

Geography Curriculum Map: Early Years with links to Year 1



	Locational	Human and physical	Skills and fieldwork
Key concepts: End of Yr1	<ul style="list-style-type: none"> ○ Locate the UK & four countries of the UK on the globe ○ Locate London ○ Naming and locating the continents ○ Naming and locating the oceans 	<ul style="list-style-type: none"> ○ Understand some of the differences between continents – polar/colder/warmer/largest/smallest ○ North Pole /south Pole /Equator 	<ul style="list-style-type: none"> ○ Atlases & globes ○ Mapping - bird's eye view ○ Google earth

Key concepts:

End of EYFS

Key driver :

*Oracy runs throughout –
developing exploratory and
presentational talk, developing
vocabulary*

- The world – be familiar with globes & maps & what they represent.
- Identify land and sea on the globe/map.
- Locate the UK (& other countries linked to cultural background of children & continent – Africa?) on the globe/map

- Know about some physical features & landscapes – rivers, forests, deserts, mountains, rainforests. Also features within school grounds, including forest, slopes, pond etc.
- Identify aspects of seasons and weather – hot, cold, rain, wind etc.
- Know about human features of the immediate environment – home, classroom, shop, Edmonton & farms.
- Issue – human effect on/looking after our immediate environment - litter

- Be familiar with and use globes to identify the UK (+ ...)
- Birds eye view
- Be familiar with and begin to understand maps and birds eye view. Follow a simple map (related to stories and outdoor areas)
- Begin to understand & use google earth

Early Years – key learning experiences (adult led)

<p>Nursery</p>	<p>Autumn 1 - All About Me</p> <p>Inviting parents in to read/tell stories, cooking from own cultures/countries</p> <p>Introduce globes – what they are, what they represent</p>	<p>Autumn 1 - All About Me</p> <p>Explore the buildings in the local area</p> <p>Explore and use school grounds to explore pond sessions (science link)</p> <p>Explore local area by going on a local area walk- Salmons Brook</p>	<p>Autumn 1 - All About Me</p> <p>Globes and maps - what they are, how to use them</p> <p>Discuss and explore what you see on your way to school (in preparation of mapping skills)</p>
	<p>Autumn 2 - Fairytales and Celebrations</p> <p>Explore differences in locations by looking at traditional stories in different settings</p> <p>Text link: We're Going on a Lion Hunt and We're Going on a Bear Hunt</p>	<p>Autumn 2 - Fairytales and Celebrations</p> <p>Introducing rivers, snow, forests, caves etc.</p> <p>Text link: Goldilocks and the Three Bears</p>	<p>Autumn 2 - Fairytales and Celebrations</p> <p>Map making - where did the wolf go?</p> <p>Text link: The Three Little Pigs</p>
	<p>Summer 2 - Under the Sea</p> <p>Identify land and sea on globes</p> <p>Real-life experiences: Trip to the seaside</p>	<p>Spring 2 - Down on the Farm</p> <p>Exploring physical features and landscapes and comparing</p> <p>Exploring rivers</p> <p>Text link: Three Billy Goats Gruff</p>	<p>Summer 2 - Under the Sea</p> <p>Map making: make & follow treasure maps (use outdoor area)</p> <p>Text link: The Pirate Feast</p>
			<p>Ongoing –</p> <ul style="list-style-type: none"> ● Story maps linked to core books

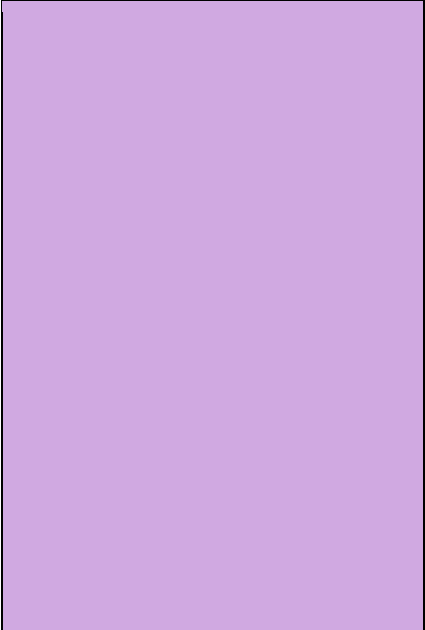
		<p>Sort animals into animals living in water and on land and explore physical features and landscapes</p> <p>Summer 1 - Minibeasts</p> <p>Exploring minibeast habitats and identifying features within school grounds</p> <p>Summer 2 - Under the Sea</p> <p>Daily discussion about what the weather is like and mention of seasons</p> <p>Explore what clothes go with different weather types. What will we pack to go to the seaside?</p> <p>Introduce desert, arctic, mountains, etc. through text 'Pirate Feast'</p> <p>Trips: local area beyond usual experience - Ally Pally, library</p>	
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<p>Reception</p>	<p>Autumn 1 - All About Me</p> <p>Locate and explore the UK on a map and globe</p> <p>Locate on a map and find out about other countries – link to children’s cultural backgrounds (Somalia, Turkey)</p> <p>Autumn 2 - On the Move</p> <p>Find a country on a map/globe and talk about what transport you would need and how you would get there</p> <p>Summer 2 - Food Glorious Food</p> <p>Introduce the 7 continents</p> <p>Locate India and Asia on a map/globe linked to core text ‘No Dinner’</p> <p>Locate Africa on a map/globe linked to ‘Handa’s Surprise’</p> <p>Use traditional books from different cultural</p>	<p>Autumn 1 - All About Me</p> <p>Know about human features of local environment and identify them on the route to school</p> <p>Similarities and differences with home environment and school environment</p> <p>Spring 1 - To the Rescue</p> <p>Exploring effects of pollution including litter, keeping our environment tidy and water pollution linked to the core book ‘Ten things to help my world’</p> <p>Identifying key community helper buildings in the local community eg Police Station, Fire Station, Doctors Surgery, Hospital, Train Station, RSPCA etc</p> <p>Spring 2 - Pet Detectives</p> <p>Explore habitats of favourite animals and compare physical features and landscapes. Exploring why the animals live in different</p>	<p>Autumn 1 - All About Me</p> <p>Map out route to school</p> <p>Spring 2 - Pet Detectives</p> <p>Using and following maps for an Easter Egg Hunt</p> <p>Throughout the year:</p> <p>Globes & maps – what they are, how to use – locate UK and other countries and continents</p> <p>Using story maps linked to core books</p> <p>Exploring google earth on IWB – related to stories e.g. finding India when reading ‘No Dinner’, finding countries linked to backgrounds e.g. Somalia, finding where the school is</p>
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	<p>backgrounds to identify different locations eg 'We're Going on a Lion Hunt'</p>	<p>habitats. Look at rainforests, the ocean,</p> <p>Daily discussions around weather and seasons and changes in seasons. Autumn Walk and Spring Walk.</p> <p>Explore and use school grounds – Weekly forest and pond (dipping) sessions (science link)</p> <p>Trips/visits: Forty Hall, Farm, Panto, local area e.g. shop, park</p>	
<p>Early Years Continuous Provision (independent and adult supported)</p>			
<p>Nursery/Reception (ongoing through year)</p> <p><i>Level of challenge steps up through age groups</i></p> <p>Examples of adult role in continuous provision: <i>Encourage</i></p>	<p>Globes and world maps available as part of independent provision in all classrooms</p> <p>Stories and non fiction books available in Reading area and across provision to support learning</p> <p>Family photo books reflecting homes,</p>	<p>Explore, experience and observe weather and seasonal changes – use outdoor areas throughout the year for first hand experiences - kites, streamers etc. on windy days, puddles on wet days, ice and snow in winter etc. Observe changes in trees/leaves</p> <p>Explore slopes and hills – including climbing up and running/rolling down. Explore forest</p>	<p>Globes and world maps available as part of independent provision in all classrooms</p> <p>Google earth available to access & explore independently on IWB</p> <p>Map making opportunities available to</p>

<p><i>children to talk about their observations and experiences. Introduce vocabulary.</i></p> <p><i>Intervene to extend language/thinking/knowledge</i></p>	<p>families, cultures – available in reading area</p>	<p>area</p> <p>Mud kitchens – mixing soil and water etc. observing changes ink to erosion & permeability</p> <p>Investigation areas to include rocks and crystals for exploration/observation</p> <p>Water and sand play inside and outside – exploring flow etc.</p> <p>Looking after our environment - litter picking, recycling opportunities and compost bin in each classroom</p> <p>Compost bin in outdoor environment for growing own food</p> <p>Small world opportunities – children to</p>	<p>enable following children’s interests</p>
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		create their own environments, including farms, buildings, cities etc.	
Key Vocabulary	<u>Nursery</u> <i>globe</i> <i>world</i> <i>land</i> <i>sea</i> <i>snow</i> <i>rain</i> <i>wind</i> <i>ice</i> <i>sun</i> <i>home</i>	<u>Reception</u> <i>map</i> <i>ocean</i> <i>countries</i> <i>continents</i> <i>United Kingdom (UK)</i> <i>forest</i> <i>pond</i> <i>river</i> <i>desert</i> <i>sand</i> <i>mountain</i>	

		<i>rainforest</i>
		<i>hill</i>
		<i>Spring</i>
		<i>Summer</i>
		<i>Autumn</i>
		<i>Winter</i>
		<i>farm, shop, park</i>

Subject Area – Geography Year Group 1

	Term 1	Term 2	Term 3
Unit of work	The United Kingdom	Seasons and weather	Continents and Oceans
Composite Knowledge	<ul style="list-style-type: none"> Name, locate and identify England, Northern Ireland, Scotland, Wales, their capital cities and surrounding seas. Understand similarities and differences between Edmonton and another area of the UK. Use maps, atlases and globes to identify the UK Develop simple fieldwork and observational skills 	<ul style="list-style-type: none"> Name each season Differentiate between seasons Recognise daily weather patterns 	<ul style="list-style-type: none"> Name and locate the seven continents Name and locate the five oceans Identify that UK is in Europe Identify the Ocean closest to the UK
Intentional knowledge they need to understand (Component knowledge)	<p>Locational knowledge:</p> <ul style="list-style-type: none"> Name, locate and identify the four countries, their capital cities of the UK and surrounding seas. <p>Place knowledge:</p>	<p>Human and physical geography:</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK 	<p>Locational knowledge:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans

	<ul style="list-style-type: none"> ● Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK .(Visit to seaside/Katie Morag stories) <p>Human and physical geography:</p> <ul style="list-style-type: none"> ● Use basic geographical vocabulary to refer to physical and human features <p>Skills and Fieldwork:</p> <ul style="list-style-type: none"> ● Use world maps, atlases and globes to identify the UK and its countries ● Mapping the classroom ● use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. ● Use simple compass directions and locational and directional language 	<p>Skills and fieldwork:</p> <ul style="list-style-type: none"> ● use simple fieldwork and observational skills to compare weather patterns in different areas of the UK 	<p>Human and physical geography:</p> <ul style="list-style-type: none"> ● Locate the hottest and coldest continents (Africa and Antarctica) <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> ● Identify Europe on an atlas and locate The united Kingdom

<p>National Curriculum KS1</p>	<ul style="list-style-type: none"> -Name and locate the world's seven continents and five oceans name, -Locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles -Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key -Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 		

Vocabulary	<p>England, Scotland, Wales, Northern Ireland</p> <p>North sea, Atlantic Ocean, Irish Sea</p> <p>Human</p> <p>Map</p> <p>Physical</p> <p>Beach</p> <p>Cliff</p> <p>Coast</p> <p>Hill Field</p> <p>Town</p> <p>Building</p> <p>Playground</p> <p>House</p> <p>Park</p> <p>Cities</p>	<p>Spring, Summer, Autumn, Winter</p> <p>Scotland</p> <p>Map</p> <p>Rain</p> <p>Season</p> <p>Forecast</p> <p>Sunshine</p> <p>Snow</p> <p>Windy</p> <p>Temperature</p> <p>Cloudy</p> <p>warm</p> <p>hot</p> <p>Freezing</p>	<p>Globe</p> <p>Equator</p> <p>Poles</p> <p>Europe, Asia, Africa, Australasia, North and South America, Antarctica</p> <p>Pacific, Atlantic, Indian, Southern, Arctic</p> <p>Continent</p> <p>Ocean</p> <p>Landmass</p> <p>Compass</p>
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	<p>Road</p> <p>Shop</p>		
<p>Links to prior knowledge</p>	<p>The world – be familiar with globes & maps & what they represent.</p> <p>Identify land and sea on the globe/map.</p> <p>Locate the UK (& other countries linked to cultural background of children & continent) on the globe/map</p>	<p>Know about some physical features & landscapes – rivers, forests, deserts, mountains, rainforests. Also features within school grounds, including forest, slopes, pond etc.</p> <p>Identify aspects of seasons and weather – hot, cold, rain, wind etc.</p>	<p>Be familiar with and use globes to identify the UK</p> <p>Birds eye view</p> <p>Be familiar with and begin to understand maps and birds eye view. Follow a simple map (related to stories and outdoor areas)</p>

		<p>Know about human features of the immediate environment – home, classroom, shop, Edmonton.</p> <p>Issue – human effect on/looking after our immediate environment - litter</p>	<p>Begin to understand & use Google Earth</p>
<p>Key knowledge for assessment</p>	<ul style="list-style-type: none"> ● Name the four countries of the UK ● Name the capital cities ● Explain similarities and differences between where you live and another location in the UK ● Describe the key features of your classroom ● Describe the key human and physical features of your school and its grounds using geographical vocabulary 	<ul style="list-style-type: none"> ● What is the weather? ● Describe the weather outside now ● What are the seasons called? ● In which season are we in now? ● In which season do we have to wrap up warm? Why? ● Describe the summer season ● When does Autumn start? ● What happens to trees in Autumn? ● Describe the weather in spring? 	<ul style="list-style-type: none"> ● Name and show the 7 continents on a globe ● Which is the largest Continent? ● Name and show the 5 oceans on a globe. ● Which is the largest ocean? ● Which ocean is close to The United Kingdom? ● Which continent is the UK in?

Subject Area – Geography Year Group 2



	Term 1	Term 2	Term 3
Unit of work	Jamaica- links with Mary Seacole/Fleecefield Primary School	Seasons and Weather/England/London- links with GFL	
Composite Knowledge	<ul style="list-style-type: none"> To be able to name, locate the country Jamaica, the capital city and its surrounding seas. To be able to understand geographical similarities and differences through studying the human and physical geography of a small area of Jamaica and a small area of the UK (North London) Identify and describe the daily weather patterns in Jamaica. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Understand how Jamaica is in a hotter part of the world in relation to the Equator and the North and South Poles 	
Intentional knowledge they need to understand	<p>Locational knowledge:</p> <ul style="list-style-type: none"> Use a map or atlas to locate the country Jamaica and its capital city Kingston. 	<p>Locational knowledge:</p> <ul style="list-style-type: none"> Use maps, atlases and globes to locate England, the Equator and North and South Poles. 	

<p>(Component knowledge)</p>	<p>Place knowledge:</p> <ul style="list-style-type: none"> ● Use a map and photographs to understand geographical similarities and differences through studying the human and physical geography of Jamaica. <p>Human and physical geography:</p> <ul style="list-style-type: none"> ● Identify seasonal and daily weather patterns in North America: Jamaica. <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> ● Use world maps, atlases and globes to identify Jamaica and its continents and oceans. ● Use aerial photographs to recognise landmarks and basic human and physical features ● Understand how to use and navigate a map using basic symbols in a key to locate Jamaica. 	<p>Place knowledge:</p> <ul style="list-style-type: none"> ● To understand what hot and cold countries are like by looking at countries on the Equator and North and South Poles. <p>Human and physical geography:</p> <ul style="list-style-type: none"> ● Identify seasonal and daily weather patterns in the United Kingdom and find the equator line to provide knowledge on weather climate and how it differs to other countries in relation to the Equator line and the North and South Poles. <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> ● Use world maps, atlases and globes to identify hot and cold countries. ● Observe the weather in London over time. ● Use aerial photographs to recognise landmarks and basic human and physical features ● Understand how to use and navigate a 	
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		map using basic symbols in a key to locate London and the UK.	
National Curriculum KS1	<p>-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</p> <p>-Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>-Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>-Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>-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</p> <p>-Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>		
Vocabulary	Human features Physical features Caribbean Landmarks Tropical Island	Equator Climate seasons weather Humid Hurricanes	

	<p>Weather</p> <p>Climate</p>	<p>Symbols</p> <p>Icebergs</p> <p>Tropical</p>	
Links to prior knowledge	<p>Understanding the world (EYFS)</p> <p>Mary Seacole (History Year 1)</p> <p>The United Kingdom (Year 1)</p> <p>Seasons and Weather (Year 1)</p> <p>Continents and Oceans (Year 2)</p>	<p>Understanding the World (EYFS)</p> <p>The United Kingdom (Year 1)</p> <p>Seasons and Weather (Year 1)</p> <p>Continents and oceans (Year 1)</p> <p>Jamaica (Year 2)</p>	
Key knowledge for assessment	<ul style="list-style-type: none"> ● Where is Jamaica? ● How is Mary Seacole linked to Jamaica? ● Name two key physical features in Jamaica? ● Name two human features in Jamaica? ● Which key physical features are in London? ● Which key human features are in London? ● Describe the daily weather patterns in Jamaica compared to London. 	<ul style="list-style-type: none"> ● Name a season and the weather of the UK. ● Describe the Equator? ● Name some countries on the Equator. ● Describe the climate of countries on the Equator. ● What is the name of the North Pole? ● What is the name of the South Pole? ● Is the Arctic a country or a continent? ● Why is Antarctica called a continent 	

	<ul style="list-style-type: none">● What human and physical features are similar in London compared to Jamaica?● What human and physical features are different in London compared to Jamaica?	<p>even though it is exactly the same as the Arctic?</p> <ul style="list-style-type: none">● Can humans and animals live in the Arctic and Antarctica?● Describe the climate in the Arctic and Antarctica.	
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	Term 1	Term 2	Term 3
Unit of work	Misty Mountains	Rivers: landscapes, erosion and deposition	Divisions of the Earth- The Equator, N&S Hemispheres, Arctic and Antarctic Circles
Composite Knowledge	<ul style="list-style-type: none"> ● Identify key mountains of the UK. ● Identify the tallest mountain in the world (Everest). ● Identify features of the mountain (summit, peak, base, slope) ● Identify mountain ranges in different continents. ● Know the difference between the meaning of the height of the mountain and how tall it is. ● To be able to use an atlas and understand keys. ● Explain the meaning of key topic vocabulary. 	<ul style="list-style-type: none"> ● A river is a natural watercourse that flows towards an ocean, sea, lake or another river. ● Locate 4-5 main rivers in the UK (Thames, Severn, Tyne, Tweed, Trent). ● Features of a river (meander, bank, estuary, deltas, mouth) ● Formation of a river (erosion and deposition). ● Know and understand the three stages of a river. (young, middle aged, mature). ● To be able to use an atlas and understand keys. ● Explain the meaning of key topic vocabulary. 	<ul style="list-style-type: none"> ● Locate the Equator and understand it is an imaginary line that divides the Earth in half. ● Locate some countries on the Equator and explain why the climate is hot. ● Understand The Northern Hemisphere is part of the Earth north of the Equator. ● Locate the continents in the Northern Hemisphere and explain what this means in relation to the world's population. ● Understand The Southern Hemisphere is part of the Earth south of the Equator. ● Locate the continents in the Southern Hemisphere. ● Locate the Arctic and Antarctic Circle

			and the physical features.
Intentional knowledge they need to understand (Component knowledge)	<p>Locational knowledge:</p> <ul style="list-style-type: none"> To know and identify the different mountain ranges in the world. <p>Place knowledge:</p> <ul style="list-style-type: none"> Identify the highest peak in the world. Identify mountain ranges in Europe. <p>Human and physical geography:</p> <ul style="list-style-type: none"> Know and understand the difference between the height and how tall a mountain is. Features of a mountain. <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> To use keys to locate mountains on a map. Using atlases and digital mapping (Google Earth), 	<p>Locational knowledge:</p> <ul style="list-style-type: none"> Locate the main rivers in the UK. <p>Place knowledge:</p> <ul style="list-style-type: none"> Compare and contrast a UK river with a European river (Paris - La Seine). <p>Human and physical geography:</p> <ul style="list-style-type: none"> How settlements form around rivers (Thames) Understanding the formation of a river (erosion and deposition). As the flow of the river reduces in speed and strength, the erosion of the rocks is reduced and rocks are deposited. Features of a river. Know and understand the three stages of a river. <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> Using atlases and digital mapping 	<p>Locational knowledge:</p> <ul style="list-style-type: none"> Locate the Equator, N&S Hemisphere, Arctic and Antarctic Circles <p>Place knowledge:</p> <ul style="list-style-type: none"> Identify countries with hot climates in the Equator <p>Human and physical geography:</p> <ul style="list-style-type: none"> Find the equator line to provide knowledge on weather climate and how it differs to other countries in relation to the Equator line. Physical features of the Arctic and Antarctic Circle <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> Use globes and atlases. Use satellite images (Google Earth)

	<ul style="list-style-type: none"> Identify the mountains of the world. 	(Google Earth), identify the UK and its main rivers and seas. <ul style="list-style-type: none"> Trip to a river to identify the key features. 	
National Curriculum	-Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time		
LKS2 (skills)	-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) -Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Vocabulary	summit Peak Base Slope Valley Range Hills	Source Mouth Meander River bed Banks Erosion Deltas	Equator Northern Hemisphere Southern Hemisphere Arctic Circle Antarctic Circle Population

	Boundary	Estuary	
Links to prior knowledge	United Kingdom (Year 1) Continents and Oceans (Year 1) Seasons and Weather (Year 2) Jamaica (Year 2)	United Kingdom (Year 1) Seasons and weather (Year 1 & 2) Continents and oceans (Year 2) Mountains (Year 3)	Continents and oceans (Year 1) Seasons and Weather (Year 1 & 2) Jamaica (Year 2)
Key knowledge for assessment	<ul style="list-style-type: none"> ● What are the features of a mountain? ● What is the tallest mountain in Europe? ● What mountain range can you find the tallest mountain in Europe? ● What is the highest peak in the UK? ● What is the height of the mountain? ● How do you measure how tall a mountain is? ● What is the difference between how tall a mountain is and its height? 	<ul style="list-style-type: none"> ● What are the features of a river? ● How do rivers start? ● What are the different sources of a river? ● Define the word erosion and deposition ● What are the three stages of a river? ● Name some rivers in the UK 	<ul style="list-style-type: none"> ● What is the Equator? ● Why are places at the Equator hot? ● Describe the Northern Hemisphere? ● Describe the Southern Hemisphere? ● In which Hemisphere can you find the most continents? What does this tell you about where the world's population is? ● Which Hemisphere is the UK in? ● Explain where you will find the Arctic and Antarctic Circle. ● What is the weather like in the Arctic and Antarctic Circle?

	Term 1	Term 2	Term 3
Unit of work	Earthquakes and Volcanoes	Divisions of the Earth: The Tropics, Latitude & Longitude, Greenwich Meridian and Time Zones	The Tropical Rainforest
Composite Knowledge	<ul style="list-style-type: none"> ● Locate the tectonic plates. ● Understand the layers of the Earth. ● Locate the Pacific Ring of Fire on a map and identify some of its features. ● Identify the highest and lowest intensity earthquakes and volcanoes. ● Describe the scale for measuring magnitude of earthquakes. Describe the scale of measuring the intensity of volcanoes. 	<ul style="list-style-type: none"> ● Locate the Tropic of Cancer ● Understand the Tropic of Cancer is an imaginary line in the Northern Hemisphere ● Locate the Tropic of Capricorn ● Understand the Tropic of Capricorn is an imaginary line in the Southern Hemisphere ● Locate countries that run through the tropics. ● Understand longitude lines run from north to south. Also called meridians. Understand their significance. ● Understand latitude lines run from east to west and their significance. ● Understand that an important line of 	<ul style="list-style-type: none"> ● Where the Rainforests are: Understand that tropical rainforests are rainforests that occur in the equatorial and sub-equatorial climate zones, which are in the tropics. ● What the climate is like: Understand that rainforests are hot, wet places with high levels of precipitation. ● The Layers of the Rainforest. ● Life in the Rainforest: The habitats of tropical animals. ● Understand the effects the humans are having on the rainforest.

		<p>longitude is the Meridian and its significance. Also called the Greenwich Meridian.</p>	
<p>Intentional knowledge they need to understand (Component knowledge)</p>	<p>Locational knowledge:</p> <ul style="list-style-type: none"> ● Countries in the Pacific Ring of Fire: Indonesia, New Zealand, Papua New Guinea, Philippines, Japan, United States, Chile, Canada, Guatemala, Russia and Peru etc. ● Locate and label on a map areas that have examples of the lowest and highest intensity volcanoes. ● Locate and label on a world map the main tectonic plate boundaries. <p>Place knowledge:</p> <ul style="list-style-type: none"> ● Area of volcanoes and areas of 	<p>Locational knowledge:</p> <ul style="list-style-type: none"> ● Locate the Tropics ● Locate the countries that run through the Tropics <p>Place knowledge:</p> <ul style="list-style-type: none"> ● Identify the latitude and longitude lines and their significance. ● Identify the Prime Meridian and the significance to Greenwich in London and the time zones. 	<p>Locational knowledge:</p> <ul style="list-style-type: none"> ● Countries in which the top large rainforests are: Brazil, Democratic Republic of Congo, Indonesia, Peru, Colombia. ● Temperate deciduous forests are located in Canada, Europe, China, Japan and Russia. <p>Place knowledge:</p> <ul style="list-style-type: none"> ● Layers of the rainforest, Types of trees, Habitats in the rainforest. ● Understand that deforestation is a major problem for the world's climate.

	<p>earthquakes.</p> <ul style="list-style-type: none"> ● Describe the scale for measuring the magnitude of earthquakes. ● Describe the scale for measuring the intensity of volcanoes <p>Human and physical geography:</p> <ul style="list-style-type: none"> ● Volcanoes (Dormant and active volcanoes) ● Earthquakes ● Label and describe the Earth's core, outer core, mantle, crust ● Describe what tectonic plates are. ● Locate and label on a world map the main tectonic plate boundaries. ● Locate and label on a map areas that have examples of the lowest and highest intensity volcanoes. <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> ● Use maps, atlases, globes and digital/computer mapping 	<p>Human and physical geography:</p> <ul style="list-style-type: none"> ● Latitude relate to the day length, seasons and climate <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> ● Use globes and atlases. ● Use satellite images (Google Earth) 	<p>Human and physical geography:</p> <ul style="list-style-type: none"> ● Deforestation, Layers of the Rainforest, Resources such as oxygen, timber and climate ● Identify the types of food that can be grown and found in the tropical rainforest. ● Understand the importance of plants and that 25% of the medicines we use come from the plants in the rainforest. ● Understand that deforestation is a major problem for the world's climate. <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> ● Use atlases, globes, digital maps, satellite images, compass, using keys, record and present.
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<p>National Curriculum</p> <p>KS2</p>	<p>-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>-Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>-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</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>-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.</p>		
<p>Vocabulary</p>	<p>Earthquakes</p> <p>Volcanoes</p> <p>Erupt</p> <p>Dormant Volcano</p> <p>Collision</p> <p>Magnitude</p> <p>Hemispheres</p> <p>Intensity</p> <p>Tsunami</p>	<p>Tropics</p> <p>Capricorn</p> <p>Cancer</p> <p>Latitude</p> <p>Longitude</p> <p>Prime Meridian</p> <p>Greenwich Meridian</p> <p>Time zones</p> <p>Equator</p>	<p>Equatorial</p> <p>Sub-equatorial</p> <p>Precipitation</p> <p>Emergents</p> <p>Canopy</p> <p>Under storey</p> <p>Deforestation</p>

<p>Links to prior knowledge</p>	<p>Understanding the World (EYFS)</p> <p>Continents and Oceans (Year 1)</p> <p>Seasons and Weather (Year 1)</p> <p>Seasons and Weather- Equator and the Poles (Year 2)</p> <p>Mountains (Year 3)</p> <p>Rivers (Year 3)</p> <p>Divisions of the Earth (Year 3)</p>	<p>Understanding the World (EYFS)</p> <p>Continents and Oceans (Year 1)</p> <p>Seasons and Weather (Year 1)</p> <p>Seasons and Weather- Equator and the Poles (Year 2)</p> <p>Divisions of the Earth (Year 3)</p>	<p>Understanding the World (EYFS)</p> <p>Continents and Oceans (Year 1)</p> <p>Seasons and Weather (Year 1)</p> <p>Seasons and Weather- Equator and the Poles (Year 2)</p> <p>Mountains (Year 3)</p> <p>Rivers (Year 3)</p> <p>Divisions of the Earth (Year 3)</p> <p>Divisions of the Earth (Year 4)</p>
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<p>Key knowledge for assessment</p>	<ul style="list-style-type: none"> ● What does the term 'plate tectonics' mean? ● What happens when tectonic plates move? ● Describe the three ways in which tectonic plates move and what happens as a result. ● What is the Pacific Ring of Fire? ● Why is it called this? ● Where is it? ● What does the word 'magnitude' mean when it is used to describe earthquakes and volcanoes? ● What is a Tsunami? 	<ul style="list-style-type: none"> ● What are the Tropics called? ● Where are the Tropic of Cancer and the Tropic of Capricorn located? ● Describe the lines of latitude ● Describe the lines of longitude ● Where is the Prime Meridian? ● Why is the Prime Meridian important in relation to the time zones? 	<ul style="list-style-type: none"> ● Which countries have the top five largest rainforests in the world? ● What are the different layers of the tropical rainforest? ● Why are different layers so important? ● What types of food can be found in the tropical rainforest? ● What's the importance of the plants found in the rainforest? ● How does deforestation affect the world's climate? ● Which animals and reptiles live in the rainforest? ● Which insects and bugs live in the rainforest? ● Which trees and plants can be found in the rainforest?
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Subject Area – Geography Year Group 5



	Term 1	Term 2	Term 3
Unit of work	The Power of Water	Biomes and Climate Zones Climate change	
Composite Knowledge	<ul style="list-style-type: none"> ● Events in the Water Cycle and how Rainforests affect the water cycle. ● Famous rivers of the world-Know the importance of rivers to traditions, religions and survival ● UK reservoirs in the context of water conservation ● UK rivers and their location in the context of precipitation and percolation ● What causes flooding and the effects 	<ul style="list-style-type: none"> ● Understand what biomes are ● Where can biomes be found? ● What lives within biomes (ecosystems and climates)? ● Connect biomes and climate zones to cause of climate change ● Climate change: Understand causes, effect and actions 	
Intentional knowledge they need to understand (Component	<p>Locational knowledge:</p> <ul style="list-style-type: none"> ● Name and locate geographical regions of the UK and identify human and physical characteristics, key topographical features (including 	<p>Locational knowledge:</p> <ul style="list-style-type: none"> ● Locate the seven continents and the countries in relation to biomes and climate zones ● Locate world biomes on a map 	

<p>knowledge)</p>	<p>hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Place knowledge:</p> <ul style="list-style-type: none"> ● Understand geographical similarities and differences through the study of human and physical geography of regions of the United Kingdom. ● Build Knowledge of the wider world through famous rivers and their locality and the importance to people and history. <p>Human and physical geography:</p> <ul style="list-style-type: none"> ● Describe and understand key aspects of physical geography - The Water Cycle. <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> ● Use four and six-figure grid references, symbols and keys ● Trip to Walthamstow Wetlands or local river to to observe, measure, 	<ul style="list-style-type: none"> ● Locate world climate zones <p>Place knowledge:</p> <ul style="list-style-type: none"> ● understand what grows and lives in the different biomes ● Understand human activity causing climate change around the world <p>Human and physical geography:</p> <ul style="list-style-type: none"> ● identify the key features of specific continents e.g. rainforest, desert, mountains, climates ● Understand biodiversity ● Understand global warming and the causes including the natural causes <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> ● map work - identify continents and know about the different biomes and climate zones ● Enquire through fieldwork the climate zone and Biome of the United Kingdom 	
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	record and present findings		
National Curriculum KS2	<p>-Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>-Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>-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.</p>		
Vocabulary	<p>Evaporation</p> <p>Precipitation</p> <p>Condensation</p> <p>Percolation</p> <p>Nile</p> <p>Amazon</p> <p>Ganges</p> <p>Reservoir</p>	<p>Biomes</p> <p>Biodiversity</p> <p>Inhabit</p> <p>Terrestrial</p> <p>Aquatic</p> <p>Climate</p> <p>Ecosystem</p> <p>Vegetation belts</p>	

	<p>Natural resource</p> <p>Flooding</p>		
<p>Links to prior knowledge</p>	<ul style="list-style-type: none"> ● Understanding the World (EYFS) ● Seasons and weather (Year 1 & 2) ● Rivers (Year 3) ● Mountains (Year 3) ● Ancient Egyptians (Year 3) ● Hinduism (Year 4) ● States of Matter (Science Year 4) ● Tropical Rainforest (Year 4) 	<p>Understanding the World (EYFS)</p> <p>Seasons and Weather (Year 1 & 2)</p> <p>Continents and Oceans (Year 1)</p> <p>Rivers (Year 3)</p> <p>Mountains (Year 4)</p> <p>Divisions of the World (Year 3 & 4)</p> <p>The Tropical Rainforest (year 4)</p> <p>Mayans (History Year 4)</p>	
<p>Key knowledge for assessment</p>	<ul style="list-style-type: none"> ● Can you describe the process and stages of the water cycle with the key words? 	<ul style="list-style-type: none"> ● What is a biome? ● Understand that biomes can be found in different continents 	

	<ul style="list-style-type: none">● What is a cloud?● Name 2 famous rivers and explain why they are important● Name 3 rivers in the UK and their location● What are the uses of reservoirs?● What causes flooding?● What are the effects of flooding?	<ul style="list-style-type: none">● Can you describe the Taiga Biome?● Can you describe the Desert Biome?● Compare similarities and differences between the Desert Biome and the Taiga Biome● What is a climate zone?● What are vegetation belts?● What is the leading cause of climate change and why?	
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Subject Area – Geography Year Group 6



	Term 1	Term 2	Term 3
Unit of work	The United Kingdom	Europe and the UK	South America/ Rivers and mountains
Composite Knowledge	<ul style="list-style-type: none"> Identify the structure of the UK (countries/counties/ towns/cities/villages) Locate a contrasting region in the UK (Cornwall/Devon/Dorset) Identify key contrasting topographical features Identify differences and similarities in human geography (industry/land use/ population) Use field work to collect and interpret data from contrasting region and compare to London 	<ul style="list-style-type: none"> Locate and label the countries of Europe and major cities Identify the features of Europe as a continent (language, population, diversity) Investigate the physical geography of a contrasting country in Europe (France) Identify economic activity including trade links (France and UK- land use and cheese) 	<ul style="list-style-type: none"> Name and locate countries in South America Identify key rivers (Amazon) and describe the physical features of mountain ranges in South America Identify the population density in Brazil Identify a contrasting region in South America (Brazil) Identify key human features of Brazil- understand the importance of coffee to Brazil (exports and coffee production)
Intentional knowledge they need to understand	<p>Locational knowledge:</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical 	<p>Locational knowledge:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including 	<p>Locational knowledge:</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including

<p>(Component knowledge)</p>	<p>regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns</p> <p>Place knowledge:</p> <ul style="list-style-type: none"> ● understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom <p>Human and physical geography:</p> <ul style="list-style-type: none"> ● understand geographical similarities and differences through the study of human geography <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> ● use maps, atlases, globes and digital/computer mapping to identify contrasting regions in the UK and its features ● 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 	<p>the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place knowledge:</p> <ul style="list-style-type: none"> ● understand geographical similarities and differences through the study of human and physical geography of a region in a European country <p>Human and physical geography:</p> <ul style="list-style-type: none"> ● Human geography, including: types of settlement and land use, economic activity including trade links <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● use the eight points of a compass, four and six-figure grid references, symbols and key (including the use 	<p>the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place knowledge:</p> <ul style="list-style-type: none"> ● understand geographical similarities and differences through the study of human South America (Brazil) <p>Human and physical geography:</p> <ul style="list-style-type: none"> ● physical geography, including: rivers, mountains, <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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		of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	
National Curriculum KS2	<p>-Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>-Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>-Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>-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</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>-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</p>		
Vocabulary	Rural Urban Counties Land use Topography	Export Import Economy Trade Diversity	Population Distribution Sparsely Irrigation Density

Links to prior knowledge	<p>United Kingdom (Year 1)</p> <p>Continents and Oceans (Year1)</p> <p>Mountains (year 3)</p> <p>Rivers (Year 3)</p> <p>Rainforests (Year 4)</p>	<p>United Kingdom (Year 1)</p> <p>Continents and Oceans (Year1)</p> <p>Mountains (year 3)</p> <p>Rivers (Year 3)</p> <p>Rainforests (Year 4)</p> <p>Earthquakes and volcanoes (Year 4)</p> <p>Biomes and climate change (Year 5)</p>	<p>Continents and Oceans (Year1)</p> <p>Jamaica (Year 2)</p> <p>Mountains (year 3)</p> <p>Rivers (Year 3)</p> <p>Rainforests (Year 4)</p> <p>Earthquakes and volcanoes (Year 4)</p> <p>Biomes and Climate change (Year 5)</p>
Key knowledge for assessment	<ul style="list-style-type: none"> ● To recall the population of the UK - What is the population of the UK? ● Name and locate the four countries and their capital cities - What are the 4 countries within the UK and their capital cities? ● Identify 5 key features of London - What are 5 key features of London? ● Identify 5 key features of a 	<ul style="list-style-type: none"> ● What is the population of Europe? ● Name and locate European countries and their major cities ● What are the top five languages spoken in Europe? ● Identify at least 3 contrasting features between the UK and France (population, topographical, land use) - What are 3 contrasting features 	<ul style="list-style-type: none"> ● Locate a contrasting location in South America (Brazil) - Where is Brazil on the map? ● What is the capital city of Brazil ● Identify a key river in Brazil ● What is the population of Brazil and how is it distributed? ● What are Brazil's main exports?

	<p>rural/coastal area in the UK - What are 5 key features of a rural area in the UK(Devon, Dorset, Cornwall)?</p> <ul style="list-style-type: none">● Recall 2 differences between industries/land use/population concentration - What are 2 differences between the human geography between London and a rural area in the UK?	<p>between the UK and France?</p> <ul style="list-style-type: none">● Identify one trade link between the UK and France (cheese import/export) - What is one trade link between the UK and France?	
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