctica and the 5 oceans across the world are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.
5. Earth's climate zones consist of tropical, dry, temperate, continental, and polar zones.
6. Biomes are classified according to the plants/animals that live there: aquatic, grassland, forests, desert, and tundra
7. The major lines of latitude are The Arctic Circle, The Antarctic Circle, the Tropic of Cancer, the Tropic of Capricorn and the Equator, and an important line of longitude is the Prime Meridian.
8. Our local river system is the River Dearne which flows into the River Don. Other major world rivers are the Thames, Yangtze, Amazon and Onyx
9. The physical processes on Earth create constant change; creating mountains, valleys, volcanoes, causing earthquakes and erosion (wind and water).
10. We have trade links with countries around the world, accessing fossil fuel, raw materials, and food.
11. Different types of maps can be used to identify aspects of physical and human geography.

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| **Place**  **Earth Globe - Asia with solid fill** | **Space**  **Map with pin with solid fill** | **Scale**  **Table with solid fill** | **Interdependence**  **Stacked Rocks with solid fill** | **Cultural awareness and diversity** | **Physical and human processes**  **Clipboard Partially Checked with solid fill** | **Environment interaction and sustainable development**  **Sustainability with solid fill** |

**Our Learning Cycles**

Below is an overview of our unit titles, which are colour coded to show the overarching substantive concept that pupils make prior knowledge links to.

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|  | AUTUMN | SPRING | SUMMER |
| EYFS | **Clipboard Partially Checked with solid fill**Where is my home?  **Table with solid fillMap with pin with solid fill** | **Table with solid fillClipboard Partially Checked with solid fill**Why do we need maps?  **Earth Globe - Asia with solid fill** | **Clipboard Partially Checked with solid fill**How are place around the world different?  **Map with pin with solid fillEarth Globe - Asia with solid fill** |
| Y1 | **Earth Globe - Asia with solid fillTable with solid fillA black background with a black square  Description automatically generated with medium confidence**What is it like here? | What is the weather like in the UK?  **Stacked Rocks with solid fillSustainability with solid fillEarth Globe - Asia with solid fill** | **Earth Globe - Asia with solid fillClipboard Partially Checked with solid fillMap with pin with solid fill**What is it like to live in Shanghai? |
| Y2 | **Table with solid fill**Why is our world wonderful?  **Sustainability with solid fillClipboard Partially Checked with solid fill** | **A black background with a black square  Description automatically generated with medium confidenceClipboard Partially Checked with solid fill**Would you prefer to live in a hot of a cold place?  **Stacked Rocks with solid fill** | **Table with solid fillClipboard Partially Checked with solid fill**What is it like to live by the coast?  **Map with pin with solid fill** |
| Y3  (KS2) | **Table with solid fill**Why do people live near volcanoes and earthquakes?  **Clipboard Partially Checked with solid fillMap with pin with solid fill** | **Clipboard Partially Checked with solid fill**Who lives in Antarctica?  **Stacked Rocks with solid fillMap with pin with solid fill** | **Map with pin with solid fill**Where does our food come from?  **Earth Globe - Asia with solid fillStacked Rocks with solid fill** |
| Y4  (KS2) | **Clipboard Partially Checked with solid fillA black background with a black square  Description automatically generated with medium confidence**Why are rainforests important to us?  **Map with pin with solid fill** | **Table with solid fillClipboard Partially Checked with solid fill**Are all settlements the same?  **Map with pin with solid fill** | **Map with pin with solid fill**What are rivers and how are they used?  **Sustainability with solid fillStacked Rocks with solid fill** |
| Y5  (KS2) | What is life like in the Alps?  **Earth Globe - Asia with solid fillTable with solid fillMap with pin with solid fill** | **Sustainability with solid fillClipboard Partially Checked with solid fillStacked Rocks with solid fill**Would you like to live in the desert? | **Table with solid fillMap with pin with solid fillStacked Rocks with solid fill**Why do oceans matter? |
| Y6  (KS2) | Why does population change?  **Clipboard Partially Checked with solid fillSustainability with solid fillStacked Rocks with solid fill** | **Sustainability with solid fillMap with pin with solid fillStacked Rocks with solid fill**Where does energy come from? | **Clipboard Partially Checked with solid fill**How can we make our local area better for children and young people?  **Earth Globe - Asia with solid fillStacked Rocks with solid fill** |

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| **YR** | **Autumn** | | **Spring** | **Summer** | |
| **Knowledge & Skills** | **Where is my home?**   * Understand the difference between a path, road and street. * Name the road or street where they live. * Share photographs of where they live and discuss. * Name the different types of buildings people live in. * My house, family and local surroundings * Naming and describing people who are familiar. * Draw simple plans of an area of the classroom compared to an aerial photograph. * Learn about special people in the community | | **Why do we need maps?**   * Maps from imaginary story settings such as ‘We’re going on a Bear Hunt’,’ What the Ladybird heard’, ‘Rosie’s walk’, ‘The Gruffalo’, ‘Little Red Riding Hood’ * Draw map of local area /roads / familiar journeys e.g. Journey to school * Understand that some places are special to members of their community * Recognise some similarities and differences between life in this country and other countries with a focus on France, Africa and North/South America. | **How are places around the world different?**   * 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 * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps. | |
| **Fieldwork** | Walk around the local community to identify topographical features documented by photographs to use as discussion prompts | | Children to use the school grounds to create story sticks and draw sketch maps within the provision. Creation of treasure maps and link to pirate theme. | Children to use globes and large maps of the world to talk about different places in stories and to start to develop a sense of place and space. | |
| **Books/ websites** | Home (Ellis, C)  On the way home (Murphy, J) | | We’re going on a Bear Hunt  What the Ladybird heard  Rosie’s walk  The Gruffalo  Little Red Riding Hood | Celebrations around the world (Halford, K) | |
| **Vocab** | house, family, local, mum, dad, grandad, grandma, auntie, brother, sister, Wakefield, Fitzwilliam, map, community. | | map, Wakefield, school, community, vicar, teacher, doctor, nurse, mayor, similarity, difference |  | |
| **Continuous Provision** | * World Map on display in the classroom to regularly discuss places children have visited on holiday and to locate places of interest or places that arise in books and topics. * A range of books linked to areas focus on different places, cultural identity/awareness and environmental impact. * Small world enhancement focus to apply skill learnt such as map making, creating plans/buildings etc Beebots, and explore seasonal/daily weather patterns. * Access to cameras, clipboards and recording media to capture observations of the natural world in and around the school grounds. | | | | |
| **Y1** | **Autumn** | **Spring** | | | **Summer** |
| **Knowledge & Skills** | **What is it like here?**   * Locating where they live on an aerial photograph, children recognise local features * They create maps using classroom resources before drawing simple maps of the school grounds * Locate Wakefield on a map and identify it as a city within West Yorkshire * Pupils use maps and simple routes around the school grounds and carry out an enquiry about where school improvements need to be made * Pupils compare how they get to school and what method of transport they use | **What is the weather like in the UK?**   * Identify the 4 countries that make up the UK * Identify Wakefield as their nearest city * Studying the countries that make up the UK, children discuss the four seasons and the associated weather * Children consider how our weather differs from other countries and look at extreme weather conditions around the world * Children will keep a weather diary and find out about hot and cold places in the UK using weather mapping with a simple key | | | **What is it like to live in Shanghai?**   * Using a world map to start recognizing continents, oceans and countries outside the UK with a focus on Shanghai * Children identify physical features of Shanghai using aerial photographs and maps before identifying human features through exploring land use * Compare the human and physical features of Shanghai to the features in Wakefield and collect simple data |
| Fieldwork | Map the school classroom and the school grounds (lessons 3 and 4) | Children will establish a weather station in the outdoor area and record their findings in simple tables | | | Collect photographs of key human and physical features of Shanghai through a virtual tour and compare to Wakefield. |
| Books/ websites | Creative learning out of doors (Pickering, S)  Word clouds: [www.wordle.net](http://www.wordle.net) and [www.tagxedo.com](http://www.tagxedo.com)  [www.neighbourhoodstatistics.gov.uk](http://www.neighbourhoodstatistics.gov.uk)  [www.journeytoschool.com](http://www.journeytoschool.com) | When will it be Spring? (Walters, C)  The North Wind and the Sun (Wildsmith, B)  [www.metoffice.gov.uk](http://www.metoffice.gov.uk)  [www.tagxedo.com](http://www.tagxedo.com) | | | [www.googleearth.com](http://www.googleearth.com)  [KS2 Geography: A child-led tour of Shanghai in China – BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/articles/zdrtvk7)  <https://www.smartshanghai.com/> |
| **Vocab** | aerial view, land, location, village, city, aerial photograph, sea, country, town, map, globe, place, directional language, symbol, features, atlas, distance, country, key, locate, north, survey, questionnaire, improve | atlas, capital city, climate, compass, continent, country, direction, land, locate, location, map, rain gauge, season, temperature, thermometer, weather, weather vane | | | continent, country, different, directional language e.g. near, far, next to, behind, etc., key, human feature, map, physical feature, similar symbol |
| **British Values** | Individual liberty  Mutual respect |  | | |  |

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| **Y2** | **Autumn** | **Spring** | **Summer** |
| **Knowledge & Skills** | **Why is our world wonderful?**   * Learning the names and locating the oceans of our world, children consider the importance of water and how we use it * They identify features and major characteristics of the UK (capital cities and key landmarks) and find out about some wonders of the world * Children use this to consider what is unique about our locality in Kinsley – using fieldwork to find this out | **Would you prefer to live in a hot of a cold place?**   * Children are introduced to the basic concept of climate zones (including the polar regions and deserts) and map out hot and cold places globally * Children compare features at the North and South Poles and Benin as well as in Wakefield and West Yorkshire * Pupils learn about the four compass points and recap the names and locations of the 7 continents | **What is it like to live by the coast?**   * Pupils name and locate continents and oceans of the world and revisit countries and cities of the UK * Children learn about the physical features of the East Yorkshire coastline and how humans have interacted with this over time including introducing land use, settlements and basic tourism * The East Yorkshire coastline is then compared to Wakefield in terms of physical differences |
| **Fieldwork** | Revisiting the local community to gather research of our locality | Orienteering activities in the school grounds for compass points and basic directions | School trip to the East Yorkshire coastline to look at similarities and differences |
| **Books/ Websites** | Five Little Fiends (Dyer, S)  Little Blue Planet: Investigating Spaceship Earth (Owens, P)  [www.oxfam.org/education/resources/mapping-our-world](http://www.oxfam.org/education/resources/mapping-our-world)  [www.nasa.gov](http://www.nasa.gov) | One Day on our Blue Planet (Bailey, E)  Antarctica (Cowcher, E)  Rainbow Bird (Maddern, E and Kenaway, A)  Living in the Freezer: Investigating polar environments (Richardson, P)  How deserts are expanding; polar bear/ meerkat (Youtube) | The River: An Epic Journey to the Sea (Clulow, H)  The Wind in the Willows (Grahame, K)  [www.peakware.com/peaks](http://www.peakware.com/peaks)  [www.tagxedo.com](http://www.tagxedo.com) |
| **Vocab** | aerial photograph, capital city, continent, country, data collection, fieldwork, human feature, key, lake, land, landmark, locate, location, map, north, physical feature, ocean, OS map, river, sample, sea, scale, symbol, tally chart, vegetation | sea, globe, desert, climate, pack ice, arid, compass, weather, ice sheet, savannah, grasslands, tropical, vegetation, rainforest, weather, polar, human feature, rural, physical feature, Equator, urban, rain gauge | arch, aquarium, bay, capital city, cliff, coast, coastline, country, fieldwork, island, harbour, human feature |
| **British Values** | Mutual respect | Mutual respect | Individual liberty |

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| **Y3 (A)** | **Autumn** | **Spring** | **Summer** |
| **Knowledge & Skills** | **Why do people live near volcanoes and earthquakes?**   * Pupils learn about the 4 different layers of the Earth * They learn about how mountains are formed and explain why volcanoes happen and where they occur * Pupils recognise the positive and negative effects of living near a volcano – focusing on Mount Etna * Pupils compare the effects of this to the eruption of Eyjafallokull in 2010 to further enhance their understanding of how volcanic activity affects people around the world * Pupils explain what earthquakes are and how they occur | **Who lives in Antarctica?**   * Pupils learn about latitude and longitude and how this links to climate * Pupils consider the tilt of the Earth and how this impacts the Antarctic circle and global temperatures * Children explore the physical features of a polar region and how humans have adapted to work there * Pupils study Shackleton’s expedition before planning their own expedition around school using four figure grid references | **Where does our food come from?**   * Pupils name and map the 7 biomes of the world and identify that different food grows there * Children consider the link between trade and climate and find out about fair trade with a focus on the cocoa bean journey in the Dominican Republic * They learn about trade where they live and explore where the food comes from for their school dinners * Pupils explore the Rhubarb Triangle (Wakefield, Leeds and Bradford) and describe its significance |
| **Fieldwork** | Undertake observe and record the location of rocks around the school grounds and discuss findings. | A simple expedition around school – using four figure grid references | Visit to local supermarket and/or food producing factory within the Rhubarb Triangle  Catering provider (Caterlink) to be invited into school to speak to the children about food sourcing for school dinners |
| **Books/ websites** | [www.bgs.ac.uk](http://www.bgs.ac.uk) (cut-out model volcanoes)  Eruption of Eyjafallajokull – [www.bbc.com/news](http://www.bbc.com/news)  Mount Etna eruption video (Youtube)  Woodlands school volcano information (google) | [Children's Books Set in the Arctic and Antarctica | Brightly (readbrightly.com)](https://www.readbrightly.com/read-around-the-world-antarctica-arctic/)  Ten Animals in Antarctica (Court, M)  Amazing Arctic Adventures (Glassman, J)  Arctic and Antarctic: DK FindOut  North (Dowson, N) | Where does my food come from? (Willmor, A)  Off to the Market (Oehr, A)  The Farm That Feeds Us (Castaldo, N)  [7 - 11 Years - Food A Fact Of Life](https://www.foodafactoflife.org.uk/7-11-years/) |
| **Vocab** | inner core, outer core, mantle, crust, magma, tectonic plate, plate boundary, mountain, volcanic mountain, atlas, active volcano, dormant volcano, extinct volcano, negative effects, positive effects, fertile soil, climate change, earthquake, tsunami | lines of latitude, lines of longitude, hemisphere, climate, climate zone, compass points, direction, ice shelf, ice sheet, drifting ice, iceberg | carbon footprint, consume, distribution, export, food miles, import, produce, responsible trade, seasonal food, sustainability, trade |
| **British Value** |  | Rule of law | Democracy |

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| **Y4 (B)** | **Autumn** | **Spring** | **Summer** |
| **Knowledge & Skills** | **Why are rainforests important to us?**   * Linking climate and biomes, children locate the Amazon rainforest and explain how the vegetation links to the two tropics * Children investigate the physical features of a rainforest and the layers, considering how plants adapt to these conditions * Children learn about the people who live in the Amazon and discuss the impact of human activity globally | **Are all settlements the same?**   * Children are introduced to the regions and counties in England * Children explore the different types of land use and how this differs between rural and urban areas * Pupils consider their prior learning on mountains/ volcanoes and explain why some areas are more sparsely populated * Children make land use comparisons with India to find key similarities and differences between settlements | **What are rivers and how are they used?**   * Pupils find out about the water cycle and its importance * They map out the world’s major rivers, paying particular attention to the Yangtze (links to Shanghai), the Amazon (links to rainforests) and the Onyx (links to Antarctica) * Pupils study the River Dearne (Barnsley) and learn about how rivers are formed |
| **Fieldwork** | Visit the forest school/ local woodland to look at topographical features and how these compare to the rainforest | Revisit to the local environment to discover why certain physical and human features are in certain locations | River Dearne Visit to create sketch maps of features |
| **Books/ websites** | Rainforest Warrior (Ganeri, A)  Over and Under the Rainforest (Messner, K)  Amazon River (Francis, S)  [Kids' Corner - Rainforest Foundation US](https://rainforestfoundation.org/engage/kids/) | India, Incredible India (Bilan, J)  Himalaya (Marino, S)  Ajay and the Mumbai Sun (Shah, V)  [India Country Profile - National Geographic Kids](https://kids.nationalgeographic.com/geography/countries/article/india) | Amazon River (Francis, S)  Rivers: from source to Sea (Chapman, S)  Amazing Rivers (Agnone, J)  Once upon a raindrop: the story of water (Carter, J)  [Natural water cycle game | South East Water Education (educationsoutheastwater.com.au)](https://www.educationsoutheastwater.com.au/resources/natural-water-cycle-game) |
| **Vocab** | biome, Equator, Tropic of Capricorn, Tropic of Cancer, lines of latitude, vegetation, forest floor, understory layer, canopy layer, emergent layer, deforestation, community, indigenous peoples, drought, greenhouse gas, global warming, logging, mining | capital city, compare, country border, county, land use, local, recreational land, region, residential land, settlement, transportation | condensation, delta, estuary, evaporation, flooding, meander, precipitation, river mouth, source, tributary, valley, water cycle |
| **British Values** | Individual liberty / Democracy / Rules of Law  Mutual respect / Tolerance |  |  |

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| **Y5** | **Autumn** | **Spring** | **Summer** |
| **Knowledge & Skills** | **What is life like in the Alps?**   * Children build knowledge of naming countries in Europe * Pupils discover the climate of mountain ranges and consider why people choose to visit the Alps – with a particular focus on Innsbruck (European region) * Children investigate tourism within the local area and compare to Innsbruck, mapping recreational land use and presenting their findings | **Would you like to live in the desert?**   * Pupils recap on biomes and their various characteristics before honing in on deserts * Pupils map deserts around the world, and focus on those in North America * Children investigate the materials bauxite, coal and tin from North America and explain their uses and influence around the world * Pupils then compare how humans interact with the desert and how they have adapted to live their to their own lives in England | **Why do oceans matter?**   * Pupils learn about the importance of our oceans and describe the location and significance of the Great Barrier Reef * They consider how pollution is damaging our marine environments before considering how they can contribute by making eco-friendly choices * Pupils use fieldwork skills to investigate pollution |
| **Fieldwork** | Research local recreational land use within Kinsley and create tourist brochure | Create sketch maps of an identified desert area including labels and keys from collected photographs and digital observations. | Revisit East Yorkshire coastline (from Y2) to take part in a beach clean up operation |
| **Books/ websites**  **e** | [Europe Puzzle 2024 | Geography Learning Game (planeta42.com)](https://planeta42.com/geography/europepuzzle/game.html)  Mountains of the world (Braun, D)  Big Picture Atlas (Bone, E) | The Incredible Ecosystem of Planet Earth (Ignotofsky, R)  How deserts are expanding (Youtube) | My encyclopedia of very important oceans (DK)  Oceanarium (Trinick, L)  A turtles’ view of the ocean blue (Barr, C)  Clean Up (Byron, N)  Sky Ocean Rescue (How to get involved) |
| **Vocab** | longitude, latitude, hemisphere, climate, land height, sea level, human feature, physical feature, glacier, mountain climate, temperate forest, temperate, coniferous trees, deciduous trees, scale, vegetation, population, leisure, tourist, tourism, recreational land use, OS map, method, risk, route | arid, barren, biome, climate, desert, drought, rainfall, sparse, time zone, tourist attraction, vegetation, weather | atmosphere, biodegradable, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, microplastics, natural disaster, ocean current, policy, renewable energy, single use plastic, species, water cycle |
| **British Values** | Individual liberty |  | Individual liberty  Rule of law / Democracy |

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| **Y6** | **Autumn** | **Spring** | **Summer** |
| **Knowledge & Skills** | **Why does population change?**   * Pupils look at global population distribution and explain why some areas are more populated than others * Children explore factors that affect birth and death rates and use case studies to illustrate these * Children consider migration and immigration and study news articles before deciding on a letter to formulate to the government * Pupils study how the population is impacting on our environment and compare the population of Wakefield now and in the past linking to urban sprawl | **Where does our energy comes from?**   * Pupils recognize what energy is and why renewable energy is important * Children investigate how energy is created in the United States before comparing this to how energy is created in the United Kingdom * Pupils conduct a fieldwork study into the most appropriate place for a solar panel to be placed on the school grounds | **How can we make our local area better for children and young people?**   * Pupils explore using digital mapping, data collection, photographs and analysis to map the amenities in the local area of Kinsley * Children create presentations to explain small changes that can be made to improve the quality of their local area in terms of recreation, tourism and amenities |
| **Fieldwork** | Pupils explore population records and examine maps of the locality (using Digimaps) to investigate changes in context over time | Trust Electric Vehicle provider (Octopus Energy) invited into school to support with the fieldwork study around solar panels | Local councillor/ MP to be invited in for children to present to |
| **Books/ websites** | The boy at the back of the class (Rauf, O)  The Arrival (Tan, S)  The silence seeker (Morley, B)  [Immigration | Kids Discover Online](https://online.kidsdiscover.com/unit/immigration) | The story of climate change (Barr, C)  [What is Renewable Energy? - Earth.Org Kids](https://kids.earth.org/climate-change/renewable-energy-2/)  [National Grid PDZ - Kids Zone](https://powerdiscoveryzone.nationalgrid.co.uk/) | [Amenities and things to do - Big Conversation Wakefield](https://bigconversationwakefield.co.uk/report/amenities-and-things-to-do/)  [Leisure centres and facilities - Wakefield Council](https://www.wakefield.gov.uk/sport-and-leisure/leisure-centres-and-facilities/)  [Visitor Guide | Experience Wakefield](https://experiencewakefield.co.uk/visitor-guide/) |
| **Vocab** | population, densely populated, sparsely populated, population density, population distribution, birth rate, death rate, natural increase, migration, migrants, refugee, push factors, pull factors, voluntary, involuntary, region, climate, climate change, fossil fuels, greenhouse gases, deforestation, | biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, producer, regenerate, renewable, replenish, sea level, solar power, time zone, urban planner, windpower, six-figure grid reference | amenities, councilor, digital mapping, recreation, tourism |
| **BV** | Rule of law / Mutual Respect  Individual liberty | Individual liberty  Tolerance / Democracy | Rule of law / Tolerance  Mutual respect / Democracy |

**Our Disciplinary Knowledge Progression**

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| **Key Area** | **EYFS** | **Y1** | **Y2** | **KS2** | | | |
| **Locational Knowledge** | Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Know how to talk about some specific features of an environment, location or country that they have been learning about. | Know and identify on a map the four countries that make up the United Kingdom (England, Wales, Scotland and Northern Island).  Know the corresponding capitals for the countries of the UK and identify them on a map (London, Cardiff, Edinburgh, and Belfast).  Know and identify (on a map) the surrounding seas of the UK (North Sea, Atlantic Ocean, English Channel and Irish Sea). | Know and identify on a map the 7 continents (Europe, Asia, Africa, North America, South America, Australasia and Antarctica).  Know and identify on a map the 5 oceans (Atlantic, Pacific, Indian, Arctic, Southern). | Know and locate cities and counties in England on a map.  Know the location of the world’s countries using maps (focus on Europe).  Know the capital cities of key identified countries.  Know where the Northern and Southern Hemisphere are on a map.  Know key topographical features in areas of the UK and other countries.  Know that longitude lines go vertically across a map and latitude lines go horizontally across a map.  Know there are time zones. | Know the location of the world’s countries using maps (focus on North and South America).  Know where the Equator, Northern and Southern Hemisphere are on a map.  Know to compare and contrast key topographical features in the UK and other countries.  Use lines of longitude and latitude to identify countries on a map.  Know some other time zones and how they compare to Greenwich Mean Time. | Name and locate four countries from the Northern Hemisphere and four countries from the Southern Hemisphere.  Know what a tropic is. Know that the Tropic of Cancer is in the Northern Hemisphere. Know that the Tropic of Capricorn is in the Southern Hemisphere.  Know the tropics and the region where the sun passes directly overhead.  Know to compare and contrast land use and key topographical features in the UK and other countries.  Know world time zones and compare with  Greenwich Mean Time. | Know the location of some countries in relation to each other using a map e.g. the UK is north of France.  Know where the equator, Tropic of Cancer and Tropic of Capricorn are on a world map.  Name countries that are on the Tropic of Cancer.  Name countries that are on the Tropic of Capricorn.  Know to compare and contrast land use and key geographical features in countries and know changes over time in the UK and begin to comment on changes over time linked to studies in Europe and North/ South America. |
| **Place Knowledge** | Know that some places are special to members of their community.  Know that there are different countries in the world and talk about the similarities and differences they have experienced or seen in photos. | Local: Know about the local area surrounding our school.  Know that the United Kingdom is an island in Europe.  Know that all streets have a name and a post code. Know their own address and the address of the school.  Know local buildings in the surrounding locality (school, shop, church, houses) linked to the locality walk.  Know the types of houses that are in our local area (flats, terraced, semi  detached, detached) | **UK:** Know that the region we live in is called the East Midlands. Know that the continent we live in is called Europe.  Know that the United Kingdom is a group of islands which are part of the European Continent.  **Europe:** Know the similarities and differences between a small area of the United Kingdom and of a small area in a non- contrasting European country.  **World**: Know features of hot and cold places in the world- weather, housing and wildlife. | **UK:** Know what a county is and know local counties.  **Europe**: Know the names of and locate at least five European countries. Know the names of a number of European capitals.  Know the main differences between living in the UK and another country. | **UK:** Know and explain details about the UK including towns and cities, land use and topographical features.  **Europe**: Know how to compare two different places in different countries including climate differences, language and famous landmarks in both places.  **World:** Know where North and South America are. | Know the key geographical similarities and differences between England and another country in the world.  Know the climate differences between the two places. Know the primary language spoken. Know what both places are famous for. | Know how to compare and contrast living in the UK and another country in the world.  Know some 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** | Develop positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Talk about members of their immediate family and community. Know how to name and describe people who are familiar to them.  Recognise some environments that are different to the one in  which they live. | Know the weather is changeable and this makes the seasons.  Know that the weather can be in more than one season.  Know weather-specific vocabulary and link words to the correct seasons geographical language to describe the weather patterns and record observations over time using weather symbols.  Know where the Equator, North and South Pole are on a globe and world map. | Know and name the following physical geography vocabulary to describe a European and non-European settlement (coast, cliff, mountain, beach, forest, hill, sea, ocean, river and valley).  Know and name the following human geography vocabulary to describe a European and non-European settlement (city, town, village, factory, farm, house, office, port, harbour and shop). | Know key aspects of human geography and physical geography such as how rivers are formed, the water cycle.  Know and use key vocabulary relating to these features. | Know and use key vocabulary relating to aspects of human and physical geography.  Know geographical processes and be able to explain them such as the formation of mountains and their effect on the water cycle. | Know and discuss reasons for changes in climate and results in climate change  Know and describe geographical processes and features using key vocabulary.  Know how different settlers used the land. | Know about land use for economic activity including trade links and the distribution of natural resources.  Know and explain the impact of changes in land use over time. |
| **Geographical Skills and Fieldwork** | Draw information from a simple map.  Know how to draw a simple map and talk about things they can see or have found out from a map.  Knows how to build and create features of environments in their play and can talk about and identify things they can see in the environment, a photograph or map using some key vocabulary. | Know, from undertaking fieldwork, that information can be gathered about our local area by observing the traffic in a survey (link maths – pictograms).  Create a map of the school grounds.  Know their address including the postcode.  Know that we use an atlas, globe and a map to find out information about countries.  Know where the UK is on a world map and globe.  Know and identify the 4 countries of the UK on a map of the UK.  Know and identify the capital cities of the 4 countries of the UK.  Know where the equator, North Pole and South Pole are on a globe. | Know the four points of a compass (North, East, South and West).  Know and use the positional language when describing location and position.  Know that the orientation of a compass is North.  Create a simple map of the local area with a key.  Know how to use a virtual map to gather information, using index, search bar, zooming tool and orientation.  Know how to use aerial photographs (including Google Earth) to identify key landmarks- both physical and human (e.g. over London – Big Ben, River Thames, London Eye, bridges, and transport system).  Know and label the 7 continents of the world on a world map. | Know how to use world maps to identify countries of the world.  Use world maps to identify the location of key features such as volcanoes.  Observe how land has been used using a range of OS maps and aerial photographs, such as in Sherwood Forest.  Know and name the 8 points of a compass and use them to describe position.  Identify the Northern and Southern Hemisphere. | Know how to use world maps to identify countries of the world and their capitals.  Use road maps to plan a journey.  Use OS maps to build knowledge of the UK.  Use four-figure grid references to build knowledge of the UK.  Measure and record rainfall precisely and make observations from findings.  Measure and record temperature precisely and make observations from findings. | Know how to use graphs to record features such as temperature or rainfall across the world.  Know that rainfall and temperature can be presented in graphs and know how to interpret this information (link to maths).  Know and use symbols and keys to build their knowledge of the UK.  Use four-figure grid references on OS maps to locate positions and  know how contour lines are used. | Use six-figure grid references on OS maps to locate positions.  Locate the equator, Tropic of Cancer and Tropic of Capricorn on a map.  Know what various OS symbols represent.  Use lines of longitude and latitude to locate places.  Recognise and use time zones and identify the Greenwich meridian.  Use Google Earth to find countries, places of interest and follow a river. |
| **Impact of Geography (End Points)** | At the end of the EYFS a child achieving the **ELG** will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (People, Culture and Communities)  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.  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. | A **Year 1** pupil working at the expected standard will be able to name (and identify on a map, atlas or globe) the four countries that make up the United Kingdom, the corresponding capital cities and the surrounding seas.  They know their own address and postcode, local area, county and the country they live in. They know details about housing and buildings in their locality. They talk about the different types of weather and seasons, and know hot places on the globe are located near the equator and what a desert is. They can use geographical vocabulary to refer to human and physical features. | A **Year 2** pupil working at the expected standard will be able to name the 7 continents and 5 oceans. They can name some famous landmarks in UK and compare how the UK is the same or different to another country. They know the region they live in and the continent. They can use geographical vocabulary to refer to human and physical features. They can  discuss the different climate zones and know that countries near to the equator don’t have seasons. They can carry out field work and they can create their own maps using a simple key and know the four compass points. | A **Year 3** pupil working at the expected standard will have a comprehensive understanding of the UK and some of its cities, counties and regions, as well as knowing European countries and capital cities, and the wider world being able to locate the northern and southern hemisphere. They can use geographical vocabulary to refer to human and physical features. They can carry out fieldwork through the use of maps. They know and can name the eight points of a compass. They can ask more searching questions including, ‘how?’ and, ‘why? when investigating places and processes and considering the impact that things, such as earthquakes, have on people’s lives. | A **Year 4** pupil working at the expected standard will know where Europe is and be able to name a number of its countries and significant physical features. They will be able to use an atlas with confidence to locate features such as continents, countries and the physical features. They can identify geographical features and processes such as the water cycle or a range of rivers in the UK and know the journey of a river. They can identify, describe and explain geographical features, processes (changes), and patterns. They can carry out fieldwork through the use of maps and four figure grid points. They can ask more searching questions including, ‘how?’ and, ‘why? as well as, ‘where?’ and ‘what?’ when investigating places and processes. | A **Year 5** pupil working at the expected standard can identify geographical features and processes and can describe them. They can use a range of maps and read information from them and be able to plot their own maps using a variety of symbols.  They will be able to use fieldwork to observe, measure and record human and physical features using a range of methods. They will be able to use four figure grid references and understand how contour lines are used. | A **Year 6** pupil working at the expected standard will be able to use a wide vocabulary of geographical terms to explain their understanding of the UK and countries around the world, making comparisons of many features including climate, population and lifestyles. They will be able to use fieldwork to observe, measure and record human and physical features using a range of methods and interpret their findings. They will be able to explain how the physical features of a country impact on land use and industry. They will be able to comment on the impact of humans on the environment and  develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to deforestation. |