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A.R.H. Curriculum Progression Document - Geography

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

National Curriculum Aims – Geography				
Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.	Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).	Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine.

'A.R.H. - Educating a community of life-long learners'

A high quality geography education should:

- Inspire a **curiosity & fascination** about the world & its people to remain with pupils for the rest of their lives.
- **Knowledge** & **understanding** places and the Earth's key physical & human processes.
- **Interaction** between physical & human processes, and **formation** and **change** of landscapes & environments.

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Progression: Locational knowledge

- KS1 - World's continents & oceans, countries and capitals of the UK & seas.
- KS2 - World's countries, Europe & N&S America, UK's counties, cities and features, Latitude & Longitude, Equator, Tropics, Arctic & Antarctic circles

Progression: Place knowledge

- KS1 - Small area of UK and contrasting in non-EU.
- KS2 - UK region, EU region and region within North or South America

Progression: Human and Physical Geography

- KS1 - Season & weather(UK), hot & cold, N&S Poles. *Geographical vocabulary*
- KS2 - PG: climate, biomes, rivers, mountains, volcanoes, earthquakes, water cycles. HG: settlement, land-use, economic and trade, natural resources. *Describe.*

Year 1	Twisted Tales	Inspirational Occupation	Best of Leicester	Weird and Wonderful Weather	Marvellous Makers	World Explorers	Geography Day – Map Skills

NC Objective	Previous knowledge	Questions, knowledge and skills	Date Covered	Vocabulary
Geographical Skills and fieldwork 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.	ELG People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps.	**How could you draw a simple map of a familiar place? What is a symbol and key?** Knowledge: To understand what a map is and that basic symbols in a key can be used to represent places. Look at various basic bird's eye view maps with keys e.g. classroom, bedroom, playground. Discuss what they can see e.g. window, door, play equipment, desk, dining hall. How do they know? Skills: To draw a simple map of a familiar place e.g. 3 bear's bedroom – include basic symbols in a key for a window, bed, door, wardrobe, desk. .		Maps Pictorial Identify Birds eye view Features Key Symbol
Geographical Skills and fieldwork Use simple compass directions (N,S,E,W) and locational and directional language (near, far, left, right etc.) to describe the location of features and routes	Mathematics: 3 and 4 year olds should; Describe a familiar route ELG People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	**Can you give a friend directions to your house? What is an aerial photograph?** Knowledge: What is an aerial photograph? Look at various examples of aerial photographs - can chn identify the location? E.g. classroom, playground, school grounds, immediate local area, LCFC stadium, Abbey Park, etc. Understand that it is a photograph of a location taken from a bird's eye view - make links to previous lesson. Use direct observations, maps, photographs, digital resources e.g. digimaps of the local area to locate their house. To understand what an address is and know what key		Direction Location Features Route Near Far Left Right Up Down Forward Backward Next to

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		information needs to be included for an address e.g. house number, street name, town/village/city/county and postcode. Use directional language such as near, far, next to, left, right, in front, behind to describe location features on the route. Skills: To identify an aerial photograph To use directional language accurately for a specific purpose.		Aerial photograph Address House number Street name Village Town City County Leicester Postcode
Locational Knowledge Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its three surrounding seas	New Knowledge	**How many countries make up the United Kingdom? Can you locate Leicester on a UK map?** Knowledge: What is a country? To know that the United Kingdom is made up of four countries (England, Northern Ireland, Scotland and Wales) and identify these on a given map, a globe and an atlas. What is a city? To understand that they live in the city of Leicester. To know that there are cities within a country. To locate some other cities across the UK on a given map (e.g: Leicester, Birmingham, Derby, Newcastle, Glasgow etc.) What is a capital city? To know that a capital city is where the government of that country is situated. To be able to name and locate the capital cities of the UK. (London, Belfast, Edinburgh, Cardiff) on a given map. Skills: Study maps/atlases of the UK and locate the 4 countries. To locate Leicester on a map of the UK. What is a country?		United Kingdom Country England Wales Scotland Northern Ireland Capital city Government London Cardiff Edinburgh Belfast City Leicester
Human and Physical Geography Use basic geographical vocabulary to refer to key	ELG People, Culture and Communities: Describe their immediate environment using	**Can you identify human features on your local map?** Knowledge: To know what human features are and give examples. Not to be confused with physical features. Human = manmade		Human features Man-made landmarks Aerial maps/

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human features: city, town, village, factory, farm, house, office, shop	knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: The Natural World: Know some similarities and differences between the natural world around them and contrasting environment, drawing on their experiences and what has been read in class.	Physical = natural. **See vocabulary for the human features that are to be taught.** To know the names and identify some of the man-made landmarks in Leicester e.g. Space Centre, Clock Tower, Leicester Cathederal, King Power Stadium Skills: **Observe and explore** aerial photographs or simple maps of the local area of the school and surrounding area and identify/label it with key features e.g. their homes, school, church, roads, shops, farm, park. Observe and explore photographs, maps, videos of the man-made landmarks in Leicester.		photographs Beaumont Leys Leicester City, Town Village Factory, Farm, House, Office, Shop Pub Road Park School Church
Human and Physical Geography Use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	ELG People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: The Natural World: Know some similarities and differences between the natural world around them and contrasting environment, drawing on their experiences and what has been read in class.	**Can you identify physical features on your local map?** Knowledge: To know what physical features are and give examples. Distinguish and understand the difference between human features. **See vocabulary for the physical features that are to be taught.** To know the names and identify some of the natural landmarks e.g. River Soar (Abbey Park), Bradgate Park (hills), Swithland Wood Skills: **Observe and explore** aerial photographs or simple maps of the local area of the school and surrounding area and identify/label it with key features e.g. trees, hedge, green space, rivers Observe and explore photographs, maps, videos of natural landmarks in Leicester.		Physical features Aerial maps/ photographs Beaumont Leys Leicester Trees Hedges Green space Rivers Hills Wood/Forest Parks Natural landmarks
Geographical Skills and	ELG People, Culture and	***What human and physical features can you see in the***		Human/ Physical

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<u>fieldwork</u> Use simple fieldwork and observational skills to study geography of their school and its grounds and the key human and physical features of its surrounding environment	Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: The Natural World: Know some similarities and differences between the natural world around them and contrasting environment, drawing on their experiences and what has been read in class.	***local area (Leicester)?*** ***How are physical features different from human features?*** ***FIELDWORK – Local walk*** ***Knowledge:*** ***To know and distinguish between human and physical features.*** ***Skills:*** ***Local walk: Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school? (could tally the total to present back at school)*** ***Take photos of interesting things in the local area and explain what the photos show e.g human or physical feature (could do a sorting activity back at school)*** ***On the walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey.***		features Observe Record Enquire Fieldwork Environment Local area School Grounds School Grounds Field Church Houses Park Shops Farm Trees Bus stop Playground hill Offices
<u>Human and Physical Geography</u>	ELG: The Natural World: Understand some	**How many different types of weather can you name?** **What do I mean by the term extreme weather?**		Weather Forecast

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Identify 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.	important processes and changes in the natural world around them, including the seasons and changing states of matter.	Knowledge: **Focus on UK weather.** To know some of the different weather types and their symbols e.g. sunny, cloudy, raining (see key vocabulary list). Introduce extreme weather e.g. flooding, storms and heatwaves. Understand that the weather is similar across the whole of UK. Know that temperatures are a bit cooler in the North (Scotland and N.Ireland). Skills: **Observe and record** e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains/wind speed/temperature in a week in the winter and a week in the summer – use rain gauges, anemometer, and thermometers. Observe and explore weather forecasts - role play the weather forecast using key vocabulary (see key vocabulary list) and symbols.		UK Rain Sun Snow Windy Foggy Frost Hail Sleet Cloudy Thunder and lightning Temperature Hot Cold Symbols Extreme Weather Heatwave Flooding Storms
<u>Geographical Skills and fieldwork</u> Use simple fieldwork and observational skills to study geography of their school and its grounds and the key human and physical features of its surrounding environment	ELG: The Natural World: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**What are the 4 seasons? How does our weather change over the year?** Knowledge: **Ask and discuss questions** about the relationship between the weather and seasons. Name the four seasons and know which months they fall e.g. December, January and February = winter. To understand what happens during each season e.g. spring – warmer weather and new growth/birth. To understand how the seasons effect us e.g. clothing Skills: **Observe and record** e.g. draw pictures of the weather at different times of the year or keep a record of how many		Weather Seasons Autumn Winter Summer Spring Months of the Year Record Measure Changes

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		times it rains in a week in the winter and a week in the summer (as above). **Express opinions** about the seasons and **relate the changes** to changes in clothing and activities e.g. winter = coat and Christmas, summer = t-shirts and going on holiday.		
<u>Human and Physical Geography</u> Identify 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.	ELG: The Natural World: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**Where are hot and cold places located in the world? Do all countries around the World have 4 seasons?** Knowledge: Understand directional language North (up) and South (down). Begin to explore and understand what weather is like in other regions of the world. To know that weather varies around the world – using maps/globes, introduce the equator and North/South Poles. Know that places located close to the equator are hot and places located close to the North and South Poles are cold (do not have 4 seasons). Introduce extreme weather types such as extreme cold/hot temperatures, droughts and floods. Skills: Sort photographs of places located either near the equator or the poles into a Venn diagram – explain their reasoning .		Temperature Hot Cold Extreme Droughts Floods Equator North Pole South Pole Weather Seasons
<u>Locational Knowledge</u> Name and locate the worlds 7 continents and 5 oceans **<u>Geographical Skills and fieldwork</u>** Use world maps, atlases and globes to identify countries, continents and oceans	ELG People, Culture and Communities: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps. .	**Can you name the world's 7 continents?** **How many oceans are there?** Knowledge: **To know and use maps, atlases and a globe** to identify the continents and oceans and understand that both a map and a globe show the same thing. To understand what a continent is compared to a country, city e.g. Leicester – England – Europe. Start small and move out to a larger scale (use zone of relevance diagram). Skills:		Map Atlas Globe Cities Countries Continents Europe Africa Asia North America South America

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		Observe and explore where the different continents are on a world map. **Identify** their relative size and position to each other. **Locate** and label the continents and oceans on a paper map. Begin to look at some countries and identify which continent they are in – where have chn been or heard of?		Oceania/ Australasia Antarctia Oceans Pacific Atlantic Indian Southern Arctic
<u>Geographical Skills and fieldwork</u> 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. **<u>Geographical skills and fieldwork</u>** Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features on a map. Devise a simple map, and use and construct basic symbols in a key.	**Start of Year 1 - How could you draw a simple map of a familiar place? What is a symbol and key?**	**What do people use maps for?** **What are the 4 points on a compass?** Knowledge: To know and use the 4 compass directions (N,S, E, W). Look at a variety of different maps, plans and globes. These could include floor plans, hug-a-globes, bus and train maps, street maps, atlases, plans of the school, Google Earth, Digimaps and any others available. Skills: Create own plan of a familiar place, including objects. To understand and use the 4 points on a compass to describe the position on their map e.g. the dinner hall is east from the window . Give directions using compass points. See lesson plan – an introduction to maps. Outdoor learning following the compass point directions. (See appendix – Year 1 map skills lesson plan) ***Be able to read simple maps/aerial photos to do basic orienteering***		Maps Plans Globes Direction Compass North South East West

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Year 2	Captivating Capitals	Terrible Tudors	Food Glorious Food	Magnificent Materials	Into the Woods	A Picture Tells a Thousand Words	Geography Day – Map Skills

NC Objective	Previous knowledge	Questions, knowledge and skills	Date Covered	Vocabulary
<u>Locational Knowledge</u> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its three surrounding seas	**Year 1 – How many countries make up the UK?**	**What are the 4 countries that make up the United Kingdom and their capital cities? How many seas surround the UK?** Knowledge: To know that the UK is an island surrounded by 3 different seas. To know the capital cities of the four countries of the UK. What is a capital city? Why is London different to Leicester? E.g. population, seat of government, actual size, business, tourism, transport links, River Thames, Royalty. Explain the purpose of a capital city and form opinions on how this affects population size and geographical features. To be able to locate London on a map of the UK and England. To know the flags of the 4 countries. Recognise the Union Jack flag as the flag for the UK. Skills: **Use maps, atlases and globes** to **locate** the UK – in relation to the world. Be able to **identify** the 4 countries and their capital cities and label the 3 seas on their own map. Look at the different flags of the 4 countries and how they join to make the Union Jack.		Countries Capital cities United Kingdom England Wales Scotland Northern Ireland London Cardiff Edinburgh Belfast Emblems Union Jack Sea English Channel Irish sea North Sea

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<u>Locational Knowledge</u> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its three surrounding seas **<u>Geographical Skills and Fieldwork</u>** 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	**Year 1 – How are physical features different to human features?**	**What physical and human features can you locate in the UK?** Recap aerial photographs from Year 1. Knowledge: To know how to use maps, atlases, aerial photographs, digimaps to study, discuss and explore the 4 countries and their capital cities in more detail. Understand the difference between physical and human features. How are the 4 countries similar/different? Compare and contrast the characteristics of the 4 countries and their capital cities. Know the names of some famous landmarks/features e.g. Giant's Causeway, Loch Ness, Big Ben, Mount Snowdon, Angel of the North, River Severn, White Cliffs of Dover, Humber Bridge etc Know the names of some other locations in UK and locate them e.g. Birmingham, Peak District, Cornwall and explore some of their geographical features – understand how cities, countryside and coastal areas are different. Skills: Use and explore maps, atlases, aerial photographs, digimaps to study, discuss and explore the 4 countries and their capital cities in more detail. Observe photographs of human and physical features. Locate other cities within the UK and compare to the countryside e.g. Birmingham with Lake District.		Similarities Differences Human geography Physical geography Landmarks Aerial photographs Plan perspectives Map Country City Capital city Countryside Coastal area Seas

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		Chn create a journey line applying the above knowledge, marking cities/locations and famous landmarks on their maps.		
<u>Place Knowledge</u> 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	ELG People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps **Year 1 - What human and physical features can you see in the local area (Leicester)?**	**How does the city New Dehli compare to London?** **Compare the location, climate, population, physical and human features (landmarks) of London and New Delhi.** Knowledge: To know how to identify both countries and capital cities on a globe – chn to get an understanding of the distance between the two places and how you could travel. To know what countries/ continents they are in? What the weather will be like in New Delhi/London? Why – in relation to the equator. Encourage chn to make comparisons between the two cities – highlighting similarities and differences. Skills: Chn use maps, atlases, digimaps to observe and compare between London and New Delhi. Chn to identify physical features: River Thames/Yamuna River, Green spaces (Hyde Park, Richmond Park/Delhi Ridge) and human features: Downing Street, Natural History Museum, Buckingham Palace, Houses of Parliament, London Eye, The Shard, Westminster Abbey, St Paul's Cathedral, Canary Wharf, Tower Bridge/ Red Fort, Lotus temple, Parliament House Use online visual tours and web cams VisitLondon virtual tour for chn to explore what it is like in London and New Delhi. Discuss the human and physical features on the tour e.g. what different types of transport/buildings are there? 'I spy….' of geographical features of London and New Delhi **Study** pictures/videos of a locality (in UK e.g. London		Map Atlas Globe Countries Continents England Europe India Asia Population Tourism Compare Human geography Physical geography Weather Earthquakes Floodplain Capital City London Landmarks Human features Physical features Transport Webcam Population Government Visual Tour

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		compared to a locality in non EU country New Delhi) and **ask geographical questions** e.g. What is it like to live in this place? How is this place different to where I live? **Express own views** about a place, people and environment. **Draw and label** pictures to show how places are different.		
<u>Human and Physical Geography</u> Location of hot and cold areas of the world in relation to the Equator and the North and South Poles	**Year1 - Where are hot/cold places in the world?**	**What is the difference between weather and climate? What is the climate like in countries near to the equator, North and South Poles?** Knowledge: Using a globe **know and explain** that the Earth can be split into the Northern and Southern Hemisphere. To locate some countries, continents or oceans in one of the regions? **Define** weather and climate – understand the difference. To know that there are 4 main climate zones (Cold/Polar, Warm, Tropical and Temperate) and understand their characteristics. Know that the climate of countries located in the North and South Pole is Cold/Polar and the climate of countries located on the equator are Tropical (wet and hot). Skills: **Using maps and globes identify** Equator, North and South Poles. Make predictions about where the hottest and coldest places in the world are. Highlight the relevance of the equator and North/South Poles to climate zones and locate the 4 main climate zones on a map (Cold/Polar, Warm, Tropical and Temperate). **Sort** photographs of countries from the different climate		Northern Hemisphere Southern Hemisphere North Pole South Pole Weather Climate Climate zones Tropical Polar/Cold Hot/Warm Temperate Equator Area

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		zones and add them to their map.		
<u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to physical features: vegetation, season and weather	Year 1 - Where are hot/cold places in the world?	**How does climate affect the types of plants/food grown?** Knowledge: Introduce the term **vegetation belts** (plants grown in an area) – forest, grassland, tundra and desert. Understand that climate zones determine the vegetation belt which has an impact on food. Know the types of food grown in tropical rainforests (countries near the equator)? E.g. bananas, tea, sugar, pineapple, spices, rice. Understand why we can't grow these types of food in England. Compare with food grown in UK (temperate climate zone - woodland) e.g. wheat, oats, potatoes, root vegetables, apples Can food grow in the North and South Pole? Know that plants can grow in polar regions (tundra) e.g. grasses, flowers, moss, lichens, shrubs – food for animals not humans. Skills: **Study** photographs of various foods/plants and predict/sort where they come from in the world – use knowledge of climate zones and link to vegetation belts		Climate zone North Pole South Pole Equator Tropical Polar/Cold Hot/Warm Temperate Vegetation belt Forest Tundra Grassland Desert
<u>Human and Physical Geography</u> Location of hot and cold areas of the world in relation to the Equator and the North and South Poles **<u>Geographical Skills and Fieldwork</u>** use simple fieldwork and observational skills to study	*New Knowledge*	***Where does our food come from? Would it be better to source our food locally?*** ***FIELDWORK – Local shop/school kitchen visit*** ***Discuss how different foods grow in different parts of the world due to different climates. Taking a trip over to the A.R.H. kitchen, look at specific foods and where these foods come from e.g. local (UK), Europe, or further afield. Why might this be? What does this suggest about the climate foods need to grow in? Children could tally whether food comes from the UK or***		*Northern Hemisphere* *Southern Hemisphere* *North Pole* *South Pole* *Weather Climate* *Climate zones* *Equator* *Hot* *Cold*

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the geography of local area		***a warmer climate closer to the equator. Children could also bring food packets in from home to further investigate where their food comes from. A trip to the supermarket is another alternative as it may offer a wider variety of food choice. Chn begin to consider the impact of bringing food over to the UK.***		*Area* *Europe* *Source*
<u>Place knowledge</u> Consider the physical and human features of the local area and school grounds. **<u>Geographical Skills and Fieldwork</u>** Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs. Communicate geographical information in a variety of ways, including through maps. Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features on a map. Devise a simple map; and use and construct basic symbols in a key.	**Year 1 - What do people use maps for?** **What are the 4 points on a compass?**	**How are places represented on plans and maps?** **Can you give directions using the 4 points of a compass?** Look at a map of the school grounds, identify key landmarks: streets, houses, playground, field, school buildings, reception, football cage, little wood Knowledge: To know how to create an aerial map of a familiar place with an appropriate key and compass directions. Introduce the 8 points of a comapss Skills: Create a simple aerial map of the school and add photographs and a key. **Use simple compass directions** (North, South, East and West) to describe the location of features on a map. Opportunity for outdoor learning – using the compasses. (See appendix – Year 2 map skills lesson plan) ***Be able to read aerial maps/photos to do basic orienteering***		Maps Plans Aerial view Location Direction Four points North South East West Compass Left Right Up Down

Year 3	Awesome Oceans	Kapow!	Smashing Saxons	Rock n' Roll	Ancient China	The Wizarding World of Harry Potter	Geography Day – Map Skills

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NC Objective	Previous knowledge	Questions, knowledge and skills	Date Covered	Vocabulary
<u>Locational Knowledge</u> Name and locate key topographical features including coasts.	**Year 1 – Can you name the worlds 7 continents?** **How many oceans are there?**	**What is the difference between an ocean and a sea?** **Can you name three countries that have a coastline?** Knowledge: To know the 7 continents and 5 oceans. To know the difference between an ocean and sea. To understand the term coast. To know that the UK is and island with coastline but not all countries have coasts – explore maps. To know that UK lies within the Atlantic Skills: Locate the continents and 5 oceans on a paper map of the world and as a challenge some countries that have a coastline – France, Germany, Spain, Italy, Greece, India (year 2), Australia, USA, South Africa, Argentina. Chn to understand that not all countries have a coastline – Switzerland, Bolivia, Zimbabwe Identify the 3 seas surrounding the UK – how do they differ to the world oceans? Do chn know what the term coast means? Where the land meets the sea/ocean.		Ocean Sea Coast Continents Europe Asia Africa N and S America Australasia Antarctica Countries Pacific Atlantic Indian Arctic Southern Irish Sea North Sea English Channel
<u>Geographical Skill and Fieldwork</u> use the 8 points of a compass to build their knowledge of the United Kingdom and the wider world	**Year 1 and 2 -What are the 4 points of a compass?**	**Can you use the 4 points of a compass to give directions? What are the 8 points of a compass?** Knowledge: To know and use the 4 points of a compass to give direction and begin to know the 8 points of a compass (North, North East, East, South East, South, South West, West, North West) – build on from KS1 knowledge. Skills: Apply knowledge of compass directions to oceans - Looking at world maps/ atlases, use compass directions to describe the location of the oceans in relation to continents/countries e.g. The Indian Ocean is West of		Compass direction North North East East South East South

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		Australia. Opportunity for outdoor learning – using the compasses e.g. pirates sailing the 7 seas.		South West West North West Continents
<u>Locational Knowledge</u> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	**Year 2 - What is the weather like in countries near to the equator, North and South Poles?**	**What are the oceans like in the Arctic circle and Antarctic circle?** Revise Northern Hemisphere, Southern Hemisphere, Equator, North/South Poles and Polar region from KS1. Do they know any continents/countries in these places? Knowledge: To know where the Arctic and Antarctic circle are and which countries do they consist of. How are they different/similar? Whilst studying Antarctica**, use photographic evidence to raise questions** about the climate and biome (introduce the term – Year 4 will look at biomes in more detail) and living conditions there. **Develop informed opinions** about global warming in relation to the Antarctic and **develop reasoned arguments** about our role on the planet. Skills: **Make assumptions based on images/videos/Google Earth searches** about life there and the animals which may survive in those conditions. **Develop informed opinions** about global warming in relation to the Antarctic and **develop reasoned arguments** about our role on the planet. Linked to Science, study photographs of Antarctic animals and **reflect** on how the animals are adapted to the conditions. Record a short wildlife/nature documentary on what the environment of Antarctica is like		Countries Navigate Northern Hemisphere Southern Hemisphere Equator Arctic and Antarctic circle Global warming Animals Conditions Weather Climate Survive Similarities Differences
<u>Geographical Skill and Fieldwork</u>	**Year 2 - What is the difference between a**	**Where is our closest seaside? What are the features of the coast?**		Seaside coast

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Use maps, atlases, globes and digital/computer mapping to locate places and describe features studied **<u>Locational Knowledge</u>** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts), and land-use patterns; and understand how some of these aspects have changed over time	**physical and human feature on a map?**	Knowledge: To know where the closest seaside to Leicester is. Begin to look at scale to understand how distance is presented on a map. To understand what and how to use the OS symbols (new knowledge) on digimaps to identify the physical and human features of a coastal area – East Coast e.g. Skegness. To know how to explain and defend which are physical and which are human features. Chn to use knowledge of these features to describe what it is like. To begin to know how to read 4 figure grid reference. Skills: Study maps, atlases, digimaps etc to locate and explore British seaside towns. Which seaside towns have chn visited – chn to apply knowledge above when discussing these visits. Introduce 4 figure grid references to locate coastal OS symbols – pier, beach, cliffs, viewpoint, car park, picnic area, buildings		OS Map Key Symbols Human and physical features Scale Sand dunes Beach Shops Coast Sea Road Theme park Wind turbines Pier Houses Car park harbour
<u>Locational Knowledge</u> Name and locate geographical regions and identify human and physical characters such as land-use patterns. **Begin** to understand how some of these have changed over time	**Year 2 - Why is London the highest populated city in the UK?**	**Why did the Saxons choose to settle where they did? What are the differences between villages, towns and cities?** Knowledge: To know what a settlement is – places where groups of people live and work. Understand that there are different types of settlements: hamlets, villages, towns and cities and their characteristics e.g. population size, facilities, transport To know the location of places where the Saxons settled and why? Understand that settlements have changed		Physical features Human features Land use Settlements Village Shelter Food Defence Water Fuel Materials

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		since Saxon times. **To know how to ask, research and explain the following questions**: Why did they choose to settle where they did? What were their settlements like? **To know that settlements had an impact on land use.** Skills: To apply geographical knowledge of land features to use digimaps, atlases etc to locate Saxon settlements.		agriculture transport
<u>Human and Physical Geography</u> 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 in the context of comparing land use in different settlements.	**Year 2 - What physical and human features can you locate in the UK?**	**How has land use changed in the UK since Saxon times?** Knowledge: Identify how land is being used from images. How would you recognise land use on a map? Show aerial view of different land use. Can you spot the industrial areas/residential areas/agricultural? Investigate how land is used in small (Llangollen), medium (Scunthorpe) and large (Glasgow) settlements in UK. How do you think the land use will be similar in each? How will it be different? Skills: **Study maps** of Anglo Saxon settlements**. Draw conclusions** about the location of the settlements based on prior knowledge. **Use digimaps to study how the settlements have changed through the years and compare with current maps.** **Study how land in the local area was used** during the historical periods studied. Look at land use in the same area today and **consider how and why this has changed**. **Produce own pictures and labelled diagrams.**		Settlement village town city land use retail leisure housing business industrial agricultural
<u>Human and physical geography</u>	**Year 1 - What do I mean by physical features?**	**How are mountains formed? What are the different types of mountains?**		Fold mountain Fault-block

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Describe and understand physical geography including Mountains, earthquakes and volcanoes.	Beach Cliff Coast Forest Hill Mountain Sea Ocean River	Link to Science - Rocks Knowledge: To know the layers that make up the Earth and how the Earth's crust is split into tectonic plates. To know that there are 5 main ways mountains are formed. Explore and investigate how these plates can move and create the different types of mountains – know their features (see key vocabulary). Do chn know the names of any mountains? (Year 5 will look at Himalayas (Mount Everest and K2), Mount Kilimanjaro, Ben Nevis, Scafell Pike, Slieve Donard, Snowdon) Skills: Discuss the processes and ensure chn are aware these processes took place millions of years ago. Sketch and label diagrams.		mountain Dome mountain Volcanic mountain Plateau mountain Tectonic plates Crust Mantle Outer core Inner core
<u>Human and physical geography</u> To describe and understand physical geography including Mountains, earthquakes and volcanoes.	**Previous lesson - How are mountains formed?**	**How is a volcano structured and how does it errupt?** Knowledge: Observe and explore a cross-section of the structure of earth and be able to know the different layers of the Earth. Understand the role of plate tectonics in forming volcanoes and know the difference between Constructive, Destructive and Transform plate boundaries. Watch videos/ppt in order to build an understanding how a volcanic eruption happens. Skills: *To sketch/*draw and label a diagram showing the cross section of a composite volcano. *Or* make a 3d cross section of a volcano using colour-appropriate plasticine. To be able to annotate the key features using small labels attached to cocktail sticks.		Volcano Lava Magma Ash cloud Active Dormant Extinct Tectonic plates Earth's crust Layers Plate boundaries

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Locational Knowledge Using maps to focus on … North and South America, concentrating on … key physical characteristics **Human and Physical Geography** Describe and understand key aspects of human geography, including… types of settlement and land use, economic activity… and the distribution of natural resources including energy, food, minerals…	**Year 3 - How do you think land is used in modern day settlements?**	**Why do people live on or near volcanoes?** Knowledge: To understand that both a map and a globe show the same thing. Show chn a map indicating the Ring of Fire. Name and locate some major volcanoes of the world such as Mount Fuji, Mount St Helens, Mount Ruiz, Mauna Loa, Mount Vesuvius, Eyjafjallajökull, Whakaari and of the UK and Ireland such as Arthur's seat, Bardon Hill (Markfield), Giant's Causeway, Snowdon. Discuss and understand that volcanoes produce useful minerals and that these can be extracted; volcanic soils are fertile and good for agriculture and the importance of geothermal energy. Skills: **Use maps and a globe** to identify where volcanoes are located. To use geographical knowledge and language to write a postcard home having visited a volcanic locality - describing key features of the volcano and a picture on the front of the postcard. Volcanic landscape and environment can be important for tourism but there are dangers of living on or near volcanoes.		Ring of Fire Tourism Fertile Minerals Agriculture Geothermal energy
Geographical Skills and Fieldwork:		***Which types of rocks are located in our local area?*** ***What does that tell us about our local area?***		Rocks Natural

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Use fieldwork to observe measure, record and present the human and physical features in the local area.		***FIELDWORK – Local Visit*** ***Prior to local visit learn about rocks in the science topic e.g. exploring and identifying types of rocks and their properties. Go on a walk around the local area and school grounds. Collect rocks that they find and study them to learn about the geography of the local area. This could look like rock hunting around the school grounds and investigating the types of rocks on or around the school grounds. Will these be similar to the types of rocks by the coast or in mountainous areas? Why would they differ? Chn could sort the rocks according to their properties.***		Quarry Appearance Identify Physical properties Hardness Compare contrast group weathering erosion
<u>Locational knowledge</u> Name and locate counties and cities of the United Kingdom. **<u>Place knowledge</u>**	**Year 1 - What is the difference between a city, town and village?** **Year 2 - What are the 4 countries that make up the United Kingdom and their**	**What is the difference between UK, Great Britain and British Isles? Can you name 5 counties in England?**		Great Britain United Kingdom British Isles Country Capital City County

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Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs. **<u>Geographical Skills and Fieldwork</u>** Communicate geographical information in a variety of ways, including through maps. Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.	**capital cities?**	Through discussion and observing maps, know the difference between Great Britain, UK and British Isles. Recap what a capital city is. Ensure all chn can locate and label countries and capital cities on a map. See lesson plan – Getting to know the British Isles Knowledge: To understand that a county is a smaller area of the UK containing a city, lots of towns and villages. They are the top level of local government. They control the local area and the services within, such as education, transport, policing, fire and public safety, social care, libraries and waste management. Skills: Children to use their geographical knowledge to answer: How many counties of England can you name? Locate the counties of England on a paper map. What do you know about the county we live in? Use locational language to describe the location of counties in relation of Leicestershire e.g. Nottinghamshire is North of Leicestershire, Gloucestershire is SW of Leicestershire (See appendix – Year 3 map skills lesson plan) ***Be able to read aerial photograp of the local area to do basic orienteering (school playground/field).***		Towns Villages City North South East West North East South East North West South West Compass direction

Year 4	Rockin' Rainforest	Willy Wonka's Wonderful World of Chocolate	Rotten Romans	Groovy Greeks	Whodunnit?	Around the World	Geography Day

NC Objective	Previous knowledge	Questions, knowledge and skills	Date Covered	Vocabulary
<u>Human and Physical Geography</u> To describe and understand biomes	**Year 2 - What is the climate like in countries near to the equator, North and South Poles? How does climate affect the types of plants/food grown?** **Year 3 - What are the oceans like in the Arctic circle and Antarctic circle?**	**What is a biome and where are they located in the world? How does the climate and vegetation vary between biomes?** **Knowledge:** To know the terms climate zones, vegetation belts (Year 2) and biomes (year 3) and understand how they relate to each other but differ. To know the main types of biomes and where they are located in the world e.g. tundra, desert, grassland, woodland, rainforest, savannah, aquatic. To understand how biomes differ based on climate, vegetation, animals. **Skills:** **Use knowledge of this term to make suggestions** for places in the world which may be biomes. Children to **use maps to locate areas** they think may be biomes e.g. very green areas con the equator could be rainforests, flat pale ones close to the equator could be deserts, white areas close in the north and south poles could be tundra etc. What is the climate and vegetation like in these areas? Chn may begin to sub-categorise the main biomes into others e.g. polar (little vegetation)		Biome forest Deserts Aquatic Grasslands Tundra Woodlands Savannah Polar Climate zones Vegetation belt Equator North and South Pole
<u>Geographical skills and fieldwork</u>	**Year 2 - What is the climate like in countries near to the**	**Where are rainforests located in the world and what is it like there?**		Rainforest Biome

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To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests. **<u>Human and Physical Geography</u>** Describe and understand key aspects of vegetation	**equator, North and South Poles? How does climate affect the types of plants/food grown?**	**Knowledge:** Understand that the equator, tropic of Cancer and Capricorn identify climatic zones and biomes. Know that there are many rainforests spread across the world, not only the Amazon. To understand the Water Cycle (cross – curricular link with Science). Focus on Amazon rainforest – **identify** the climate, The Amazon River, the habitats, the plant and animal types (layers of the rainforest) and how people live in the rainforest. **Study life** in the Amazon rainforest through primary sources **– recounts/photographs.** **Skills:** **Locate** rainforests using Google earth/digimaps and paper maps, identifying patterns in their location. Discuss the equator, Tropic of Cancer and Tropic of Capricorn. **Defend reasoning using knowledge of maps.** **Children to ask questions about the rainforest, make comparisons to life in the UK and consider how life in the UK may be similar.** Make your own rainforest in a box/bottle https://www.plantyourfuture.org.uk/wp-content/uploads/2020/04/PYF_Rainforestinabox_CompetitionPack_FINAL.pdf?fbclid=IwZXh0bgNhZW0CMTEAAR0LFAXY8iS1AANv6_cbBjp9jPxeBUce4XQ2WLmTzdf5JpdYPQIjjr4hCGQ_aem_dSTBQQeq9trCtHUE3YxKkA - **Discuss** how the rainforest may be linked to us via trade.		Vegetation Climate humid Habitats Trade Equator Tropic of Cancer Tropic of Capricorn Flora Fauna
<u>Locational Knowledge</u> Locate the world's countries – focusing on South America.	**Year 3 - Can you name and locate the 7 continents and 5 oceans of the World? Can**	**How many countries does the Amazon rainforest span?** **Does anyone live in the Amazon Rainforest?**		Continents Asia Africa

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	you name three countries that have a coastline?	**Knowledge:** To know that the Amazon Rainforest is located in South America. To name at least three countries that the Amazon rainforest spans e.g. Brazil, Colombia, Peru. Have an understanding of what these places are like due to their location close to the equator. To know that people live in the Amazon Rainforest – indigenous people (Awa Tribe) Skills: **Select the most appropriate map for different purposes** e.g. atlas to find a country, Google Earth/digimaps to find a village. Use maps atlases globes and digital/computer mapping to locate countries and describe features studied. Identify the position and significance of the equator to the geographical features of the locality of the Amazon Rainforest. Identify the urbanised areas which are highly populated. Are these the only places where people live? Watch footage of the Awa tribe and be able to discuss what do you think the lives of these people is like?		North America South America Antarctica Europe Australia Equator Urban Rural Population Indigenous people
<u>Human and Physical Geography</u> To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the	**Year 1, 2 and 3 – Touch on climate change/extreme weather**	**Why do we need to protect the rainforests?** Knowledge: Understand that some areas of rainforest are being destroyed to make way for farmland to grow coffee and cocoa. Fairtrade produced products are grown in a way that minimises the amount of deforestation. Skills:		Climate Change Greenhouse gases Global warming Deforestation

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distribution of natural resources including energy, food, minerals and water in the context of rainforest conservation.		Discuss positive and negative impacts of deforestation and actions that could be taken – write a persuasive letter to the Brazilian Prime minister with your concerns and need for change.		Ecosystem Habitat soil erosion impact Agriculture Fairtrade
Human and Physical Geography 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 in the context of rainforest conservation.	***Year 2 fieldwork – understanding climate and how it affects what grows in certain areas.*** ***Year 3 fieldwork – comparing and contrasting different locations.***	***How do plants differ depending on which biome they live in?*** ***FIELDWORK – Botanical Gardens Visit*** ***Prior to visiting the botanical garden, look at tree and other plant life in the local area. This could look like leaf hunting around the school grounds and investigating the types of plants on the school grounds. What types of trees/plants are these? Will these be similar to the types of trees/plants in the rainforest or other biomes? When visiting the botanical gardens, explore the different biomes (areas) of the gardens. How do the plants/trees differ depending on the climate/biome that they grow in? Why is this? Chn could then sort plants according to their biomes on their return. A comparison piece could then be written to compare plants/trees in the UK to plants/trees in other biomes.***		*Rainforest* *Biome* *Vegetation* *Climate* *humid* *Habitats* *Trade* *Equator* *Tropic of Cancer* *Tropic of Capricorn*
Locational Knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia). **Geographical Skills and Fieldwork** use the eight points of a compass to build their knowledge of the wider	**Year 2 and 3 – Oceans/Seas, Continents and countries of the world**? Europe Asia AfricaN and S America Australasia Antarctica Pacific Ocean Atlantic Ocean Indian Ocean	**What countries/cities are located in Europe?** Knowledge: To understand the difference between a continent, country and city. To know that Europe is located in the Northern Hemisphere and that Atlantic Ocean is located to the W, Asia in the E, Arctic Circle in the N and Mediterranean Sea in the S. To know the countries in Europe and know how to locate these on a map and atlas. Understand that Europe is split into regions e.g.		Europe, continent, country, capital city Direction (N,S,E,W etc) France - Paris Spain – Madrid Portugal - Lisbon

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world.	Arctic Ocean Southern Ocean Irish Sea North Sea English Channel France, Germany, Spain, Italy, Greece, India (year 2), Australia, USA, South Africa, Argentina. **Year 3 – What are the 8 points of a compass?**	Northern/Southern/Eastern/Western Europe. Skills: Use maps and atlases to label all 44 European countries, oceans/seas (**see key vocabulary**), some capital cities (**see key vocabulary**) and other cities or towns that have a personal interest to chn e.g. Barcelona because of the football team. Describe the direction needed to travel between countries/cities – 8 points of a compass. Which countries would you pass through on the way?		Germany - Berlin Italy - Rome Greece - Athens Poland – Warsaw Estonia – Tallinn English Channel North Sea Irish Sea North Atlantic Ocean Norwegian Sea Baltic Sea Mediterranean Sea Black Sea
<u>Place Knowledge</u> To understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region in a European country in the context of comparing landscapes and climates.	**Year 1, 2 and 3 – Weather of hot and cold places – climate zones.** **Year 2 - What is the difference between weather and climate?**	**What are the 3 different climate zones in Europe? How does the climate affect the weather?** Knowledge: To know that climate is the usual or average weather conditions over a long period of time, whereas weather is the specific meteorological conditions on a given day. To know that lines of latitude affect climate. To know that Europe has 3 climate zones – Polar/Arctic, Temperate and Mediterranean and understand this has an affect o the weather. Skills:		Northern Hemisphere weather climate latitude arctic circle tropic of cancer equator tropic of Capricorn

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		Study climate maps of Europe to identify which European countries are in which climate zone. Research/investigate 3 different countries in Europe with different climates e.g. Spain, Finland, Poland		Antarctic Circle Climate zone Temperate Mediterranean Polar/Arctic
Place Knowledge To understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region in a European country in the context of comparing landscapes and climates.		**What is the physical landscape like in Europe?** Knowledge: To understand that atlases contain different types of maps – physical and human geography. To understand that Europe has a varied landscape. To know some of the physical features within Europe – glaciers (Iceland), fjords (Norway), Mountain Ranges (Alps, Pyrenees), Rivers (Seine, Volga), Lakes (Bled in Slovenia), Coastal (Atlantic Ocean, Mediterranean Sea) Skills: Look at various images of landscapes from across Europe and be able to answer the following questions: Why are the landscapes so different? Use an atlas and digital mapping to find and locate different physical geographical features across Europe. Research the physical features - How is the area similar/different to where we live? Where would you prefer to live based on what you have found out so far?		landscape physical features mountains rivers fjords glaciers lakes coasts symbols keys
Place Knowledge To understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region in a European country in the	**Year 1, 2 and 3 – human features** City/Towns/Villages Houses Church Playground Roads	**How does human geography differ across different locations in Europe?** Knowledge: To know and be able to articulate the difference between physical and human geography, giving examples of both. To understand that humans have had an impact on the		Human features land use residential transport industrial business

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context of comparing towns	Harbour Shops Offices Pier Shop Pub Park Wind turbines Man-made landmarks	land area of Europe. To know that Europe has diverse human features. Skills: Give chn the choice to Research the human features of a European country e.g. Italy, Russia, Turkey, Ukraine, Switzerland. Use atlases and digital mapping to locate the capital city, other major cities, towns, 2 places connected by railway/motorway, city close to an airport. How is the area similar/different to where we live? Where would you prefer to live based on what you have found out?		mining retail leisure agriculture population energy pollution government economy spatial patterns
<u>Geographical Skills and Fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Year 1/2 – memory maps and journey line**	**Can you plan a journey from Leicester to a European holiday destination?** Knowledge: To have a firm understanding of the countries in Europe and their physical relation to one another. To know what tourism is and the benefits and negatives of tourism. Skills: Research a holiday location in Europe – where shall I go? How can I travel there? What is the climate like? What is it like there? What can I do there? Draw on a map and describe a journey from Leicester to a European holiday location using geographical vocabulary. What direction will you travel in? What other countries will you have to go through?		Tourism Economic benefit environmental problem Transport Travel Miles Countries Cities Direction (N,S,E,W etc)
<u>Locational knowledge</u> locate a range of places and	**Year 1, 2 and 3 – physical and human features on**	**How are human and physical features represented on OS maps? How do you use 4-figure grid reference?**		North East

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landmarks on Ordnance Survey maps of the UK. **<u>Human and physical geography</u>** locate human and physical features on OS maps and consider the symbols for these features in the map key. **<u>Geographical Skills and Fieldwork</u>** Interpret a range of sources of geographical information, including maps and aerial photographs. Communicate geographical information in a variety of ways, including through maps. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom.	**maps.** **Year 3 – introduce 4-figure grid reference**	Knowledge: To know and be able to explain what an Ordnance Survey (OS) map is. To know they show: • Topography: contour lines to show land height, hills, valleys, rivers, grassland, forest, marsh, lakes, etc. • Man-made features as canals, bridges, footpaths, roadways, picnic areas etc. To know that maps have a range of purposes and different human and physical features. Skills: On an OS map look and discuss the different symbols. To be able to use the lines on the OS map and the numbers at the top, bottom and sides. To use the Northings and Eastings. To use four-figure references confidently.– ready for chn to move onto six-figure in UKS2 (See appendix – Year 4 map skills lesson plan) ***Be able to read OS map of the local area to do basic orienteering (school playground/field).***		South West Four figure grid reference Symbol Key OS maps United Kingdom Topography Physical/human features

Year 5	Ancient Egypt	Invaders & Traders	Narnia	Wonders of the Universse	Human Body	Innovative Inventions	Geography Day

NC Objective	Previous knowledge	Questions, knowledge and skills	Date Covered	Vocabulary
Place Knowledge understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region in North and South America **Geographical skills and fieldwork** use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies	**Year 1 - How many different types of weather can you name?** **Year 4 – Physical geography of Europe.** **Year 3 and 4 - Why did the Saxons/Romans choose to invade/settle in the UK?**	**What is the climate like in Scandinavia compared to the UK? Why did the Vikings come to the UK to invade?** Knowledge: To know the three countries that make up Scandinavia and their capital cities. To know the climate zones of Scandinavia due to its close proximity to the North Pole (Arctic) To understand that UK climate is warmer (temperate) and this was one of the reasons why the Vikings invaded UK. Skills: Locate Norway, Sweden and Denmark, as well as their capital cities on a European map using an atlas. Begin to predict what the climate is like in the Scandinavian countries based on latitude. Explore and compare average temperatures in Scandinavia with UK (plot a line graph). Keep a weekly weather diary and compare to daily weather in Scandinavia. Explore how the seasons affect the hours of daylight and how climate impacts on physical features of a place. Discuss how the climate of Scandinavia compared to UK had an impact on Vikings coming over to the UK.		N. Europe Scandinavia Country Norway Sweden Denmark Capital city Copenhagen Oslo Stockholm Equator North/South Pole North Sea Northern Hemisphere Climate Average temperature
		How does the physical geography of Scandinavia compare to UK?		Physical feature Topographical fjords mountains

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		Knowledge: To understand that climate has an impact of the physical geography of an area. To know some of the physical geography of Scandinavia – see key vocabulary. To understand that the physical geography of Scandinavia is very varied and compare it to the UK (use images, aerial maps, online mapping, videos). Skills: Use photographs, atlases and digital mapping to explore and identify physical features of Scandinavia. Make comparisons with the UK. Discuss how the landscape of Scandinavia made farming difficult compared to UK this had an impact on Vikings coming over to the UK.		flat/low areas coastal lakes moraines landscape farming agriculture
<u>Place Knowledge</u> understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region in North and South America **Locational knowledge** **<u>Geographical skills and fieldwork</u>** Use maps, globes, atlases, digital/computer mapping to	**Year 1,2 and 3 - What are the 4 countries that make up the United Kingdom and their capital cities?** **Year 3 - Can you name 5 counties in England?** Study maps and photographs of the physical geography in Scandinavia (see key vocabulary)	**Where did the Vikings invade and settle in the UK? How do the four countries of the U.K. differ to Viking England?** **Link to History** Knowledge: To understand that the human features of the UK four countries has changed dramatically since Viking times. To know that Viking England was divided into 2 main areas Danelaw and Wessex and that York was the capital. To know that the Vikings invaded Holy Island (Lindisfarne) first then settled in other locations across the UK. Skills: **Study maps** of UK to locate towns/cities/counties where Vikings settled e.g. York, Lindsfarne and Repton. (Use		Region U.K. England Scotland Wales N.Ireland Danelaw Wessex York Physical features Rivers Mountains/hills Coasts Inland Flat area

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locate countries and describe features studied		digimaps to zoom in and out on UK locations, change map type and drop location pins). **Draw conclusions** about the location of the settlements based on prior knowledge - explain why these locations were good settlements for the Vikings and the purpose of them e.g. farming, close to river/coast, flat land, Discuss whether these features have changed over the years. Explain how the UK has changed since Viking times e.g. human features – roads, cities Ask Geographical questions e.g. How do you think the land was used in the past? How has it changed since Viking times? What made it change? How may it continue to change?		Woodland Farming Human features Cities Roads Settlement Invaded River Ouse River Humber River Trent
Human and physical geography human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	**Year 3 - How do you think land is used in modern day settlements?** **Year 2 - Would it be better to source our food locally?**	**Where and why did the Vikings trade? How does Viking trade compare to modern day trade?** Knowledge: To understand what trade is and why it is important. To understand that Vikings traded all over Europe and the world and what transport they used e.g. longboats. To know some of the items the Vikings would trade. To understand what the main goods that are imported and exported in the UK. Chn to be aware of carbon footprint and the importance of local trade to today's environment Skills: Sketch a map/route the Vikings would take to trade from UK and Scandinavia to other parts of Europe and the wider World (trade links). Identify main economies in the immediate area such as Istanbul (Constantinople) and Birka (Sweden). Be able to compare/contrast with trade to now. Why has		Global trade Trade Links Route Transport Oil/gas/wood/fossil fuels Extraction Quarry Economic gain Natural v Man made Export Import Commodities Manufactured

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		this changed? Which countries do we only import from? Which countries do we export to? Which countries do we trade with? What kinds of goods and services are imported from each of the countries?		
Human and physical geography Describe and understand human geography, including: types of settlement and land use, economic activity including trade links in context of rivers.	**Year 1-4 – Physical features** Beach Cliff Coast Forest Hill Mountain Sea Ocean River **Year 4 – Amazon River**	**Why was the river Nile so important and continues to be?** Knowledge: To understand why the River Nile was important in Ancient Egyptian times – farming, transport, trade, fishing, water source. To know that there have been changes to the River Nile e.g. Aswan High Dam but is still important e.g. economy and hydroelectric power. Skills: To investigate the flooding and understand why it was important in Ancient Egypt. Does the Nile still flood today? Chn to locate and explore the River Nile in atlases/maps (digimaps/Google Earth) – how many countries does it flow through? Identify and discuss how it has changes e.g. the dams built and why it continues to be important in modern Egypt.		Africa Egypt Flooding Drought Wildlife resources Agriculture Fertile soil vegetation Transport Trading Dam Economy Hydroelectric power Aswan High Dam

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<u>Human and physical geography</u> Describe and understand physical geography, including rivers.	**All years – physical features**	**What is the course and features of a River? What are the names of some UK Rivers?** Knowledge: To know what the Water Cycle is (Recap of Year 4 Science) – with a Geography focus on Rivers. To understand the importance of the water cycle for our freshwater. Chn to know the names of the main UK rivers and locate them on maps/atlases – River Severn, River Trent, River Thames, River Tweed, River Ouse, River Tyne, River Wye, River Tamar, River Exe, Great Ouse To understand and be able to identify the features of a river. Skills: **To apply knowledge of the features of rivers to** compare and contrast a UK river (River Severn) to the Nile. Such as the physical features e.g. mouth and source and the impact on human geography e.g. farming, economy, tourism To explore the course of a river using pictures and aerial photographs and maps. Sketch or create a collage/model of the course of a river with the main features.		Compare Contrast Meander River flow Source Mouth Tributaries Erosion Delta Estury Upper course Middle course Lower course UK Rivers

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<u>Geographical skills and fieldwork</u> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies	**Previous lesson - Why was the river Nile so important and continues to be?** **Year 3 - What 3 geographical features can I spot at the seaside?**	***Why is the River Soar important to Leicester?*** **FIELDWORK - Encourage chn to come up with their own question for enquiry.** ***First chn research the River Soar – where is the source? Know it is a tributary of the River Trent.*** ***Rivers fieldwork to take place at Abbey Park. Chn can investigate the features of the river e.g. erosion, measuring the depth of the river, measuring the speed of the river. Why was the river important historically? What physical and human features are evident around the river? Why is this? How has the area changed over time? Why? Chn can take a picture of the river and label the physical and human features surrounding it. Using the picture and maps, chn then sketch and label the River Soar.*** ***Comparison between the River Nile and the River Soar can then take place. What is similar? What is different? Why is the River Nile so important to Egyptians (particularly Ancient Egyptians)? Why might the River Soar have been important to people living in Leicester? Do the children feel it still holds the same importance today? Why?***		***Compare*** ***Contrast*** ***Meander*** ***River flow*** ***Source*** ***Mouth*** ***Tributaries*** ***Erosion*** ***Delta*** ***Estury*** ***Upper course*** ***Middle course*** ***Lower course*** ***UK Rivers*** ***Wildlife*** ***resources*** ***Agriculture*** ***Fertile soil*** ***vegetation*** ***Transport*** ***Trading*** ***Dam/weir*** ***Bridge*** ***Tourism***
<u>Locational Knowledge</u> Identify the position and significance of **latitude, longitude**, Equator, Northern, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. The	**Year 1-4 – Northern Hemisphere, Southern Hemisphere, Equator, North/South Poles, Climate zones**	**What are the longitude and latitude lines and what are they there for?** Knowledge: To understand that lines of longitude and latitude are imaginary lines that create a grid system on Earth, to create co-ordinates for any location on the globe. To know that lines of latitude run horizontally, indicating a location's distance North or South of the Equator.		North South East West degrees Latitude Longitude Co-ordinates

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Prime/Greenwich Meridian and time zones (including day and night) **<u>Geographical skills and fieldwork</u>** To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.		To know that lines of longitude run vertically from the North Pole to the South Pole, indicating a location's distance East or West. Skills: Using atlases or world maps, children use the L and L co-ordinates to find locations in UK, Europe and World. Use digimaps to find the co-ordinates for the (New) 7 Wonders of the World.		North Pole South Pole Equator Tropic of Cancer Tropic of Capricorn Arctic Circle Antarctic Circle
<u>Locational Knowledge</u> Identify the position and significance of latitude, longitude, Equator, Northern, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. **The Prime/Greenwich Meridian** and time zones (including day and night)	**New Knowledge**	**Where is the location of the Prime Meridian? What time might it be on the other side of the world?** Need to have covered longitude and latitude first) Knowledge: To understand that meridians (or lines of longitude) divide the Earth into 24 different time zones.To know that Prime Meridian is the line of 0° longitude, dividing the Earth into the Eastern and Western Hemisphere. To know that the Prime Meridian passes through Greenwich (London) and that is why it's also known as GMT. To understand that GMT being the Universal Time Zone - locations to the East are ahead and locations to the West are behind (there are some exceptions e.g. Spain and France – due to trade/business). Skills: Cross- Curricular Link with Science – Day and Night Chn use atlases and maps to locate Greenwich and discuss the significance? Locate other countries the Prime Meridian passes through. Where is the 0°E/W line? Locate the other meridians (lines of longitude) on a globe or world map. Identify the numbers. Explore time zone maps to identify times in different locations. If it is 12pm in London, what time would it be in…?		East West Longitude Latitude Prime Meridian Greenwich Mean Time Time zones Hemisphere

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<u>Locational knowledge</u> use grid references to locate places and geographical features on Ordnance Survey maps. **<u>Human and physical geography</u>** focussing on gradient and contour lines as a physical feature of the environment. Geographical skills and fieldwork: interpret a range of sources of geographical information, including maps and aerial photographs. At KS2 pupils use the eight points of a compass, four **and** six-figure grid references, symbols and map keys) to build knowledge of the United Kingdom and the wider world.	Year 4 - **How are places, human and physical features represented on OS maps? Year 4 - How do you use 4 - figure grid reference?** **Year 3 – How are mountains formed and what are the different types?**	**How is land height shown on Ordnance Survey maps? Can you name and locate some UK and World mountains? What is the difference between 4 and 6 figure grid reference?** Mapping Day Knowledge: Know what physical and human features are and be able to identify them on a OS map using OS symbols. Year 4 - Topography: contour lines to show land height, hills, valleys, rivers, grassland, forest, marsh, lakes, etc. Man-made features: canals, bridges, footpaths, roadways, picnic areas. Expand on this list in Year 5. To know that contour lines are used to show land height and shape of the land. To know the names and locations of some UK and World mountains. To know that you reading the Eastings then Northings co-ordinates when reading grid references. Skills: Chn to use atlases and digital mapping to locate UK and world mountains by studying and observing contour lines. Understand which mountains are the highest by using contour lines and comparing OS maps to aerial photographs. Read four and six-figure grid references. (See appendix – Year 5 map skills lesson plan) ***Be able to read OS map of the local area to do basic orienteering (wider school grounds).***		Mountains Ben Nevis Mount Snowdon Scafell Pike Slieve Donard Himalayas Mount Everest K2 Mount Kilimanjaro OS map symbols Human/physical features 4/6 grid reference Co-ordinates Map key Contour lines Above sea level Gradient

Year 6	Vile Victorians	Extinct	Americas	Amazing Australia	Over The Top	Survival	Geography Day

NC Objective	Previous knowledge	Questions, knowledge and skills	Date Covered	Vocabulary
Human and Physical Geography To describe and understand key aspects of human geography, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of changing trade links. **Geographical skills and fieldwork** use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies	**Year 3 – Saxon Settlements** **Year 5 - How did the Vikings use the land to trade?**	**How has the UK changed since the Victorian times?** **How has industry changed since Victorian times?** Knowledge: Understand how the physical and human features in the UK may have changed over time. River Thames, trade links, economy, natural resources. To know what the industrial revolution was and how that changed UK – specifically Leicester. To know that Leicester has changed significantly since Victorian times – evolving from hosiery and shoe manufacturing into a diverse, modern city. **Skills:** **To be able to select the most appropriate map for different purposes e.g.** use digimaps to look at the physical and human features from 1890s and compare and contrast to 1950s and now. Research the industrial revolution and explore how steam and coal changed life in Victorian Britain. Compare to economy and the distribution of natural resources now. ***How has Leicester changed since the Victorian times?*** ***FIELDWORK - Local Walk (Cana and Cityl)*** ***Chn observe, 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.*** ***Local area walk – Victorian 'Eye Spy' along the canal and the city centre.***		Physical/ Human Features Industry Manufacturing Economy Resources Trade links British Empire Export Import

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Locational Knowledge Locate the world's countries, using maps to focus on Europe, (including location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, major cities.	**KS1 – continents of the world** **Year 4 - How many countries does the Amazon rainforest span?** **Equator** **Brazil** **Colombia** **Peru** **Year 2 - How many London landmarks can I name?**	**How could you find out if North and South America are part of the same continent?** **Can you identify and locate the countries that boarder South America and North America?** **Can you identify and locate the countries that boarder South America and North America?** _____ Knowledge: To know that North and South America are two different continents – joined by Central America (classed as N. America). To identify the countries that make up South America and the countries that make up North America. To know where the border line is and which countries lie on the border. To know the names of some famous S.and N. America landmarks (see list below) Skills: Use maps, atlases, globes to locate and identify the continents South America and North America. Use atlases to identify and mark on a map the different countries of South America and North America. Identify some of the major/capital cities and consider how they differ to other regions in the continent based on their location e.g. coastal, island, inland etc .		Continent, country, city, North America, South America Border Coastal Island Inland
Locational Knowledge: Identify the position and significance of	**Year 2: What is the difference between weather and climate?**	**How do the geographical characteristics vary across the Americas? (Focus on climate)** Knowledge:		Latitude and longitude Equator

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latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, in the context of identifying and describing a range of places across the Americas	**Year 4 - How does the climate and vegetation vary between biomes?** **Year 5 - What are the longitude and latitude lines and what are they there for?**	To know what longitude and latitude lines are. Understand the difference between climate zones, biomes and vegetation belts and how they are linked. To know the correlation between the latitude and environmental and physical features of a place or region. Understand that due to North America's vast size it has a number of climates therefore environmental features e.g. Florida sub-tropical = swamp, Nevada desert=baron .Whereas the UK only has one climate (however average temperature cooler in Scotland than South). Skills: Looking at a map of climate zones (use the Koppen System), children to use prior knowledge of the world to identify the climate they think may exist in different parts of Americas – Tropical (Mexico, Caribbean), Sub-tropical (Florida), Arid (Nevada), Temperate (New York), Continental (California), Mountains (Colorado), Polar (Alaska). Studying photographs, maps compare/contrast to the UK's temperate climate - **identify environmental regions** - what physical features e.g. biome, vegetation belt, weather, land use, mountains, rivers.		Tropic of Cancer/Capricorn Arctic Circle Environmental features Hills Mountains Coasts Rivers Land-use Environmental regions Climate zones Tropical Arid Temperate Continental Polar Mountain Biomes Vegetation belts Temperature
<u>Place Knowledge</u> Understand geographical	**All year grps – human and physical features**	**How do the geographical characteristics vary across the Americas? (Focus on physical and human features)**		Physical features

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similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region in North and South America **<u>Geographical skills and fieldwork</u>** To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied in the context of North and South America.	**Year 5 Rivers and Mountains** **Year 2 London landmarks**	Knowledge: Understand how geographical features are marked on a map. Consider how the location of these geographical features have shaped life Understand that across N. America it is geographically very different e.g. Haiti and San Francisco, Alaska and Mexico, Texas and Florida. To know and locate some topographical features/man-made landmarks across the Americas (e.g. Machu Picchu, Easter Island, Christ the Redeemer, Amazon River, Angel Falls), North America (e.g. Mount Rushmore, Statue of Liberty, Golden Gate Bridge, Mississippi River, Grand Canyon) Skills: Using this knowledge, study digital mapping, atlases, photographs etc to identify and locate other geographical characteristics of the Americas e.g. topographical features (mountain ranges, rivers, valleys and oceans) and man made landmarks e.g. bridges, buildings etc. Use digimaps to drop location pins. Compare to the UK, London/River Thames, Scotland/Ben Nevis, Lake District, Peak District, beaches, N.Ireland/Giant Causeway, Severn Bridge etc Ask geographical questions e.g. Are there any links? (big cities near rivers, less populated areas near hilly ones.		Human features Man made Landmarks Natural landmarks Topographical features Rivers Mountains Oceans Valleys Lakes Dams Cities Roads
<u>Place Knowledge</u> Understand geographical	**Year 2 – Why is London the highest populated city in the**	**How do the geographical characteristics vary across the Americas? (Focus on population)**		State City

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similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region in North and South America **<u>Human and Physical Geography</u>** To describe and understand key aspects of human geography, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of changing trade links.	**UK?**	Knowledge: Explore, and describe how the population of USA is distributed – understand the terms 'population distribution' and 'population density'. To know that the USA is split into 50 states. To know the names of some of the less populated states such as Alaska, Maine, Montana and the most populated states such as Texas, California, Florida and New York. To know that human and physical factors have an impact on population. Know the factors that can affect population e.g. farming, topographical features, transport, employment, cities, economy, politics, tourism, climate, etc. Know that New York is the most populated city in USA – explore how/why the city has changed/grown over the past 100 years. Skills: Study maps of the USA to identify how population is distributed over the USA. Explore and evaluate population data – what are the patterns? Why has it changed? Identify social and economic factors e.g. industry and physical features e.g. mountains, rivers, climate. Collect population data to record on own maps and create graphs. Compare USA population to UK – understand how much bigger the population is however Washington DC (capital city USA) has a significantly lower population to London – why?		Capital city Population distribution Densely Sparsely Physical/human geography Farming topographical features transport employment cities economy politics tourism climate Settlements Social factors Demographic
<u>Geographical skills and fieldwork</u> Use fieldwork to observe,	**Year 2, 4 and 5 – similarities and differences between UK and another location e.g.**	**How is life in the UK different/similar to that of locations in North America? (Alaska, Mexico City (are a must) and a third state of your choice e.g. New York, Illinois (Chicago), Colorado, California etc)**		See key vocabulary from the

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measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies in the context of undertaking fieldwork to identify human and physical features of the local area. To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied in the context of North and South America.	**London and New Delhi (year 2), Eastern Europe and UK (Year 4), Scandinavia and UK (year 5)**	**FIELDWORK PROJECT – Encourage chn to come up with their own question for enquiry.** **Research in groups the physical and human characteristics of an area in North America (see above) and compare to the UK. Create a ppt presentation comparing the North America location with UK.** **Suggested research areas:** **Population – size and demographic (language spoken, size near tourist landmarks/rivers/remote areas – e.g. why is the population of Mexico City greater than Alaska?)** **Tourism - Reflect on the importance and value of the tourism industry in these areas e.g. Florida – Disney World.** **Topographical features – rivers, coasts, mountains (location specific) and relate to UK topographical features.** **Landmarks - Locate the man-made (human) features (location specific) and relate to UK landmarks.** **Economy/Trade – employment, transport links, government. Which industry areas shape the area?** **Climate – biomes, natural disasters, vegetation belts – plants, farming/food in North American location and link to the UK. Collect and accurately measure rainfall, temperature, wind speed in the UK and compare to North American location.** **Wildlife – habitats, natural world and pollution (link to Science). How does the natural world show the biome the North American location is? E.g. Polar bears in Alaska, alligators in Florida.**		topic.
<u>Place Knowledge</u>	**Year 1/2 - Can you name the**	**What are the 4 main landform regions?**		

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Understand geographical similarities and differences through the study of human and physical geography of a region (Australia) **<u>Locational Knowledge:</u>** Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	**worlds 7 continents?** **Year 5 - What are topographical features?** **Year 3/4 – Rainforests and coasts** **Year 4 - What is the landscape like in Eastern Europe?**	**Knowledge:** To know where Australia is in relation to the UK and its surrounding oceans and countries. Understand that Australia is a very large country – compared to the size of UK and Europe however population is very small in comparison to its size. Understand that Australia has four landform regions: the Coastal Plains, the Eastern Highlands, the Central Lowlands and the Western Plateau. **Skills:** **Locate** Australia on a map and relate its size relative to other countries and continents such as UK and Europe, Russia, Canada, USA, China, Brazil, India. Study maps, images, pictures, videos of Australia's diverse landscape (deserts, mountains, lakes, gorges, rivers, long coastline, and rainforest) and **ask geographical questions** e.g. What is it like to live in this place? How is this place different to where I live? Physical Geography: Focusing on the four major landform regions discovering their key geographical features (island, plateau, lake, gorge, desert, mountain ranges).		United Kingdom Europe World Continent Country Australia Australasia Oceania Landform Region Island Plateau Gorge Desert Mountain range Coastline rainforests
Human and Physical Geography Describe and understand key aspects of human geography, including: population and distribution of resources.	**Year 4 - Who are the people that live in the Amazon?** **Year 1- What is a symbol and key?** **Year 3 - Why did the Saxons choose to settle where they did?** **Year 5 - Where did the Viking's invade and settle in the UK?**	**What is migration?** **Where do the indigenous people of Australia live?** Knowledge: Understand that there is a varied population of Australia (remind work done on population during North America topic). Understand that Aboriginal or indigenous Australians have lived in the country for the longest length of time and are usually located inland. Non-indigenous Australians (people who have emigrated) tend to live in coastal cities.		Migration Population Indigenous people Coastal Inland Cities Capital

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		Skills: Discuss and explore pictures of Aboriginal culture and identify on a map where they live compared to non-indignant prople. Label the location of five cities: Darwin, Melbourne, Sydney, Perth and Canberra and include a key to show the capital city and the colour of the most populated places. Compare with a map of indigenous people. (See the Australian population lesson plan)		
<u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region (Australia)	**Year 2 - What are the 4 countries that make up the United Kingdom and their capital cities?** **All years – physical and human geography** **Rivers** **Mountains** **Fields** **Farmland** **Climate** **Buildings** **Landmarks** **Tourism** **Trade**	**What is the physical and human geography of a city in Australia?** Knowledge To know the capital city of Australia is Canberra and it has a smaller population than other cities. To understand that it is the capital city because the houses of parliament are based there. To know that Australia is divided into states/territories which have state capitals: Western Australia (Perth-Fremantle), Northern Territory (Darwin), Southern Australia (Adelaide) , Queensland (Brisbane), NSW (Sydney), Victoria (Melbourne) and Tasmania (Hobart). Understand how they differ to the country capital based on geographical features e.g. climate, population, location etc.. Skills Through research explore the reasons for the population distribution – physical geography such as location, landscape and climate and human geography such as population, nationalities, tourism, industry, distribution of natural resources. Create a fact file on a chosen State Capital – make a class book. (See the Australia's cities lesson plan)		National capital State capital Physical and human geography Population Distribution Landscape Climate Tourism Industry Economy Natural resources

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Human and Physical Geography Discovering industry and employment characteristics of Australia, and comparing these with the UK. Comparing the daily lives of children living in rural and urban areas of Australia - considering the physical characteristics, including weather and how this impacts daily life.	**Year 4 – study different locations of South America**	**How is life in Australia similar/different to life in UK?** Knowledge: Understand the terms 'rural' and 'urban' and how they relate to the location's physical and human characteristics Skills: Explore the human geography of Australia: industry, jobs and employment statistics. Pose the geographical questions: Do you think these jobs are in rural or urban places? Where do most Australians live? Ask pupils to compare daily life in the UK and Australia (jobs, industry, risks, climate, activities, landscape,). (See the Daily Life lesson plan)		Rural Urban Compare Contrast Human geography Physical geography Industry Employment climate Landscape
Human and Physical Geography Describe and understand key aspects of physical geography, including earthquakes…	**Year 3 - Volcanoes and Tectonic plates.**	**What is an earthquake and where do they happen?** Knowledge: To understand what an earthquake is, how they happen and where on the Earth they take place. To know how an earthquake is measured Locate tectonic plates on a world map and understand the correlation with location of earthquakes. Focus on California and the San Andreas Fault in California (but chn to understand that other parts of the world experience earthquakes e.g. Asia – Boxing Day Tsunami). Discuss the significance of the San Andreas Fault on the landscape and people of California and the potential dangers of the San Andreas Fault in the future. Skills: **Use maps and a globe** to identify where earthquakes are located. Look at pictures of places which have been effected by		Tectonic plates Landscape Richter magnitude scale Fault line

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		earthquakes and discuss how different magnitudes impact differently.		
Human and Physical Geography Describe and understand key aspects of physical geography, including earthquakes and tsunamis	**Previous lesson** **Year 3 – World Oceans**	**How are Tsunami's formed?** Knowledge: To know what a tsunami is. To understand how they are formed and the damage they cause. To know the names and locations of some major tsunamis e.g. 2004 Indian Ocean Tsunami, Honshu Japan Skills: Use maps and atlases to locate epicentre of major tsunamis. Study photographs, videos of the destruction of these tsunamis. Discuss what has been put in place to warn and protect people of similar disasters in the future.		Tsunami Tectonic plates Friction wave Oceans Sea bed
Human and Physical Geography Describe and understand key aspects of physical	**Year 1 – What do I mean by extreme weather?**	**What examples of extreme weather conditions across the UK and world? Why are extreme weather conditions on the rise?**		Weather Climate zone Temperate Arid

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geography, including: climate zones		Knowledge To know the difference between climate and weather. To know the weather characteristics for different places and know some extreme weather conditions in the world e.g. cyclones, flooding, bushfires, droughts – do the types of extreme weather link to the different landforms and climate zones? Understand climate change has caused an increase in extreme weather patterns which can damage/destroy physical and human features. Skills **Study** various maps, atlases, photographs to identify and locate the different climate zones. Compare to UK with only temperate climate zone. **Research** extreme weathers and why they occur such as bushfires, cyclones, flooding, drought**.** Present a report on an extreme weather condition. Explore the impact of global warming/climate change on extreme weather.		Tropical Extreme weather Cyclone Flood Drought Bushfire
<u>Locational knowledge</u> Name and locate counties and cities of the United Kingdom and discover how to locate specific landmarks and places through the use of grid references. **<u>Geographical skills and fieldwork</u>** interpret a range of sources of geographical information, including maps and aerial photographs. Communicate geographical information	Year 4 - **How are places, human and physical features represented on OS maps?** **Year 5 - What is the difference between 4 and 6 figure grid reference?**	**How is distance represented on a map? What are Eastings and Northings?** Knowledge: Understand what scale is and how this can be read using OS maps. Understand the term ratio (link with maths). Know how to create and read six figure grid references when looking at OS maps (introduced in Year 5). Skills: Use six-figure grid reference and scale to follow a treasure map. Use large OS maps (Geography cupboard) and string to calculate distance. (See appendix – Year 6 map skills lesson plan)		OS map Six-figure grid reference Northings Eastings Scale Distance Ratio 'How the crow flies' Direction North East South

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through maps. Use the eight points of a compass and six-figure grid references, symbols and key to build their knowledge of the United Kingdom.		***Be able to read OS map of the local area to do basic orienteering (wider school grounds/ Brocks Hill).***		West North East South East North West South West