Brown's C of E Primary School, Horbling

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Curriculum Intent for Geography

At Brown's C of E Primary School, we are **GEOGRAPHERS!**

We want our children to love geography! We want them to have no limits to what their ambitions are and grow up wanting to be cartographers, town planners, conservationists or weather forecasters.

Our aim is that, through the teaching of Geography at Brown's, we provide a purposeful platform for exploring, appreciating, and understanding the world in which we live and how it has evolved. We want to ensure that through Geography, pupils can explore the relationship between the Earth and its people through the study of place, space, and environment.

In Geography, pupils in our school will learn the skills of understanding locational knowledge; how and where people fit into its overall structure. We also intend for children to become passionate and knowledgeable about our local community and beyond, by learning through experiences in practical and fieldwork activities. Through their Geography curriculum, we hope to inspire our children to be agents of change in the world.

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Geography Curriculum Implementation

Geography topics are taught within a 2 Year Cycle in accordance with the National Curriculum.

Every topic will build upon prior learning therefore developing depth of knowledge, understanding and progression of skills.

Location knowledge, fieldwork and map work are woven throughout the Geography topics. Effective use of educational visits, local fieldwork and visitors are planned, to enrich and enhance the pupil's learning experiences within the Geography curriculum. In-depth fieldwork opportunities are greatly amplified through out bespoke local area units where children go out into the field to conduct observations, surveys, investigations and field sketches. The use of maps and compasses enhances this experience.

Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.

Our Geography curriculum is designed so that children start with 'themselves' and their school or local area before working out to areas or regions of the United Kingdom and the rest of the world. We have developed a progression of skills with each year group, which enables pupils to build on and develop their knowledge and skills each year.

Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and

At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.

Educational, immersive displays that answer key questions help to create a rich learning environment for each Geography focus.

Teachers use highly effective assessment for learning in each lesson to ensure misconceptions are highlighted and addressed.

In order to support children in their ability to 'know more and remember more' there are regular opportunities to review the learning taken place in previous topics as well as previous lessons.

To support teaching, teachers access a range of resources and planning from the Cornerstones and the Geographical Association

Children are given a topic learning journey at the start of each topic which details some key Geography Curriculum Statement information, dates and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge.

Effective modelling by teachers ensures that children are able to achieve their learning intention, with misconceptions addressed within it.

Effective use of education visits and visitors are planned, to enrich and enhance the pupil's learning experiences within the Geography curriculum.

Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the Geography curriculum.

Pupils are regularly given the opportunity for self or peer assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for the next lesson.

Children are given clear success criteria in order to achieve the learning intention with differing elements of independence.

Links to Research

Publication	Selected Recommendations	How are we applying these to our Curriculum?
https://www.gov.uk/government/news/ofsted-publishes-research-review-on-geography	Leaders and teachers need to carefully consider, select and sequence the content they want their pupils to learn. This content should be organised into manageable chunks, building into connected, composite ideas. Pupils need to learn about a wide range of ideas and contexts. Geographical understanding comes from an appreciation of the key content and how ideas are related together. Individual components contribute to understanding of key concepts. It is vital that teachers develop their subject knowledge in order to be able to deliver a high-quality curriculum.	• The geography curriculum identifies sufficient breadth of content and ensures that pupils learn this in sufficient depth. • Pupils' geographical education begins in the early years and builds year on year, developing pupils' expertise. • The organisation of the curriculum builds knowledge so that pupils can draw on it in future learning. Pupils are increasingly able to apply generalisations to understand the world around them. • Teachers are the adjudicators of curriculum content and select it judiciously. They use their good subject knowledge to do this and take into account how pupils build their geographical knowledge over time. • Geographical expertise is built on substantive geographical knowledge. Drawing from the breadth of concepts gives pupils the knowledge they need to appreciate the whole domain of geography. They understand how common concepts draw different aspects of the subject together. • Teachers break down the content they wish pupils to learn into component parts. When selecting that content, teachers take into account what their pupils need based on their prior knowledge and experiences.
Interpreting and implementing the 2014 national curriculum – Fred Martin	"The part that the Programmes of Study for geography can play in raising standards to compete with the international jurisdiction seems to be both indirect and limited. They can, however, provide an opportunity for all schools to look again at their courses in geography and to think clearly about what high quality means in their teaching, learning and the achievement of their students. Although the Programmes of Study do provide some guidance as to what should be taught, this guidance still needs to be interpreted. Ensuring high-quality work and attainment in the subject is very much in the hands of teachers"	Development of progression in knowledge and skills document. Interleaving learning at appropriate opportunities woven into curriculum design ensures geographical understanding. Progression of subject specific vocabulary

How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in Geography builds.

Planning for the curriculum and children's learning in the Early Years Foundation Stage uses the elements of the EYFS statutory framework rather than the subject disciplines of the National Curriculum. This planning is supported using the non-statutory Development Matters guidance.

The EYFS curriculum starts with the child's experience in their family and in their immediate environment. The content of the curriculum is often guided by teachers in response to children's interests and planning needs to take account of the balance between deliberate teaching and spontaneous learning driven by curiosity and purpose.

Children's experiences and learning which, once they are in KS1, can be thought of as typical of work in Geography may in Early Years draw upon all the areas of learning - Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. There will be a strong connection between what children achieve in what is called Understanding the World and what they will develop in KS1 in Geography, but developmental learning for children in EYFS is not linear, it proceeds in a web of multiple strands. For example, the development of the language associated with movement and position, and describing routes and locations, which will be a strong feature of children observing change in the natural world and the relationships between objects in their play, do not feature in the end of EYFS assessment statements for Understanding the World, but reflect aspects of Mathematics. Similarly, the foundational knowledge about similarities and differences between different people with each other is outlined in People, Culture and Communities rather than what could be read as geographical elements of Understanding the World.

In our schools, the experiences children gain across the EYFS curriculum are rich in opportunities to investigate and explore their environment, to speculate and make choices to support their ideas, and to articulate their thinking within their play and within structured activities. The way in which the curriculum is designed and experienced by the children supports the development of the characteristics of effective learning in EYFS: playing and exploring, active learning and creating and thinking critically. These are foundational to what lies at the centre of the subject discipline of Geography: close observation and exploration of the natural world, curiosity in their play, asking questions, noticing similarities and differences, watching how things happen and change and wondering why this is so, and describing what they see, hear and feel.

Examples of a range of activities, planned with reference to Development Matters, enable children typically, across a range of contexts,

- To draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

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How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in Geography builds.

Reception to Key Stage 1	
EYFS End Points (Informed by Early Learning Goals	**KS1**
Communication and Language ELG: Speaking ● Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. **People, Culture and Communities ELG** • 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.	**Cycle A** Links to: Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK Building on their knowledge of the seaside and their experiences of a visit to the seaside when visiting Skegness.

Reception to Key Stage 1	
EYFS End Points (Informed by Early Learning Goals	**KS1**
Communication and Language ELG: Speaking ● Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. **People, Culture and Communities ELG** • 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.	**Cycle B** Links to: Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area. Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area.

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How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in Geography builds

EYFS Curriculum for:	Baseline	End of Autumn	End of Spring	End of Summer	End of Year Expectations
People, Cultures and Communities	Showing interest in the lives of people who are familiar to them; Remembering and talking about significant events in their own experience; Recognising and describing special times or events for family or friends; Starting to show an interest in different occupations and ways of life.	Showing increased interest in the lives of people who are familiar to them; Beginning to understand that not all people celebrate the same things as them; Having an greater understanding about why certain events are being celebrated; Talking about people that are helpful to them both, from within their family and from outside their family.	Drawing information from a simple map; Recognising some similarities and differences between life in this country and life in other countries; Recognising that people have different beliefs and celebrate special times in different ways; Starting to show an interest in different occupations and ways of life; Talking about members of their immediate family and community; Naming and describing people who are familiar to them.	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.	Know the names of the four countries that make up the UK; Know the names of the three main seas that surround the UK; Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland; Know the name of the nearest town or city; Know features of hot and cold places in the world; Know which is the hottest and coldest season in the UK; Know and recognise the main weather symbols; Know the main differences between city, town and village; Know where the equator, North Pole and South Pole are on a globe; Know which is N, E, S and W on a compass; Know their address, including postcode; Know how to follow a simple road map; Use simple fieldwork and observational skills to study the geography of their school and its grounds

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Geography Curriculum Cycle A

KS1 Focus	Why that, why then?	Lower KS2 Focus	Why that, why then?	Upper KS2 Focus	Why that, why then?
What is it like here? Local Area Study	Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved. Links to '**What is it like to live in Shanghai?'** are made through the use of directional language to describe location of key features.	Are all settlements the same?	Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi Builds on **'What is it like to live by the Coast?'**	What is life like in the alps? Comparison to our local area	Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality Builds on learning from Mountains introduced through the **Why do people live near Volcanoes?** Unit
What is the weather like in the UK?	Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK – this links to learning in the unit **'Would you prefer to live in a hot or cold place?'** where Children learn the difference between weather and climate.	Where does our food come from?	Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'. Builds on **'Why is our world wonderful'** Leads onto **'Why do ocean's matter?'** where children map global trading routes through the oceans	Where does our energy come from?	Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy, and the environment Links to learning from **'Why do Ocean's Matter'** where the children map global trading routes through the oceans
What is it like to live by the coast?	Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism. This unit leads onto	Why do people live near volcanoes?	Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.	Why do oceans matter?	Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution Builds on learning from **'What are Rivers and how are they used?'**

	children studying **'What is life like in the Alps?' in UKS2**				

Geography Curriculum Cycle B

KS1 Focus	Why that, why then?	Lower KS2 Focus	Why that, why then?	Upper KS2 Focus	Why that, why then?
Why is our world wonderful?	Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area. It introduces children to the continents of the world. Children are introduced to oceans and locate these – this leads to further learning about **'how oceans are used'** Learning in this unit of work links to **'How can weather affect us?** And '**Would you prefer to live in a hot or cold place?'**	Who lives in Antarctica?	Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton Builds on learning from KS1 where children explore whether they **would prefer to live in a hot or cold place?**	Would you like to live in the dessert?	Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment Builds on learning from LKS2 when the children study **'What is life like in the Alps?'**
What is it like to live in Shanghai?	Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork. **This links to learning in the unit 'What is the weather like in the UK?'**	What are rivers and how are they used?	Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used. Builds on previous learning in the unit **'What is it like to live by the coast?'**	Why does population change?	Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts Builds on learning from **Are all settlements the same?**
Would you prefer to live in a	Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North	Why are rainforests	Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning	Can I carry out an independent	Observing, measuring, recording and presenting their own fieldwork study of the local area.

hot or a cold place?	and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world Links to learning taught in the unit **'What is the weather like in the UK?'** and leads onto learning about climate and environmental impacts of '**Who lives in Antarctica?'**	important to us?	about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest. This builds on previous learning in the unit **'Why is our world wonderful?**	fieldwork enquiry? - Kapow Primary	This unit links to the skills learnt throughout the key stage when planning and designing field work enquiries. **Why do Oceans Matter? p**rovides an example of this enquiry

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Essential Knowledge in the Key Stage One Geography Curriculum – Cycle A

Term	National Curriculum Expectations KS1	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term **What is it like here?**	**Locational Knowledge:** • To know that the UK is short for 'United Kingdom' • To know that a country is a land or nation with its own government • To know the name of the country they live in **Place Knowledge:** **Human and Physical Geography:** Pupils should be taught to: • Use basic geographical language to refer to: o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean. o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical Skills and Fieldwork** Pupils should be taught to: • 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. • 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.	• I know that aerial means from above. • I know that objects look different from an aerial view. • I know the name of the country I live in. • I know the name of the village/town/city I live in. • I can identify three features of my local area on an aerial photograph. • I can locate the country I live in on a map • I know a map is a picture of a place from above. • I know that we can use a map to find out information about a place. • I can represent four classroom features using objects to create a messy map. • I know directional language and can use it to describe the location of features • I know that features are objects on land that might be shown on a map • I know that a symbol is a mark that represents a feature on a map • I know that a survey is a set of questions that are used to gather people's opinions. These	Where do we live? Where is our school? Using aerial photographs to investigate and develop knowledge of the local area and school grounds What can we see in our classroom? Developing an understanding of maps by creating maps of the classroom What can we find in our school grounds? Learning to locate features of the school grounds and adding these to a basic map using directional language Where are the different places in our school? Learning to draw maps using simple pictures or symbols and to locate features using directional language How do we feel about our playground? Investigating thoughts and feelings about a place by carrying out a survey. Can we make our playground even better? Creating a design to improve the playground, taking into account the survey results from the previous lesson.	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

Assessment - Geography Y1: What is it like here? - Kapow Primary

Assessment quiz and Knowledge catcher for use at the start and/or end of the unit to assess pupil progress

Term	National Curriculum Expectations KS1	Substantive Knowledge	Learning Questions	Key Vocabulary
Spring Term **What is the weather like in the UK?**	**Locational Knowledge:** • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place Knowledge:** • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and Physical Geography:** • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and; • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • use 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	• London is the capital city of England. • England is one of four countries in the U.K. • The four countries in the U.K are: England, Scotland, Wales and Northern Ireland. • The capital cities of each country in the U.K. are: London, Edinburgh, Cardiff and Belfast. • The weather changes throughout the year. The seasons: Autumn, Winter, Summer and Spring have different weather associated with them. • In Autumn the weather starts to get colder. The leaves begin to fall from the trees. The amount of daylight becomes less, this means night times are longer and day times are shorter. • In spring the weather get warmer. The leaves begin to grow on the trees and some trees may blossom. (Have flowers). Plants begin to grow and you may see baby animals like lambs around. The daytimes start to get longer. It can rain in spring. • In winter, the weather gets much colder. Sometimes it is cold enough to freeze, leaving frost and ice on the ground. It sometimes snows. Many trees have bare branches as all their leaves have fallen off. The daytimes are the shortest in the year and the night times are the longest. • In summer, the weather gets hotter. The daytime is long and the night-time short. Summer has the longest days. Summer has the longest days. The trees are full of leaves and there are lots of flowers, bees, butterflies, and other insects. • To know that climate is the long-term weather conditions in a specific region	What is the UK? Locating the UK and identifying its four countries on a map. What are the four seasons? Identifying the seasons in the UK and carrying out fieldwork to investigate seasonal changes in the school grounds What are the compass directions? Identifying the four compass directions and using them to describe the location of landmarks. What is the weather like today? Observing daily weather patterns by investigating weather in the school grounds. Is the weather the same everywhere in the UK? Learning to locate the four capital cities of countries in the UK and describing the weather in each location How do people prepare for different weather? Learning about how the weather changes and suggesting the clothing and activities people might do in each season.	atlas capital city climate compass continent country direction land locate location map rain gauge season temperature thermometer weather weathervane

Assessment - Geography Y1: What is the weather like in the UK? - Kapow Primary

Assessment quiz and Skills catcher for use at the start and/or end of the unit to assess pupil progress.

Term	National Curriculum Expectations KS1	Substantive Knowledge	Learning Questions	Key Vocabulary
Summer Term What is it like to live by the coast?	**Locational Knowledge:** ● name and locate the world's seven continents and five oceans ● name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place Knowledge:** ●understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and Physical Geography:** ●Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ● Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and; ● key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	• There are borders that separate different parts of the world • A continent is a land mass and an ocean is a large body of water (and the names of each) • There seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia • The majority (71%) of the world's surface is covered by water • The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic. • The climate is different across continents (and to be able to give examples of contrast, e.g. Asia and Antarctica) • The equator is the hottest part of the world, and it relates to the Earth's orbit around the sun • To know that a sea is a body of water that is smaller than an ocean. • To know that there are four bodies of water surrounding the UK and to be able to name them. • To know that coasts (and other physical features) change over time. E.g cliff, beaches, sand dunes, caves and coastlines • To know that a sea is a body of water that is smaller than an ocean. • To know that maps need a title and purpose.	Where are the seas and oceans surrounding the UK? Locating the UK and the surrounding seas and oceans on a map What is the Coast? Identifying what the coast is and some of its features What are the features of the Jurassic Coast? Identifying the physical features of the Jurassic Coast How do people use Weymouth? Understanding how people use the coast How do people use our local coast? – Field Work Presenting findings on how people use the local coast	arch aquarium bay capital city city cliff coast coastline country data collection fieldwork island harbour human feature location locate mudflat ocean physical feature pictogram pier sand dunes sea stack tally chart tourist town village

		• To know that a tally chart is a way of collecting data quickly. • To know that a pictogram is a chart that uses pictures to show data		

[Assessment - Geography Y2: What is it like to live by the coast? - Kapow Primary]
Assessment quiz and Knowledge catcher for use at the start and/or end of the unit to assess pupil progress

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Essential Knowledge in the Lower Key Stage Two Geography Curriculum – Cycle A

Term	National Curriculum Expectations KS2	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term Are all settlements the same?	**Locational knowledge** **Pupils should be taught to:** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. **Place knowledge** **Pupils should be taught to**: • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** **Pupils should be taught to:** Describe and understand key aspects of:	• We live in England which is located on the British Isles. England is part of Great Britain and the United Kingdom. • The UK is broken up into 12 regions. We live in the East Midlands region of central England. • The East Midlands is made up of several counties. Each county contains cities, towns and villages. We live in the county of Lincolnshire. Lincoln is our closest city with the cities of Nottingham and Peterborough close by • There are 48 counties in England. The largest county is North Yorkshire and the smallest county is Rutland. The county with the largest population is Greater London. • The Anglo-Saxons influenced modern day towns and villages — places ending in '-burh', '-ing' and '-folk'. They also influenced county names— Essex, Sussex, Middlesex, Wessex and East Anglia. • The Vikings travelled from Scandinavia (Norway, Sweden & Denmark). They founded towns and cities — those ending in '-by', '-thorpe' and '-ay'. • The Vikings and Anglo-Saxons made a peace agreement after years of fighting and the Viking lands were to the east; they were known as Danelaw. The most important city in Danelaw was Jorvik (modern day York) because of trade. • When reading maps we use grid references to identify the location using eastings and northings. We always read across then up and use the bottom left hand corner of the square. • 4 figure grid references use eastings and northings to find the correct square. • Ordnance Survey (OS) maps use symbols to label features on a map.	What is a settlement? Describing different settlements and exploring urban and rural living How is land used in my local area? Using an OS map to identify human and physical features in the local area Can I explain the location of features in my local area? Identifying and discussing the location of the physical and human features on a fieldwork trip in the local area. How has my local area changed over time? Using maps from the past and present to compare how land use has changed How is land used in New Delhi? Identifying land use in New Delhi by locating human and physical features How does land use in New Delhi compare with my local area? Comparing human and physical features and land use between New Delhi and my local area	agricultural land capital city commercial land compare country border county dispersed facilities land use legend linear local memorial metro monument nucleated place of worship recreational land region residential land settlement transportation

	• Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills and fieldwork** **Pupils should be taught to:** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	• To know the names of some of the world's most significant rivers – Yamuna River, New Delhi • To know the name of the county that they live in and their closest city. • To begin to name the twelve geographical regions of the UK. • To know the main types of land use. • To know some types of settlement. • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the UK grows food locally and imports food from other countries. • To understand that a scale shows how much smaller a map is compared to real life. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). • To know an enquiry-based question has an open-ended answer found by research. • To know what a bar chart, pictogram and table are and when to use which one best to represent data.		
Assessment - Geography Y3: Are all settlements the same? - Kapow Primary Assessment quiz and Knowledge catcher for use at the start and/or end of the unit to assess pupil progress				

Term	National Curriculum Expectations KS2	Substantive Knowledge	Learning Questions	Key Vocabulary
Spring Term Where does our food come from?	**Locational Knowledge** ● Can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ● Can 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 ● Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** ● Understands 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**	• Food comes from plants and animals. • We buy food from supermarkets but meat can be bought from a butcher and baked goods can be bought in a bakery. • Animals are reared for meat but cows, sheep and goats also give us dairy products and hens give us eggs. • Farmers have jobs to do all year round to ensure we have enough food. • The seasons effect where our food comes from. Some foods, like strawberries, come from the UK in the summer but in the winter they come from Spain because it is hotter there. • Not all food can be caught, grown or farmed in the UK. We import lots of different foods from other countries. • Different foods need different climates to grow. Bananas need a tropical (hot) climate and carrots need a cool climate. • Food travels in different vehicles to get to our shops. It can travel in a plane, on a boat or in a lorry. The distance food has travelled is food miles • The UK has laws about sustainable fishing to help fisherman to not take too many fish out of the water. • Farmers are trying to be more eco-friendly by growing food organically. • To know where North and South America are on a world map. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones. • To know that biomes are areas of the world with similar climates, vegetation and animals. • To know the world's biomes.	How can our food choices impact the environment? Making connections between the biomes where certain foods grow and the conditions they need to flourish; developing an understanding of food choices and their impact on the environment What does it mean to trade responsibly? Exploring the importance of responsible trading through a case study of cocoa bean production in Côte d'Ivoire; considering the benefits and drawbacks of importing food How do we get our chocolate? Discussing opinions on responsible trade and looking at the journey and process of a cocoa bean from farm to chocolate bar on a shop shelf Where does our food come from? Mapping and measuring the distance food travels to reach the UK and using a scale bar to convert measurements Are our school dinners sourced locally? Discussing and designing data collection methods for qualitative data and conducting an interview Is it better to buy local or imported food? Writing a balanced argument describing the advantages and disadvantages of buying local and imported food	air freight carbon footprint consume distribution export fertiliser food bank food miles grant import pesticides produce qualitative quantitative reliability responsible trade sample size scale bar seasonal food source sustainability trade trend

	● Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● Can describe and understands key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and field work** Pupils should be taught to: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	• To know vegetation belts are areas of the world which are home to similar plant species. • To know the main types of land use. • To know that countries near the Equator have less seasonal change than those near the poles. • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know that climates can influence the foods able to grow. • To know that a natural resource is something that people can use which comes from the natural environment. • To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. • To know the UK grows food locally and imports food from other countries. • To know that grid references help us locate a particular square on a map.		

		• To know an enquiry-based question has an open-ended answer found by research. • To know what a questionnaire and an interview are. • To know that quantitative data involves numerical facts and figures and is often objective. • To know that qualitative data involves opinions, thoughts and feelings and is often subjective.		

Assessment - Geography Y4: Where does our food come from? - Kapow Primary

Assessment quiz and Knowledge catcher for use at the start and/or end of the unit to assess pupil progress

Term	National Curriculum Expectations KS2	Substantive Knowledge	Learning Questions	Key Vocabulary
Summer Term Why do people live near volcanoes?	**Locational Knowledge** ● Can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ● Can 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 ● Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,	• To know the names of some countries and major cities in Europe and North and South America. • To know the names of some of the world's most significant mountain ranges. • To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. • To know the main types of land use. • To know some types of settlement. • To know the negative effects of living near a volcano. • To know the positive effects of living near a volcano. • To know the negative effects an earthquake can have on a community. • To know ways in which communities respond to earthquakes. • To know the different types of mountains and volcanoes and how they are formed. • To know that an earthquake is the intense shaking of the ground. To know the different types of settlement. • To know that a natural resource is something that people can use which comes from the natural environment.	How is the Earth constructed? Learning about the Earth's layers and their properties, and developing an understanding of tectonic plates Where are mountains found? Learning how mountains are formed and plotting them on a world map. Identifying patterns with plate boundaries. Mapping significant mountain ranges and their continents Why and where do we get volcanoes? Learning why volcanoes erupt and about the two main types of volcano. Understanding how humans classify volcanoes. Mapping volcanoes globally and using digital imagery to explore them What are the effects of a volcanic eruption? Developing an understanding of how volcanoes have negative and positive effects on a community, using Mount Etna in Sicily as a case study.	inner core outer core mantle crust magma tectonic plate plate boundary fold mountain fault-block mountain volcanic mountain atlas composite volcano shield volcano magma chamber vent pyroclastic flow active volcano dormant volcano extinct volcano

	the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** ● Understands 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** ● Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● Can describe and understands key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and field work** Pupils should be taught to: • 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	• To recognise world maps as a flattened globe. • To know how to use various simple sampling techniques. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.	What are earthquakes and where do we get them? Learning what earthquakes are, why they happen and where they often occur. Understanding some of the negative effects that an earthquake can have. Where have the rocks around school come from? Observing and recording the location of rocks on the school grounds. Making links between types of rocks and their origin	negative effects positive effects fertile soil climate change volcanic springs geothermal energy index earthquake tsunami

	of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			
Assessment - Geography Y3: Living near volcanoes - Kapow Primary Assessment quiz and Knowledge catcher for use at the start and/or end of the unit to assess pupil progress				

Brown's C of E Primary School, Horbling

Caring. Learning. Enjoying. Achieving within the love of God

Essential Knowledge in the Upper Key Stage Two Geography Curriculum – Cycle A

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term What is life like in the Alps	**Locational knowledge** 'Pupils should be taught to: • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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)'. • describe and understand key aspects -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water'. **Geographical skills and fieldwork**	• To know the name of many countries and major cities in Europe and North and South America. • To know that the Alps run through France, Monaco, Italy, Switzerland, Liechtenstein, Austria, Germany and Slovenia • To know the Alps are a mountain range in Europe • To know some similarities and differences between the UK and a European mountain region. • To know the location of key physical features in countries studied – rivers, lakes, glaciers, Mont Blanc, Lake Worthersee and Pasterze Glacier • To know why tourists visit mountain regions. • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods. • I know how the climate, population, vegetation, leisure, settlement types and transport in Innsbruck differs and compares to our locality.	Where are the Alps? Locating the continents, various European countries and the Alps on the world map; finding out which countries the Alps span What is it like in the Alps? Locating and describing some of the key physical and human characteristics of the Alps Why do people visit the Alps? Researching and describing the physical and human geography of a small region of Europe and considering why tourists visit. What is there to do in our local area? Visiting the local area to find out what there is to do; mapping recreational land use on an OS map; using the data collection skills of questioning, sketching and taking photographs How are the Alps different from our local area? Comparing the human and physical geography of the local area and Innsbruck, identifying similarities and differences What is life like in the Alps? Describing the key aspects of the Alps' human and physical geography before answering the enquiry question, 'What is life like in the Alps?'	atlas mountain range fold mountain 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

	'Pupils should be taught to: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied'. • 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.			

https://www.kapowprimary.com/subjects/geography/upper-key-stage-2/years-5-6/what-is-life-like-in-the-alps/assessment-geography-y5-what-is-life-like-in-the-alps/
Assessment quiz and Knowledge catcher for use at the start and/or end of the unit to assess pupil progress

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
Spring Term Where does our energy come from?	**Locational knowledge** Pupils should be taught to: • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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)	• To know the name of many countries and major cities in Europe and North and South America. • To know the name of many cities in the UK. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones. • To know that natural resources can be used to make energy. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.	Why is energy important? Developing an understanding of energy sources and their trading routes What is renewable energy? Considering the benefits and drawbacks of different energy sources. How does the United States generate energy? Analysing human features on a digital map to explain land use. How does the United Kingdom generate energy? Locating human and physical features on an OS map to identify land use and energy sources. What is the best way to generate energy?	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

	Place knowledge Pupils should be taught to: • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** Pupils should be taught to: Describe and understand key aspects of: • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** Pupils should be taught to: • 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	• To know Coal, natural gas and crude oil are all fossil fuels and finite resources. • Hydropower is energy generated by moving water and is renewable. • Wind power is energy generated mainly by turbines and is renewable. • Geothermal energy is energy generated by the heat of the Earth's core. • Solar power using solar panels is renewable but can give off emissions contributing to global warming. • Nuclear power is non-renewable but not a fossil fuel. It is generated by radioactive materials. • Biofuel is energy generated from natural materials like plant matter • Burning fossil fuels contributes to global warming • Both the UK and the US have seen a decline in oil consumption. • The US consumes more energy from hydropower. • The UK consumes more energy from wind turbines. • The UK used to rely on coal more heavily than the US did for energy	Deciding on an appropriate way to generate energy for a new development and justifying how and why Where is the best place for solar panel on the school grounds? Considering a location for a solar panel on the school grounds	solar power time zone urban planner wind power six-figure grid reference
Assessment - Geography Y6: Where does our energy come from? - Kapow Primary Assessment quiz and Knowledge catcher for use at the start and/or end of the unit to assess pupil progress				

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
Summer Term Why do Oceans Matter?	**Locational knowledge** Pupils should be taught to: • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Human and physical geography** Pupils should be taught to: Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** Pupils should be taught to: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• To know the location of key physical features in countries studied. • To know why the ocean is important. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods. • To know that trading is the buying and selling of goods or services • To know an import is and item brought in from another country • To know that an export is an item sold from the country of production to another country. • To know that oceans are important because they are home to many creatures; they provide food and jobs for humans; is used for recreation; gives us ingredients for medicine; contributes to our climates and weather through the currents; absorbs carbon dioxide; is a source of renewable energy through waves and tides; coral reef acts as a buffer from natural disasters such as flooding and typhoons • Coral bleaching is caused by a rise or fall in water temperature and chemical pollution washed into the water, such as sewage and pesticides from crops.	How do we use our oceans? Explaining why the ocean is important, how it is used and its significance in the water cycle What is the Great Barrier Reef? Locating Australia on a map and identifying its physical and human features. Researching the benefits and threats to the Great Barrier Reef. Why are our oceans suffering? Learning about how humans are impacting coral reefs and oceans. What can we do to help our oceans? Learning about ways to keep our oceans healthy and beginning to plan fieldwork How littered is our marine environment? Collecting data in a marine environment Presenting data on a digital map and pie chart to analyse and evaluate	atmosphere biodegradable buffer 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
Assessment - Geography Y5: Why do oceans matter? - Kapow Primary Assessment quiz and Knowledge catcher for use at the start and/or end of the unit to assess pupil progress				

Brown's C of E Primary School, Horbling

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Essential Knowledge in the Key Stage One Geography Curriculum – Cycle B

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term Why is our world wonderful?	**Locational knowledge** Pupils should be taught to: • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Human and physical geography** • use basic geographical vocabulary to refer to: ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. ○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. **Geographical skills and fieldwork** • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use world maps, atlases and globes to identify the United Kingdom and	• To be able to name the seven continents of the world. • I know that the UK is in the continent of Europe. • Asia is the largest continent and Oceania is the smallest • To be able to name the five oceans of the world. • To name some characteristics of the four capital cities of the UK. • To know the four capital cities of the UK. • To know that a capital city is the city where a country's government is located. • To know some key physical features of the UK. E.g seas, mountains and rivers • To know some key human features of the UK. E.g houses, roads or bridges • I know that there are five oceans and can name them. • I know that the Pacific ocean is the largest and the Arctic ocean is the smallest. • I know the UK is closest to the Atlantic Ocean • To begin to recognise world maps as a flattened globe. • To know that maps need a title and purpose. • To know that maps need a key to explain what the symbols and colours represent. • To know that a tally chart is a way of collecting data quickly. • A country is a land with its own government, whereas a continent is a much larger land mass, which apart from Antarctica, comprises of many different countries • I know that sampling means having a closer look at a small area to see the types of plants and animals that live there.	What are some of the UK's amazing features and landmarks? Identifying features and major geographical characteristics of the UK and locating these on a map Where are some of the world's most amazing places? Learning about some of the world's most amazing places and locating them on a world map. Where are our oceans? Naming and locating the five oceans on a world map What is amazing about our local area? Learning to draw a map of the local area using symbols to represent human and physical features. Why are natural habitats special? Investigating a local habitat; collecting and recording data on a tally chart How can we look after natural habitats? Learning to present their findings in a bar graph and suggesting ways to look after natural habitats	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

	its countries, as well as the countries, continents and oceans studied at this key stage. • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.			

Assessment - Geography Y2: Why is our world wonderful? - Kapow Primary

Assessment quiz and Knowledge catcher for use at the start and/or end of the unit to assess pupil progress

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
Spring Term What is it like to live in Shanghai?	**Locational knowledge** Pupils should be taught to: • Name and locate the world's seven continents and five oceans. **Place knowledge** Pupils should be taught to: 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 **Human and physical geography** Pupils should be taught to: • Use basic geographical language to refer to:	• To know the name of the two continents (Europe and Asia). • To know that a continent is a group of countries. • I know that China is a county in the continent of Asia • To know that they live in the continent of Europe. • I know that I live in England in the United Kingdom • To know that life elsewhere in the world is often different to ours. • To know that life elsewhere in the world often has similarities to ours. • To know that physical features means any feature of an area that is on the Earth naturally. • To know that human features means any feature of an area that was made or built by humans. • I know directional language to describe the location of different human and physical features e.g. next to, in front of, close to, behind, far from • I know that a physical feature is a landform that occurs naturally on Earth	What can we see in our local area? Learning to recognise physical and human features in the locality Can we map our local area? Drawing a sketch map of physical and human features found in the local area Where in the world is China? Naming and locating continents on a world map What can you see in China? Identifying physical and human features of China What is Shanghai like? Finding out about the physical and human geography of Shanghai How is Shanghai different from our local area?	continent country different directional language e.g. near, far, next to, behind, etc. key human feature map physical feature similar symbol

	○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; ○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Geographical skills and fieldwork • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	• I know that a human feature is a large feature that was built by people e.g. a road or bridge • I know a map is a picture of a place drawn from above • I know that we use maps to find out information about a place. • I know a port is a docking place for ships in the ocean, a river or lake • I know there are more human features to be found in a city.	Comparing Shanghai to our locality of Horbling and Sleaford	

Assessment - Geography Y1: What is it like to live in Shanghai? - Kapow Primary

Assessment quiz and Knowledge catcher for use at the start and/or end of the unit to assess pupil progress

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
Summer Term	**Locational knowledge** Pupils should be taught to: • Name and locate the world's seven continents and five oceans.	• To know some similarities and differences between their local area and a contrasting non-European country. • I know that a continent is a large land mass • I can name any of the continents	Where are the continents? Learning to name the seven continents and locating them on a world map	continent map land ocean

	Place knowledge Pupils should be taught to: • 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 **Human and physical geography** Pupils should be taught to: • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Geographical skills and fieldwork** Pupils should be taught to: • 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.	• I know that I live in the continent of Europe. • I know that Africa and Asia are the continents closest to Europe • To know that the Equator is an imaginary line around the middle of the Earth. • I know that the equator runs through South America Africa and Asia • I know there are 13 countries including Brazil Kenya and Uganda that are on or near the equator. • To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. • To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. • I know that the North Pole is located in the middle of the Arctic Ocean • I know that the South Pole is located in Antarctica • To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. • To be able to name the seven continents of the world. • To know that a globe is a spherical model of the Earth. • To begin to recognise world maps as a flattened globe • I knew that because of the high temperatures Kenya has lots of dry land places that have little rainfall or called arid it is difficult for farmers to raise animals or grow crops on arid land. • I know what season it is based on the weather I am experiencing	Where are the coldest places on Earth? locating the north and south poles on a world map and identifying some key features of each place Where is the equator? Locating the equator on a world map and exploring key features of the region What is life like in a hot place? Comparing the UK in Kenya identifying key similarities and differences Do we live in a hot or cold place? Understanding the difference between weather and climate measuring and recording the weather on school grounds Would you prefer to love in a hot or cold place? Using their knowledge of hot and cold places, children answered the inquiry question, 'would you prefer to live in a hot or cold place?'	country locate 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

Assessment - Geography Y2: A hot or cold country - Kapow Primary Assessment quiz and Knowledge catcher for use at the start and/or end of the unit to assess pupil progress.				

Essential Knowledge in the Lower Key Stage Two Geography Curriculum – Cycle B

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term Who lives in Antarctica?	**Locational knowledge** 'Pupils should be taught to: • 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	• To know where North and South America are on a world map. • To know the names of some countries and major cities in Europe and North and South America. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).	What is Climate? Learning about lines of latitude and longitude and climate zones developing understanding of why seasons and climate zones occur discussing the positions of the Arctic and Antarctic circles. Where is Antarctica?	lines of latitude lines of longitude hemisphere climate climate zone compass points direction treaty

	Meridian and time zones (including day and night)'. • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Place Knowledge** **'**Pupils should be taught to: • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America' **Human and physical geography** 'Pupils should be taught to: • describe and understand key aspects of:	• To know the world's biomes. • To know the main types of land use. • To know that countries near the Equator have less seasonal change than those near the poles. • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • I know that an explorer is someone who discovers or find out more about an unfamiliar place • I know who Ernest Shackleton was and can describe his expedition • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. • To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. • To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. • To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation, and wildlife.	Describing the physical features of Antarctica including its location, weather and landscape Who lives in Antarctica? Discovering what it is like to visit Antarctica as a researcher, including the incredible sights they see, the work they do and how they adapt to life in a polar climate. Who was Shackleton? Learning about Shackleton and his expedition; using four-figure grid references to map his route; discussing similarities and differences between children's own life and life in Antarctica Can we plan an exhibition around school? Becoming familiar with eight points on a compass and planning a simple route referring to them; using a digital map to identify human and physical features How did our expedition go? Following, mapping and evaluating a simple route with compass points.	ice shelf ice sheet drifting ice iceberg

	○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle'. **Geographical skills and fieldwork** 'Pupils should be taught to: • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied'. • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world' • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	• To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know the world's different climate zones. • To know water is used by humans in a variety of ways. • To know that a natural resource is something that people can use which comes from the natural environment. • To understand that a scale shows how much smaller a map is compared to real life. • To recognise world maps as a flattened globe. • To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. • I know The Four Seasons are spring, summer, autumn and winter.		

Assessment - Geography Y3: Who lives in Antarctica? - Kapow Primary

Assessment quiz and Knowledge catcher for use at the start and/or end of the unit to assess pupil progress

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
Spring Term What are rivers and	**Locational knowledge** • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key	• To know the names of some of the world's most significant mountain ranges. • To know the names of some of the world's most significant rivers.	What is the water cycle? Learning how the water cycle works How is a river formed? Learning about the features and sections of a river	condensation delta estuary evaporation flooding

how are they used?	topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Human and physical geography** Pupils should be taught to: • Describe and understand key aspects of: ○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ○ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills and fieldwork** • Use maps, atlases, globes and digital/computer mapping to locate	• To know the name of some counties in the UK (local to our school – Lincolnshire, Nottinghamshire, Cambridgeshire, Norfolk) • To know the name of some cities in the UK (local to our school Lincoln, Peterborough, Nottingham, Sheffield). • To know that we live in Lincolnshire and our nearest city is Lincoln • To begin to name the twelve geographical regions of the UK. • To know the main types of land use. • To know some types of settlement. • To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • I know that rivers are split into three sections called courses. The upper, middle and lower courses. • To know that our nearest river is the River Slea. • The source of the River Slea is in West Willoughby and the mouth of the river Slea is where it meets the River Witham at Chapel Hill • I know that the stages of the water cycle are, evaporation, condensation, and precipitation • To know the courses and key features of a river. • To know the different types of mountains and volcanoes and how they are formed. • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the UK grows food locally and imports food from other countries. • To understand that a scale shows how much smaller a map is compared to real life.	Where can we find rivers? mapping the major rivers of the UK and the world How are rivers used? Realising the importance of rivers and describing ways they are used. What can we find out about our local river? Identifying features around our local river using an OS map What features does our river have? Evidencing the human and physical features and the environmental quality of a local river environment.	floodplain groundwater irrigation leisure meander oxbow lake percolation precipitation river mouth source transpiration tributary valley water cycle waterfall

	countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	• To recognise world maps as a flattened globe. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know that grid references help us locate a particular square on a map. • To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. • To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. • To know a Likert scale is used to record people's feelings and attitudes.		

Assessment - Geography Y4: What are rivers and how are they used? - Kapow Primary

Assessment quiz and Knowledge catcher for use at the start and/or end of the unit to assess pupil progress.

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
Summer Term Why are rainforests important to us? - Kapow Primary	**Locational knowledge** 'Pupils should be taught to: • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator,	• To know where North and South America are on a world map. • To know the names of some countries and major cities in Europe and North and South America. • To know the names of some of the world's most significant rivers. • To know that climate zones are areas of the world with similar climates. • To know the world's biomes. • I know the Amazon rainforest is in the tropical forest Biome	Where in the world are tropical rainforests? Learning about biomes, ecosystems and tropics; locating rainforests globally, understanding why they occur there and discovering the features of the Amazon rainforest using maps and photographs. What is the Amazon rainforest like? Developing an understanding of vegetation belts and exploring further the 'tropical grasslands' of	biome Equator Tropic of Capricorn Tropic of Cancer lines of latitude buttress roots lianas vegetation vegetation belts forest floor

	Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)' **Place knowledge** 'Pupils should be taught to: • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America' **Human and physical geography** 'Pupils should be taught to: describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle' **Geographical skills and fieldwork** 'Pupils should be taught to: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied' • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including	• I know that climate is the weather in a certain place over a long period of time • I know that the Amazon River is the large river that runs through the Amazon. • I know that people travel in the Amazon by boat, roads and on foot. • To know vegetation belts are areas of the world which are home to similar plant species. • To know that countries near the Equator have less seasonal change than those near the poles. • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know the world's different climate zones. • To know that climates can influence the foods able to grow. • To know the main types of land use. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale.	the Amazon rainforest. Learning about the four layers of a rainforest; the vegetation and animals that occupy each; and the adaptations of vegetation in a tropical rainforest biome. Who lives in the rainforest? Learning about indigenous communities in the Amazon rainforest and how they use its resources; how other groups claim rights to the tropical rainforest; identifying changes over time; introducing the concept of deforestation. How are rainforests changing? Describing why tropical rainforests are important to our Earth; understanding the negative environmental impact humans have on the Amazon rainforest and discussing what can be done to oppose it How is our local woodland used? Visiting a local woodland to find out how it is used; practising the data collection skills of questioning, sketching and logging live data. Collating and analysing data to identify how people use the woodland; presenting and discussing findings; suggesting ways to improve fieldwork methodology	understory layer canopy layer emergent layer deforestation community indigenous peoples drought greenhouse gas global warming logging mining method risk route questionnaire enquiry data analyse

	sketch maps, plans and graphs, and digital technologies	• To recognise world maps as a flattened globe. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know an enquiry-based question has an open-ended answer found by research. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. • To know that qualitative data involves opinions, thoughts and feelings and is often subjective. • To know what a bar chart, pictogram and table are and when to use which one best to represent data. • I know that indigenous people are people living in an area whose ancestors were the first groups of people to live there		
Assessment - Geography Y4: Importance of rainforests - Kapow Primary Assessment quiz and Knowledge catcher for use at the start and/or end of the unit to assess pupil progress.				

Essential Knowledge in the Upper Key Stage Two Geography Curriculum – Cycle B

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term Would you like to live in the dessert?	**Locational knowledge** • 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	• To know the name of many countries and major cities in Europe and North and South America. • To know the location of key physical features in countries studied. • I know a Biome is an area with a similar climate, landscapes, plants and animals. • To name and describe some of the world's vegetation belts.	What is a hot desert biome? Locating and describing hot desert biomes Where are deserts located? Locating global deserts with a closer look at the location and features of the Mojave Desert. What physical features are found in a desert?	agriculture airstrip arid barren biome climate desert desertification

	Meridian and time zones (including day and night). • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Place knowledge** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Human and physical geography** • Describe and understand key aspects of: ○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ○ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	• To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones. • I know that the Mojave Desert is largely in California but also spans Nevada, Utah and Arizona. • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To know which factors are considered before people build settlements. • To know a line graph can represent variables over time. • To know that natural resources can be used to make energy. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data.	Understanding how a desert is formed and the physical features found there. How can people use deserts? Exploring how humans use the Mojave desert What are the threats to deserts? Exploring some of the threats to deserts. Would you like to live in the desert? Exploring the similarities and differences between the local area and the Mojave Desert.	drought flash flood mesa mining mushroom rock national park natural arch nature reserve rainfall ranching renewable energy salt flat sand dune sparse time zone tourist attraction vegetation weather

Assessment - Geography Y5: Would you like to live in the desert? - Kapow Primary

Assessment quiz and Knowledge catcher for use at the start and/or end of the unit to assess pupil progress

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
Spring Term Why does population change?	**Locational knowledge** 'Pupils should be taught to: • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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)'. • 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'. **Place knowledge** 'Pupils should be taught to:	• To know that the global population has grown significantly since the 1950s. • To know that population means the number of people living in a particular place • I know that population distribution is how people are spread across an area • I know that people moving into and out of the country, the number of births, and the number of deaths changes a country's population • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. • I know the difference between a refugee and a migrant. Refugees leave their country involuntarily due to war. • To know the name of many countries and major cities in Europe and North and South America. • To know the name of many counties in the UK. • To know the name of many cities in the UK. • To confidently name the twelve geographical regions of the UK. • To know that London and the South East regions have the largest population in the UK. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another.	How is the global population is changing? Discussing global population distribution and growth; identifying which countries are densely and sparsely populated; describing why some environments are more appealing to live in than others. What are birth and death rates? Learning what birth and death rates are and discussing the factors that influence them Why do people migrate? Understanding that migration can be voluntary and involuntary and that it is influenced by external factors that are environmental, economic and social. How is climate change impacting the population? Understanding the impact climate change can have on the global population. Discussing why climate change is happening and what can be done to help fight it. How is population impacting our environment? Using a range of data collection methods, pupils compare the environmental quality of two areas in their locality with a focus on traffic and litter.	population densely populated sparsely populated population density population distribution cartogram birth rate death rate natural increase migration migrants refugee push factors pull factors voluntary involuntary region climate climate change fossil fuels greenhouse gases deforestation impact quantitative qualitative

	• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America' **Human and physical geography** 'Pupils should be taught to: • describe and understand key aspects of: ○ 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'. ○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **Geographical skills and fieldwork** 'Pupils should be taught to: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied'.	• To know some negative impacts of humans on the environment. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To be aware of some issues in the local area. • To know what a range of data collection methods look like.	Collating data collected from their fieldwork and writing a report on their findings, pupils create a digital map and make suggestions to improve an area.	air pollution noise pollution Likert scale

Assessment - Geography Y6: Why does population change? - Kapow Primary

Assessment quiz and Knowledge catcher for use at the start and/or end of the unit to assess pupil progress.

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
Summer Term Can I carry out an independent fieldwork enquiry?	**Locational knowledge** • 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. • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Human and physical geography** • Describe and understand key aspects of: ○ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills and fieldwork** • Use fieldwork to observe, measure, record and present the human and	• To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods. • I know a region is the largest scale area that a country is divided into. • I know that data collection methods capture an opinion on the area. Can be completed by yourself or others. Should be quick and easy. Will only capture data on the environment at a particular time. can be subjective for each person full stop	Developing an enquiry question Exploring the local area as a basis for a fieldwork enquiry question. Creating data collection methods Designing appropriate data collection methods to collect data needed to answer the inquiry question Mapping a route Planning a route on a map and considering potential risks. Collecting the data Collecting the data to answer the enquiry question. Analysing the data Mapping and analysing data and preparing to present findings Presenting the data Creating and presenting the outcome of an enquiry question to a chosen audience	analyse audience city data data collection methods enquiry evidence impact improvement issue justify plot presenting process recommendation region risk route subjective viewpoint

	physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • 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.			
Assessment - Geography Y6: Can I carry out an independent fieldwork enquiry? - Kapow Primary Assessment quiz and Knowledge catcher for use at the start and/or end of the unit to assess pupil progress				