



# Geography

## VISION

Our vision is to inspire our children to be excited about learning and curious about the world they live in. Our geography curriculum:

- Inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- Develops knowledge about the world helping them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Develops geographical knowledge, understanding and skills providing the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.
- Celebrates our community that is rich in culture and diversity and makes learning relevant and meaningful to the children's own lives and experiences.
- Deepens understanding of many contemporary challenges including climate change, food security, energy choices and encourages pupils to be global citizens, educated; aware of the world we live in and the positive impact we can have.

## How do we plan and teach Geography?

Geography is embedded in our topic based approach with teachers planning sequences of lessons that make connections with prior learning while building children's knowledge and skills.

- EYFS: Pupils will develop an understanding of the world through the use of experiences and stories during their Reception year. Children will learn about a variety of contrasting countries and cultures and be able to compare this to their own lives. Children will develop some basic mapping skills.
- Key Stage One: Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
- Key Stage Two: Pupils should extend their knowledge and understanding beyond the local area. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Each topic has an overview enquiry question to connect to 'big ideas' whilst also ensuring that pupils see geography as a subject in its own right. Opportunities to practise and embed skills are planned for so that they are revisited and refined over time. The knowledge and skills that children will develop throughout each geography topic are mapped across each year group and across the school to ensure progression. Medium term planning sequences learning intentions and learning activities including context, modelling, differentiation, challenge and enquiry; knowledge organisers carefully define the key facts, vocabulary and maps. Field work is a statutory part of the national curriculum and is undertaken on a regular basis. Our geography curriculum ensures children engage regularly with the outside world and develop skills in meaningful and current contexts.

## How do we evaluate learning in Geography?

The impact of our geography curriculum can be seen in the children's books, by talking with the children and through our environment. The detailed unit overview outlines the main learning objectives and enquiry questions that the children will investigate and answer during their learning. The opportunity to evaluate and reflect on the learning is planned for regularly to enable the children to see how their learning is progressing. Children's progress is tracked through the school's assessment programme and through key samples of work. Each unit of work is assessed using the six key end goals for each topic. This is assessment is shared throughout the school so that teachers can plan for progression. The 4 geographical strands and surrounding vocabulary are revisited within each year group to help ensure children's understanding of abstract concepts.

# Reception: Understanding the World

## ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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.

## Ongoing throughout the year:

- Children will take part in a number of education visits, including but not limited to: the park, forest school, aquarium, visits from the police, visits from the firefighters.
- Religious and cultural festivals will be celebrated throughout the year
- Children will have access to globes and maps and be encouraged to use this in their play
- We will read stories and watch videos that support children's understanding of other countries and cultures from across the world

| Topic    | Me  | The Wild   | The World   |
|----------|---|--|---|
| Overview | <p>Children will:</p> <ul style="list-style-type: none"> <li>• Explore their new classroom, outside area and school and use this half term to make sense of their new surroundings.</li> <li>• Understand where items go in the classroom and put things away in the correct place.</li> </ul>  | <p>Children will:</p> <ul style="list-style-type: none"> <li>• Begin to recognise that some environments are different to the ones in which they live (specifically focusing on the woods, the jungle and Polar regions)</li> <li>• Look at maps of the world and identify where the polar regions are</li> <li>• Begin to look at the concept of climate change through talking about changing environments (melting ice, deforestation)</li> </ul> | <p>Children will:</p> <ul style="list-style-type: none"> <li>• Continue to develop their geographical skills and knowledge by beginning to explore, use and create simple maps</li> <li>• Children will make maps of the classroom, their local area and continue to look at maps of the world.</li> <li>• Explore their local area and identify different types of homes and compare these to homes in other countries.</li> <li>• Learn about different cultures, customs and lifestyles around the world.</li> <li>• Use books and celebrations to compare contrasting culture.</li> <li>• Write letters to a school in a different country</li> </ul> |
| Topic    | Food, Glorious Food   | Superheroes  | Under the Sea   |
| Overview | <p>Children will:</p> <ul style="list-style-type: none"> <li>• Continue to develop their understanding beyond their local area. Children will think about each person's role in society e.g. farmer on the farm, shop assistant in the market and gain an understanding of food's journey from farm-plate.</li> <li>• Identify food from around the world and try some new foods.</li> <li>• Recognise some differences and similarities between food that is eaten in different countries and cultures.</li> </ul> | <p>Children will:</p> <ul style="list-style-type: none"> <li>• Be able to identify the different roles of people in their community and how they contribute to a wider society.</li> </ul>   | <p>Children will:</p> <ul style="list-style-type: none"> <li>• Continue to develop their ability to compare two contrasting environments.</li> <li>• Be able to identify the features of the ocean and some animals that live there.</li> <li>• Compare living in the city (London) to living at the beach.</li> <li>• Begin to understand the impact of humans on the ocean environment and begin to recognise ways in which we can change this (clean up).</li> </ul>   |

# Year 1: Geography Curriculum Map

| Unit                       | UK and the Caribbean   | Lost in Lambeth!   | Australasia  |
|----------------------------|--|--|--|
| <b>National Curriculum</b> | <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b><br/>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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 (<i>The Caribbean</i>)</li> </ul> | <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries</li> </ul>   | <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul> <p><b>Human and physical geography</b><br/>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> |
| <b>Overview</b>            | <p>Teachers can use Lambeth Raising the Game planning for support.</p> <ul style="list-style-type: none"> <li>They will understand what maps and globes are, and locate the UK on a globe.</li> <li>They will locate the islands of the Caribbean on a map/ globe and compare shape/size to the UK.</li> <li>Children to compare weather in UK and Caribbean.</li> <li>Children understand what physical features are and compare Caribbean and UK.</li> <li>Children understand what human features are and compare Caribbean and UK (i.e. celebrations).</li> <li><b>Assessment lesson:</b> Can they compare the Caribbean and the UK.</li> </ul>  | <ul style="list-style-type: none"> <li>Children to understand that the UK is made up of four countries, locate them and their capital cities on a map.</li> <li>Children understand what landmarks are, and use aerial maps to locate landmarks of London.</li> <li>Children recap human and physical features, and look at both in our local area.</li> <li>Children understand that Lambeth is an area within London, and look at landmarks of our local area. For example, Brixton Windmill, Windrush square, Brixton Town Hall, tube stations.</li> <li>Children walk around the local area to observe what features they can spot.</li> <li><b>Assessment lesson:</b> Children revisit what they learned from the walk and present to the class.</li> </ul> | <ul style="list-style-type: none"> <li>Children understand what a continent is (do no need to name oceans yet, but include that continents are surrounded by water), name and locate the world's continents.</li> <li>Children locate Australasia and the countries that make up Australia.</li> <li>Children locate Europe and understand we are in Europe, as well as many other countries.</li> <li>Children learn about the equator and the relation of the equator to weather.</li> <li>2 lessons on comparing city in Australasian country (i.e. Sydney) to London, comparing human and physical features. Could be group project for <b>assessment</b> purposes.</li> </ul>   |

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| <b>Vocabulary</b> | <p>City, town, capital city, government, map, village, street, house, shop, river, valley, hill, national anthem, country, ocean, sea, continent, union jack, United Kingdom, London, Brixton, Caribbean, island, Jamaica, Barbados, St. Kitts, Bahamas, map, atlas, globe, seasons, changes, human, physical, key, symbol, location</p> | <p>England, Ireland, Scotland, Wales, London, Belfast, Cardiff, Edinburgh, Church, farm, shop, school, road, river, bus station, train station, hill, forest, town, town hall, windmill, city, address, travel, journey, routes, features, attractive, buildings, offices, garage, factory, leisure, playground, park, parade, library, museum, facilities, travel, survey, busy, quiet, street, parking, yellow lines, pedestrian crossing, navigation , compass, direction, orientation, instruction, key, aerial photograph, distance, key, map, landmarks, perspective, human features, physical features, house (detached, semi-detached, terraced), bungalow, flat</p> | <p>North America, South America, Europe, Asia, Africa, Antarctica, Australasia, Atlantic Ocean. Pacific Ocean, Indian Ocean, Arctic Ocean, Southern (Antarctic) Ocean<br/>Australia, New Zealand, New Guinea, Samoa<br/>Island, Beach, cliff, coast, mountain, sea, ocean, seaside, town, holiday, country, human, physical, features, buildings, lifestyle, bathing, transport, City, town, village, factory, farm, house, office, port, harbour, shop, barrier reef<br/>Weather, change, seasons, spring, summer, autumn, winter, equator</p> |
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# Year 2: Geography Curriculum Map

| Unit                       | Antarctica  | Pirates   | UK   |
|----------------------------|---|---|--|
| <b>National Curriculum</b> | <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and Locate the world's seven continents and five oceans</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul> | <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds, together with the key human &amp; physical features of its surrounding environment.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language (near and far; left and right) to describe the location of features and routes on a map.</li> <li>devise a simple map; and use and construct basic symbols in a key</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>   | <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds, together with the key human &amp; physical features of its surrounding environment.</li> </ul>                     |
| <b>Overview</b>            | <ul style="list-style-type: none"> <li>Children understand, name and locate the continents and oceans, locating the poles and equator on map. Continents and equator should have been taught previous year, so build on this knowledge.</li> <li>Children identify Antarctica on a map and locate its different regions.</li> <li>Children study the weather in Antarctica and learn about why it is cold there (equator).</li> <li>Children compare the physical features of UK to physical features of Antarctica using aerial photographs.</li> <li>For human geography, children look at how and when humans found antarctica.</li> <li>Human geography, children explore who lives in Antarctica and why they live there.</li> </ul> <p><a href="https://www.bas.ac.uk/">https://www.bas.ac.uk/</a></p>  | <ul style="list-style-type: none"> <li>Children revisit what a map is, why we use them, and the many different forms they can take (physical, google maps, google earth, OS maps, globes, etc).</li> <li>Children understand and use simple compass directions (North, South, East and West) and locational and directional language (near and far; left and right) to describe the location of features and routes on a map.</li> <li>Children to understand, read, and create their own symbols on a map using a key.</li> <li>2 lessons on creating their own treasure map (one modelled of the classroom, followed by a more independent map of the playground) with symbols, keys and compass directions.</li> <li><b>Assessment lessons:</b> Children give and follow directions to their treasure, using basic geographical vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>Identifying the four countries of the UK and their capital cities and surrounding seas (year 1 recap).</li> <li>One lesson on each country (England, Wales, Scotland, Northern Ireland), identifying the human and physical features of each, along with key landmarks. Using aerial photographs and other forms of maps to do so. Include the differences with cities and countryside.</li> <li><b>Assessment lesson:</b> Compare England with at least one of the other countries.</li> </ul> |

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| <b>Vocabulary</b> | <p>North America, South America, Europe, Asia, Africa, Antarctica, Australasia, Atlantic Ocean. Pacific Ocean, Indian Ocean, Arctic Ocean, Southern (Antarctic) Ocean, equator, North Pole, South Pole, countries, continents, capitals, oceans</p> <p>Season, Spring, Summer, Autumn Winter, predict, weather, satellite, north, east, south, west, gale, torrents, thaw, compass, climate, region</p> <p>Weather, change, seasons, spring, summer, autumn, winter, cloud, cold, fog, gale, hot, rain, showers, snow, sun, warm, blizzard, flood, heatwave, hurricane, tornado, chart, equator</p> | <p>North, South, East and West, near and far; left and right, Backward Forward Turn Left Turn Right Stop Under Over Behind In front Around Down Up</p> <p>Between Near Far Beside Opposite, physical feature, human feature, Man-made Environment</p> <p>Natural Nature, Aerial, Birds eye Above,</p> | <p>City, town, village, factory, farm, house, office, port, harbour, shop.</p> |
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# Year 3: Geography Curriculum Map

| Unit                       | Seaside   | Europe   |
|----------------------------|---|--|
| <b>National Curriculum</b> | <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (<i>a seaside town and London</i>)</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of human geography including types of settlement and land use</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to describe features studied</li> </ul> | <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region in a European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>physical geography, including river and mountains.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to describe features studied</li> </ul> |
| <b>Overview</b>            | <ul style="list-style-type: none"> <li>Children understand what a coastal region is, and the physical features which made up a coastal region.</li> <li>Children zoom in on a coastal region (i.e. Dorset) and look at and create topographical maps of Dorset.</li> <li>Children understand coastal erosion and think about changes the region over time (physical)</li> <li>Children understand human changes over time in the region (i.e. affects of the tourism moving abroad in the 70s/80s).</li> <li>Using maps to plot routes to the seaside and locate the closest coastal regions to London.</li> <li><b>Assessment lesson:</b> Comparison of physical and human features of London and your coastal region.</li> </ul>  | <ul style="list-style-type: none"> <li>Brief continents recap, followed by naming and locating the countries in Europe (including Russia).</li> <li>Children learn about the environmental regions on Europe (i.e. Mediterranean, Scandinavia, Eastern Europe) and their weather in relation to the equator.</li> <li>3 lessons on one region (for example the Mediterranean). Human and physical features, major cities and landmarks, key rivers, coasts and mountains, why people go there, etc.</li> <li><b>Assessment lesson:</b> Comparison of this region and the UK.</li> </ul>  |
| <b>Vocabulary</b>          | Coastline, strandline, compass point, resort, erosion, deposition, port, dock, city, town, village, hamlet, cliff, beach, wave, tide, tidal, erosion, settlement, sediment, shells, seaweed, sand, costal, tourism, landmarks, physical, human, pier, harbour, inland, bay, headland, lighthouse, RNLI, safety, lifeboat, port, shop, ocean, sea, seagulls  | Continent, country, countries of Europe, European, flag, culture, tradition, immigration, Brexit, architecture, travel, holiday, identity, passport, visa, EU, landscape, mountains, rivers, horizon, landmarks, nationality, ethnicity, settlement, lake, mountain,   |

## Year 4: Geography Curriculum Map

| Unit                       | Parklife   | Oceans   | Asia (two half terms)   |
|----------------------------|--|--|---|
| <b>National Curriculum</b> | <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (<i>a National Park and a local park</i>)</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul> | <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>physical geography, including climate zones, biomes and the water cycle</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> | <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>physical geography: rivers and mountains (<i>Spring term</i>)</li> <li>human geography, including: types of settlement and land use (<i>Summer term</i>)</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> |



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|-------------------|--|---|--|
| <b>Overview</b>   | <ul style="list-style-type: none"> <li>Children will learn there are different regions in the UK, and the regions are split into counties. Children name and locate Greater London and it's surrounding counties.</li> <li>Children will learn the 8 points of a compass. They will use this skill to locate mountain ranges and rivers in the UK. (Mountain ranges – Grampian, Pennines, North York Moors, Snowdonia, Beacon Beacons, Lake District. Rivers of the UK – Thames, Ouse, Trent, Forth, Tyne, Severn.)</li> <li>Children will learn about map symbols and keys (recap from year 2), and use this to create UK maps with rivers and mountains.</li> <li>Children will spend two lessons focusing on 4 and 6 figure grid references and using ordnance survey maps.</li> <li>Children will visit Hyde Park to practise their new skills whilst orienteering.</li> <li><b>Assessment lesson:</b> Children will explore National Parks, and then compare Hyde Park to the Lake District.</li> </ul> | <ul style="list-style-type: none"> <li>Children will revisit knowledge of naming and locating the world's oceans and continents. They will then use atlases to consider water distribution around the world.</li> <li>Children will identify the position and significance of latitude and longitude. They will identify and locate the equator (recap), Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, and revisit the Arctic and Antarctic circles.</li> <li>Children will understand why we have time zones, and identify the position and significance of Prime Meridian / Greenwich Meridian zones.</li> <li>Children will begin to explore climate zones, focusing on ocean climate zones.</li> <li>Children will begin to explore biomes, focusing on ocean biomes.</li> <li>Children will understand the important of water, and the impact human activity has on the world's oceans. <i>Pollution, Great Barrier Reef, UNESCO Understanding Oceans</i></li> </ul> <p>The water cycle will also be covered withing science.</p> | <p>Year 4 will focus on Asia in Spring 1 and Summer 1. Spring 1 will focus on physical geography, and Summer 1 will focus on human geography.</p> <p><b>Spring 1:</b></p> <ul style="list-style-type: none"> <li>Children will revisit their knowledge of continents and use atlases to locate Asia, and name and locate the countries within it.</li> <li>Children will understand how Fold Mountains are formed, and identify Fold Mountains in each continent.</li> <li>Children will understand the Himalayas are spread over multiple countries, and describe the physical features of the Himalayas.</li> <li>Children will describe the key topographical features of mountains, and create a topographical map (revisiting year 3 knowledge).</li> <li>Children will understand and describe the key aspects of rivers, and use maps, globes and atlases to locate different rivers.</li> <li>Children will understand the significance of the Yangtze River, its physical features and the effects of human impact.</li> </ul> <p><b>Summer 1:</b></p> <ul style="list-style-type: none"> <li>Children identify features of different types of settlement, including hamlets, villages, towns, and cities.</li> <li>Children identify and compare different types of settlements in the UK and Japan, including comparison between Tokyo and London.</li> <li>Children will explore different land use in the UK, comparing urban and rural areas and the impacts they have on humans.</li> <li>Children will compare their human geography land use knowledge to the physical impact of the land use, still focusing on a comparison between Japan and the UK.</li> <li><b>2 lessons including assessment:</b> Children go in the local area to do fieldwork of their surround land use. They create sketch maps of the land use, recording key features. They will then present their findings about local land use to the class, using their sketch maps and digital technologies.</li> </ul> <p><a href="https://www.rgs.org/schools/teaching-resources/rivers-(1)/">https://www.rgs.org/schools/teaching-resources/rivers-(1)/</a><br/> <a href="https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/">https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/</a><br/> <a href="https://www.3dgeography.co.uk/settlement-geography">https://www.3dgeography.co.uk/settlement-geography</a></p> |
| <b>Vocabulary</b> | <p>city, town, village, hamlet, mountain range, National Park, Ordnance Survey map, eight points of a compass, four and six-figure grid reference, South West, South East, East, West Midlands, East Midlands, Yorkshire and the Humber, North East, North West and Greater London</p>   | <p>Biome/s (aquatic, grassland, forest, desert, tundra)<br/> Water cycle, climate (tropical, dry, temperate, continental, polar), habitat, environment, vegetation belt, biodiversity, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian, time zones, Evaporation, Condensation, Precipitation Runoff, Transpiration</p>   | <p>river, source, mouth, tributary, confluence, waterfall, stream, estuary, floodplain, delta, meander, flood, flood plain, drought, riverbank, river bed, silt, deposit, source, mouth, meander<br/> base, mountain range, plateau, face, tree line, ridge, slope, summit, fold mountain, glaciers, gorge, valley, erosion, Himalayas, Andes, Mount Everest,<br/> settlement, hamlet, village, town, city, dwelling, farm, slum, inner city, suburbs, local, migrant, compact settlement, semi-compact settlement, dispersed settlement</p>   |

## Year 5: Geography Curriculum Map

| Unit                       | Natural Disasters  | South America and The Amazon   | Eco Warriors  |
|----------------------------|--|--|---|
| <b>National Curriculum</b> | <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and Locate the world's seven continents and five oceans</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>physical geography: volcanoes and earthquakes</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>  | <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Identify the position and significance of the equator, Northern hemisphere and Southern hemisphere.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region within South America (<b>The Amazon</b>)</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetable belts, rivers</li> <li>Human geography, including: types of settlement and land use</li> </ul>  | <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Human geography, including ... the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>  |
| <b>Overview</b>            | <p><a href="https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/">https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/</a></p> <ul style="list-style-type: none"> <li>Children recap continents and oceans, and then learn about the layers of the Earth, and what each layer is made from.</li> <li>The children locate the key tectonic plates and understand how volcanoes are formed.</li> <li>Children learn about the three different types of volcano and locate them on a map (focusing on the ring of fire and its connection to tectonic plates).</li> <li>Children look at the effects of an eruption, and the positive and negative human and physical affects of living near a volcano.</li> <li>To what an earthquake is and how they are measured, and where in the world they happen.</li> <li>To explore the effects of an earthquake on people lives.</li> </ul> | <p><a href="https://www.rgs.org/schools/teaching-resources/brazil/the-indigenous-people-of-the-amazon-rainforest/">https://www.rgs.org/schools/teaching-resources/brazil/the-indigenous-people-of-the-amazon-rainforest/</a></p> <ul style="list-style-type: none"> <li>Children locate North and South America on a map, focus in on South America and its countries and major cities. Locate the Amazon river and consider its relationship to the equator.</li> <li>Children identify the climate zones around the Amazon river, using the atlases to research the climate zones.</li> <li>Children revisit what a biome is, identify and describe the biomes and vegetation belt of the Amazon using atlases.</li> <li>Locate the populated regions around the Amazon river and exploring their indigenous populations.</li> <li>To explore the different human and animal uses of the rainforest and why it should be protected.</li> <li><b>Assessment lesson:</b> To compare the Amazon river to the river Thames.</li> </ul> | <ul style="list-style-type: none"> <li>Children understand what natural resources are, and the difference between renewable and non-renewable resources.</li> <li>Children understand what fossil fuels are, how they are made and how they are used.</li> <li>Children locate where in the world fossil fuels are found, how this relates to relationships between countries, and how fossil fuels are extracted.</li> <li>Children learn about sustainability following on from previous topic, why and why people should be sustainable. Observing and recording sustainability efforts in Hyde Park (trip).</li> <li>Children explore renewable energy resources, and research and debate whether renewable resources can meet global demand.</li> <li>Children explore global trends in energy consumption, comparing the UK to other countries, and explore efforts to conserve energy. Children observe and measure their own energy consumption.</li> </ul> |
| <b>Vocabulary</b>          | Rift, vent, mantle, inner-core, outer core, tectonic plate, epicenter, crust, volcano, earthquake, eruption, extinct, ash, dormant, magma, pumice, after shock, fault line, mainshock, Richter scale, magnitude, foreshock, Ring of Fire, seismic, tremor  | biome, layer, canopy, deforestation, conservation, tropical, Tropical Temperate Actic/polar Tudra Boreal forest Mountain Temperate forest Mediterranean Desert/arid Dry grassland Tropical grassland Tropical rainforest Tropic of Cancer/Tropic of Capricorn Arctic circle Antarctic circle Vegetation, Fertile, sustainability   | Pollution, democracy, renewable energies, fossil fuels, emissions, environment, carbon, neutral, asthma, respiration, council, lobbying, visibility, surveys, data, information.  |

# Year 6: Geography Curriculum Map

| Unit                | Trade  | Africa  |
|---------------------|--|---|
| National Curriculum | <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Human geography, including: types of settlement and land use, economic activity, human geography, including: types of settlement and land use, economic activity including trade links</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>   | <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>   |
| Overview            | <p><a href="https://www.rgs.org/schools/teaching-resources/global-trade/#">https://www.rgs.org/schools/teaching-resources/global-trade/#</a></p> <ul style="list-style-type: none"> <li>Children learn about what trade is, and the geographical concept of scale, and how trade has shifted over time from local to global.</li> <li>Children learn about the difference between export and import, focusing on UK trading links with other countries, and which countries they import and export to the most.</li> <li>Children learn about an example of trade between the UK and another country, including the technology, transport and communication involved. They will understand that their trade is linked to natural resources available, land mass and climate.</li> <li>Children will focus on a popular food and use maps, atlases and digital technology to locate the source and journey of that product.</li> <li>Children will look at the seasonality of local produce, observe local produce in supermarkets (including which fruits and vegetables are coming from abroad that season and why) and create graphs or tables to show local seasonal products.</li> <li>Children will learn about fair trade and how the imbalance in trade is one of the reasons for global inequalities of wealth.</li> </ul> | <p>In this final geography unit Year 6 will consolidate their geography knowledge and understanding in a study of Africa.</p> <ul style="list-style-type: none"> <li>They will develop an overview of the continent of Africa: the countries, key cities, and states within it.</li> <li>Children will have an understanding of the diversity of this vast continent, in relation to climate zones, biomes and vegetation belts.</li> <li>They will then zoom in on two contrasting areas where they will learn about landscape and land use patterns and economy.</li> <li>They will learn what impact tourism has on the chosen area, how is life changing for the community and how does this compare to their life.</li> <li><b>Assessment lessons:</b> They will present a project on an African country, including climate, biome, land use, and human geography.</li> </ul> <p><a href="https://www.rgs.org/schools/teaching-resources/kenya-a-changing-nation/">https://www.rgs.org/schools/teaching-resources/kenya-a-changing-nation/</a></p> |
| Vocabulary          | Seasonality, global citizenship, trade, buying, selling, global, local, scale, import, export, farm-to-fork, supply chain, value   | Continent, country, states, climate, biome, vegetation, trade, contrast   |