



THS Knowledge, Skills and Understanding Curriculum for Geography

Key

PK: Place knowledge

GS & F: Geography skills and fieldwork

H&P: Human and physical

LK: Locational knowledge

Our school curriculum is bespoke and is designed to develop curious, kind and courageous pupils. We use a cross-curricular approach to teach around a thematic unit which enables pupils to improve their knowledge, skills and understanding in a variety of core and foundation subjects. Geography topics have been chosen to ensure a broad and balanced curriculum which covers the National Curriculum but goes beyond this so that the content is pertinent to their lives, our local context and international issues. Internationalism and preparing our pupils to be global citizens is fundamental to our geography curriculum.

In EYFS and Key Stage One children begin by developing an understanding of their place in the world, looking at the local environment including school and Mortlake Green. They will widen their understanding by studying the geography of places further afield - both in the UK and around the world. In Key Stage Two children will build upon their geographical knowledge, skills and understanding through in depth study of the UK and host countries across the world. Children will learn about similarities and difference between the UK and their host country and how this impacts the lives of people in those countries.

This is a progressive curriculum which builds on children's knowledge, skills and understanding of geography.

Knowledge: the absorption of information

Skills: application of knowledge

Understanding: the ability to take knowledge and skills and make real meaning from them. It is also the ability to transfer that understanding to other situations, still able to make meaning and sense of a situation, even if the facts have changed.

	Autumn		Spring		Summer	
Year R	Marvellous Me	Transport	Into the Woods	Wild	Africa	Dinosaurs



<p>People, Culture and Communities</p>	<p>Key Vocabulary- <i>Mortlake, Richmond, London, England, local, environment, school, map, playground, park, buildings, river.</i></p>	<p>Key Vocabulary- <i>Mortlake, North Sheen, Richmond, London, England, school, town, city, train, bus, train station.</i></p>	<p>Key Vocabulary- <i>Woods, forest, trees, leaves, map, path, nature, countryside, city, buildings, similar, different, river, hill, bridge, map symbols, direction.</i></p>	<p>Key Vocabulary- <i>Urban, rural, wild animals, habitat, city, town, village, countryside, forest, park, zoo, farm, compare, contrast, environment, buildings, traffic, space, fields, trees, wildlife, population.</i></p>	<p>Key Vocabulary- <i>Africa, Rwanda, Ghana, country, continent, UK, map, Mortlake, city, village, equator, people, buildings, houses, schools, market, food, animals, landscape, flag, travel, distance.</i></p>	<p>Key Vocabulary- <i>Dinosaurs, fossils, bones, extinct, prehistoric, Earth, land, habitat, volcano, desert.</i></p>
	<p>Knowledge, Skills and Understanding-</p> <p>Be able to use key vocabulary: Mortlake, school, playground, climbing frame, house, train station, Green, tree, shop, road</p> <p>Be able to talk about the school</p> <p>Begin to understand where the school is (Mortlake, England using Google Maps)</p> <p>Be able to describe the local area (what can I see from the roof of THS?)</p>	<p>Knowledge, Skills and Understanding-</p> <p>Be able to use key vocabulary: Mortlake, North Sheen, Richmond, school, town, city</p> <p>Begin to understand where Mortlake is (London, England using Google Maps)</p> <p>Be able to describe the local area (Mortlake to Richmond)</p> <p>Be able to talk about simple maps (trains)</p> <p>Be able to talk to people in the community (train</p>	<p>Knowledge, Skills and Understanding-</p> <p>Be able to use key vocabulary: woods, map</p> <p>Be able to identify similarities and differences between city and woods/countryside</p> <p>Be able to describe a wood setting</p> <p>Be able to make and talk about simple maps (WtP)</p>	<p>Knowledge, Skills and Understanding-</p> <p>Be able to use key vocabulary: urban, rural</p> <p>Be able to describe where wild animals live</p> <p>Be able to compare where wild animals live</p> <p>Be able to compare an urban and rural setting (in the UK)</p>	<p>Knowledge, Skills and Understanding-</p> <p>Be able to use key vocabulary: Africa, Rwanda, Ghana</p> <p>Be able to describe similarities and differences between life in Mortlake and life in Rwanda/Ghana</p> <p>Be able to find the UK on map</p> <p>Be able to find Africa on a map</p>	<p>Knowledge, Skills and Understanding-</p> <p>Be able to describe the local environment.</p>



		conductor, ticket office, shopkeeper)				
EYFS ELG	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 					
Year 1	<p><u>Our World –(Local area) Autumn 1</u></p> <p>NC Statements- GS&F: Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment</p> <p>GS&F: Devise a simple map</p> <p>H & P: Use basic geographical vocabulary including river, city, shop, house and office.</p>	<p><u>All Dressed Up (India) – Spring 2</u></p> <p>NC Statements- LK: Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</p> <p>GS&F: Use world maps, atlases and globes to identify Mortlake, England, UK, Europe, New Delhi, India and Asia</p> <p>PK: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country (Mortlake and New Delhi, India)</p> <p>H&P G: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator – India</p>	<p><u>Live and Let Live (Spain) – Summer 2</u></p> <p>NC Statements- GS&F: Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents studied at this key stage (Africa, Asia, India, Europe, Spain)</p> <p>H&P G: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator (and the North and South Poles) – Spain</p> <p>GS&F: Use aerial photographs to recognise landmarks and basic human and physical features (of Spain)</p> <p>GS&F: Use simple locational and directional language (e.g. near, far, left, right) to describe the location of features and routes on a map (link to maths)</p>			

	<p>Key Vocabulary- <i>Use basic geographical vocabulary:</i> Mortlake, London, England, local, environment, school, United Kingdom, place, map, river, village, town, city, house, shop, office, parkland, railway line, road, North Pole, South Pole, weather, cold</p>	<p>Key Vocabulary- <i>Use basic geographical vocabulary:</i> Human, physical, Spring, Summer, Autumn, Winter, continent, country, capital city, United Kingdom, Europe, India, London, England, Cardiff, Wales, Edinburgh, Scotland, Belfast, Northern Ireland, New Delhi, Asia, Equator, beach, cliff, coast, forest, hill, mountain, sea, ocean, season, weather, village, town, city, factory, farm, harbour, port,</p>	<p>Key Vocabulary- <i>Use basic geographical vocabulary:</i> World, map, atlas, globe, continent, country, England, Wales, Scotland, Northern Ireland, Europe, Spain, soil, vegetation, field, coast, cliff, forest, mountain, river, <i>season, weather, climate</i></p>
	<p>Knowledge, Skills and Understanding-</p> <ol style="list-style-type: none"> 1. Know about the main physical and human features of the local area – school, Mortlake (parkland, railway line, road, shop, river, house, office) <i>-Know a wide range of places in the local community.</i> <i>-Be able to use observational skills to learn about the local area.</i> 2. Know and explore similarities and differences between different localities - school grounds and Mortlake Green – and describe the geographical features of them <i>-Be able to ask simple geographical questions</i> 3. Be able to use maps at a variety of scales to locate the position and simple 	<p>Knowledge, Skills and Understanding-</p> <ol style="list-style-type: none"> 1. Be able to name and locate the four countries and capital cities of the UK and its surrounding seas (England – London, Wales – Cardiff, Scotland – Edinburgh, Northern Ireland – Belfast, English Channel, North Sea, Irish Sea, Atlantic Ocean) <i>-Be able to use secondary sources to obtain simple geographical information (maps, plans, photos, Google earth)</i> 2. Know and locate the Equator, North Pole and South Pole Understand the affect the Equator has on climate <i>-Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context (UK to India)</i> 3. Know about the main physical and human features of New Delhi. 	<p>Knowledge, Skills and Understanding-</p> <p>Be able to locate the UK, England, Wales, Scotland and Northern Ireland on maps, atlases and globes (geographical skills) (Retrieval)</p> <ol style="list-style-type: none"> 1. Be able to locate Spain, Europe on maps, atlases and globes (<i>Locate on a map their own family heritage</i>) <i>Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context</i> <i>Be able to use secondary sources to obtain simple geographical information (maps, atlases, plans, photos, Google earth, globes)</i> 2. Know about weather and climatic conditions and how they affect the environment and the lives of people living in Spain



	<p>geographical features of school, Mortlake, London, England, the UK</p> <p>-Be able to use secondary sources to obtain simple geographical information (maps, plans, photos, Google Earth) -Understand where Mortlake is in relation to the UK</p> <p>4. Be able to make maps and plans using pictures and symbols (plan an improved playground)</p> <p>5. Be able to express views on the attractive and unattractive features of an environment (playground)</p>	<p>4. Know about physical and human similarities and differences between the UK and India, Mortlake and New Delhi.</p> <p>-Understand the similarities and difference between London and New Delhi</p> <p>5. Know about the weather and climatic conditions in the UK and India and understand how they affect the environment and the lives of people living there (clothing)</p>	<p>Be able to communicate their geographical understanding in a variety of ways Understand how weather and climate affects people's lives</p> <p>3. Be able to compare the weather and climatic conditions of Spain to the UK -Understand the affect the Equator has on climate</p>
	<p>Links to Prior Learning- Reception- Africa, Marvellous Me and Transport.</p>	<p>Links to Prior Learning- Reception- Aut 1- Weather Year 1- Science Seasonal Changes- Aut 2</p>	<p>Links to Prior Learning- Year 1 – Spring 2 UK and 4 countries, climate and the equator</p>



<p>Year 2</p>	<p><u>Brainwave (Aut 2)</u> NC Statements-</p> <p>GS&F: Use simple compass directions (North, South, East, West) and locational and directional language (e.g. near, far, left, right) to describe the location of features and routes on a map</p> <p>GS&F: 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><u>UK and Australia (Spring 2)</u> NC Statements-</p> <p>LK: Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</p> <p>GS&F: Use world maps, atlases and globes to identify the UK and its countries, as well as other countries (India, Spain, Australia), continents (Asia, Europe) and oceans</p> <p>PK: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country (Sydney)</p> <p>H&P G: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p><u>The Earth – Our Home (Summer 1)</u> NC Statements-</p> <p>LK: Name and locate the world’s seven continents and five oceans</p> <p>GS&F: 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 (link to habitats)</p> <p>H&P G: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (link to statistics in maths)</p>
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	<p>Key Vocabulary-</p> <p>Use basic geographical vocabulary: Compass, direction, north, south, east, west, near, far, left, right, distance, map, plan, symbol, key, area, beach, cliff, coast, forest, hill, mountain, city, town, village, animal, land, sea</p>	<p>Key Vocabulary-</p> <p>Use basic geographical vocabulary: Country, capital city, London, England, Cardiff, Wales, Edinburgh, Scotland, Belfast, Northern Ireland, United Kingdom, English Channel, North Sea, Irish Sea, Atlantic Ocean, river, soil, valley, vegetation, season, weather, factory, farm, port, harbour, shop</p>	<p>Key Vocabulary-</p> <p>Use basic geographical vocabulary: Continent, Africa, Antarctica, Asia, Australia, Europe, North America, South America, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean/Antarctic Ocean, Arctic Ocean, Equator, North Pole, South Pole, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, climate</p>
	<p>Knowledge, Understanding and Skills</p> <p>1. Remind the children of the map work they carried out in Year 1. What do they remember about maps? What are the features of maps? Why do we use them? (Retrieval)</p>	<p>Knowledge, Understanding and Skills</p> <p>1. Be able to name and locate the four countries and capital cities of the UK and its surrounding seas (England – London, Wales – Cardiff, Scotland – Edinburgh, Northern Ireland – Belfast, English</p>	<p>Knowledge, Understanding and Skills</p> <p>1. Be able to name, locate and identify characteristics of the seas surrounding the UK 2. Know and identify where the Equator, North Pole and South Pole are</p>



	<p>2. Compare different maps- OS maps, sketch maps, road maps. Discuss. What are maps used for? What are the features? (Ariel Views) -Be able to use secondary sources to obtain simple geographical information.</p> <p>3. To use simple compass directions accurately (N, S, E, W) Plan route to local place using compass directions and directional language. (Richmond Park) -Be able to use simple compass directions and locational and directional language to describe their maps. - Understand how to use symbols to create a key</p> <p>4. Produce a simple sketch map- from A-B in the local area. (School – Richmond Park) – it must have a key, compass rose, map symbols, a title, different colours. Identify human and physical features on route. -Be able to make maps and plans of real and imaginary places, using a simple key.</p> <p>5. Produce imaginary map/ route (connect to Christmas)</p>	<p>Channel, North Sea, Irish Sea, and Atlantic Ocean. (Retrieval + seas as new learning)</p> <p>2. Be able to identify human and physical geography of London</p> <p>3. Be able to identify human and physical geography of Sydney</p> <p>4. Understand that Australia has a varied climate because of its size (desert, temperate, tropical)</p> <p>5. Be able to compare and contrast the human and physical geography of Sydney and London</p> <p>Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context</p>	<p>3. Know about seasons and weather in the UK Understand how the Equator affects seasons and weather</p> <p>4. Be able to name and locate the world's seven continents and five oceans (This can be 2 lessons)</p>
	<p>Links to Prior Learning- Year 1 Plan simple maps-Aut 1</p>	<p>Links to Prior Learning and CC Links- Links to Science with climate, animals, food and plants Year 2 Spring 2 UK countries and Capital cities- Year 1</p>	<p>Links to Prior Learning and CC Links- Seas of the UK- Year 2 Weather in the UK- Year 1 Equator- Year 1</p>



<p>Year 3</p>	<p><u>Chocolate (Ecuador/Switzerland)- Autumn 1</u> NC Statements- PK: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a European country and a region within South America – Bourneville in UK, Vevey in Switzerland and Esmeraldas in Ecuador</p> <p>GS&F: Use maps, atlases, globes and digital/computer mapping to locate countries (UK, Switzerland, Ecuador)</p> <p>H&P G: Describe and understand key aspects of: Physical – climate zones; rivers, mountains, vegetation, tropical, equatorial, Human – economic activity, distribution of natural resources / food, location, transport, industry,</p>	<p><u>Explorers and Adventurers (Brazil) - Spring 1</u> LK: Locate the world’s countries using maps to focus on the UK, Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>GS&F: Use the eight points of a compass, symbols and key to build their knowledge of the UK and the wider world</p> <p>GS&F: 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. (Field trip to local area being explorers, using compasses)</p> <p>H&P G: Describe and understand key aspects of: Physical - location, meander, cliff, ocean, valley, vegetation belts, Human – types of settlement and land use</p>	<p><u>Temples, Tombs and Treasures (Egypt)</u> GS&F: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>H&P G: Describe and understand key aspects of: Physical – floodplain, rivers Human - types of settlement and land use, economic activity including trade links, distribution of food – River Nile</p>
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	<p>Key Vocabulary-</p> <p><i>Use geographical vocabulary: Continent, country, area, atlas, border, capital city, climate zones, river, mountain, vegetation, tropical, degree of latitude, degree of longitude, equator, northern hemisphere, southern hemisphere, cash crop, fair trade, transport, industry</i></p>	<p>Key Vocabulary-</p> <p><i>Use geographical vocabulary: Arctic, Antarctic, Arctic Circle, Antarctic Circle, South America, altitude, cartographer, northeast, northwest, southeast, southwest, location, meander, cliff, ocean, valley, vegetation belts</i></p>	<p>Key Vocabulary-</p> <p><i>Use geographical vocabulary: Continent, Africa, Egypt, River Nile, floodplain, climate, rural, urban, trade, crops, distribution, natural, settlement, pyramid, desert, pollution, meander, water,</i></p>
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	<p>Knowledge, Skills and Understanding-</p> <ol style="list-style-type: none"> 1. Recap from KS1: Know the name and location of the four countries and capital cities of the UK and their surrounding seas. Know where the UK, Switzerland and Ecuador are on a map/atlas. 2. Be able to use maps at a variety of scales to locate the position and geographical features of Ecuador and Switzerland 3. Know about the weather and climatic conditions in Switzerland and Ecuador and how they affect the environment and the lives of people living there. -Know that cacao trees grow in Equatorial countries where the climate is hot and wet and the soil is fertile. -Know how Bourneville was purpose built to facilitate the manufacturing of chocolate in the Cadbury factory -Know that Ecuador is a major producer of cacao and Switzerland is a major manufacturer of chocolate and the reasons for this 4. Be able to debate the advantages and disadvantages of cash crops -Be able to recognise that different people hold different views about an issue -Be able to ask and respond to geographical questions 	<p>Knowledge, Skills and Understanding-</p> <ol style="list-style-type: none"> 1. Be able to use maps at a variety of scales to locate the position and geographical features of particular localities within Brazil, including its major cities - Sao Paulo, Rio de Janeiro, Brasilia, Salvador To be able to use the 8 compass points to describe the location of major cities in Brazil. . -Know and locate some countries and cities within South America, including Ecuador and Brazil and identify their key human and physical characteristics 2. Know that Brazil is made up of different environmental regions (including rainforest, wetland, savannah, plateau and low mountain) Be able to describe key aspects of the physical (tropical and subtropical landscapes) and human (population, economic – hydroelectric and industrial, mines and fertile farmlands) geography of Brazil -Understand that one country can have many different environmental regions 3. Know how particular localities have been affected by human activities – The Amazon rainforest (Mining, logging, ranching, agriculture, and oil and gas extraction) -Be able to use secondary sources to obtain geographical information 4. Be able to plan a fieldwork enquiry 	<p>Knowledge, Skills and Understanding-</p> <ol style="list-style-type: none"> 1. Be able to use maps, atlases, globes and Google Earth to locate and describe features of Egypt 2. Be able to use computer mapping (Digimaps) to find out about Egypt 3. Know that The River Nile was the main reason people were able to settle in Egypt and the reasons why. 4. Be able to describe and understand the significance of the River Nile on settlements and land use, and economic activity. -Understand the importance of the River Nile on the people of Egypt
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	<p>5. Understand what it means to be fair trade</p> <p>-Be able to use secondary sources to obtain geographical information</p>	<p>5. Be able to make fieldwork sketches/diagrams</p> <p>Be able to use fieldwork instruments e.g. camera, rain gauge</p> <p>Be able to use eight points of a compass (practical activity)</p> <p>Be able to make maps and plans with clear symbols and key</p> <p>-Understand how to conduct a geographical fieldwork enquiry</p>	
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	<p>Links to Prior learning- KS1 UK countries and capital cities Knowledge of the equator</p>	<p>Links to Prior learning- KS1- Compass points (4 points)</p>	<p>Links to Prior learning- KS1- Maps, atlases and globes to locate countries</p>
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<p>Year 4</p>	<p>Fashion (UK/China) NC Statements-</p> <p>LK: Name and locate counties and cities of the United Kingdom</p> <p>GS&F: Use maps (including Ordnance Survey maps), atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>H&P G: Describe and understand key aspects of human geography: economic activity including trade links - how we transport materials across Europe.</p> <p>PK: Understand geographical similarities and differences through the study of human and physical geography of a region.</p>	<p>Active Planet- (Hawaii) NC Statements-</p> <p>PK: Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Naples, Italy) and a region within North America (Hawaii, USA)</p> <p>GS&F: Use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p> <p>H&P G: Describe and understand key aspects of physical geography: climate Zones, biomes and vegetation belts, volcanos and earthquakes.</p>	<p>Saving the World (Borneo) NC Statements-</p> <p>LK: Locate the world's countries concentrating on key physical and human characteristics (locate where the main rainforests are in the world)</p> <p>LK: Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle.</p> <p>H&P G: Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, rivers (focus on the Borneo rainforest)</p> <p>Human geography: Types of settlement and land use and the distribution of natural resources (the lives of rainforest people and how they compare with their own, how and why the rainforest is being destroyed)</p> <p>GS&F: Use maps (including Ordnance Survey maps), atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
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	<p>Key Vocabulary-</p> <p>Use geographical vocabulary: county, largest counties - Yorkshire, Lincolnshire, Devon, Norfolk, local counties - Greater London, Surrey, Kent, Essex, Hertfordshire, Buckinghamshire, Berkshire, economic, trade links, transport, Europe, Russia</p>	<p>Key Vocabulary-</p> <p>Use geographical vocabulary: contour line, elevation, geographic coordinates, northeast, northwest, southeast, southwest, volcano, eruption, earthquake, tectonic plates, geographic coordinates, northeast, northwest, southeast, southwest</p>	<p>Key Vocabulary-</p> <p>Use geographical vocabulary: International date line (IDL), meridian, time zone, pollution, tropical, temperate, Tropic of Cancer, Tropic of Capricorn, deforestation, hemisphere, equator</p>
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	<p>Knowledge, Skills and Understanding- Autumn 1 –</p> <ol style="list-style-type: none"> 1. Be able to name and locate counties and cities in the UK (building on previous learning on capital cities) 2. Be able to compare fashion in Wales, Scotland, Northern Ireland and England <p>-Be able to use Ordnance Survey maps of UK</p> <ol style="list-style-type: none"> 3. Be able to use maps and atlases to locate European countries and their links with fashion (France, Italy, Spain, Sweden, Netherlands) Know where some of our popular brands of clothing and sporting equipment are made. 3. Be able to describe and understand fashion trade links between UK and Europe. <p>-Understand trade links between the UK and other countries</p> <ol style="list-style-type: none"> 4. To understand the connection between geography and climate (fashion and clothing.) <p>Autumn 2- (China)</p> <ol style="list-style-type: none"> 1. To locate China on a world map, identifying human and physical features. 	<p>Knowledge, Skills and Understanding-</p> <ol style="list-style-type: none"> 1. Be able to locate Naples, Italy, Hawaii and USA on maps and atlases <p>-Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <ol style="list-style-type: none"> 2. Be able to identify human and physical features of Naples Be able to identify human and physical features of Hawaii 3. Be able to compare key geographical similarities and differences between Naples and Hawaii 4. Understand the structure of a Volcano. 5. To be able to research and present geographical information about a well-known Volcano. 6. Be able to describe and understand the impact and effect of volcanic eruptions on people and places. 7. Understand that tectonic activity shapes the geography of certain areas 8. Be able to describe and understand the impact and effect of earthquakes on people and places 9. Understand why people live in areas affected by volcanoes and earthquakes 10. Be able to use four figure grid references, symbols and key to develop knowledge of Naples and Hawaii <p>-Be able to use the eight points of a compass (recap from Year 3)</p>	<p>Knowledge, Skills and Understanding-</p> <ol style="list-style-type: none"> 1. Be able to name and locate some rainforests around the world 2. Know that rainforests are mainly located between latitudes of 23.5N (The Tropic of Cancer) and 23.5S (the Tropic of Capricorn). Know that tropical rainforests are located near the equator and the reasons why Be able to identify why rainforests are where they are using language related to latitude, longitude, Tropics of Cancer and Capricorn, equator 3. To be able to identify physical features of a rainforest. 4. Know how particular localities have been affected by human activities – deforestation 5. Know how the nature of particular localities (rainforests) affect the lives of people 6. Be able to compare their own lives with the lives of people living in/near the Borneo rainforest (The Rainforest Trust videos of children’s lives) 7. Know about conservation efforts in Borneo 8. Be able to express views on the features of an environment and the way it is being harmed or improved
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	<ol style="list-style-type: none"> 2. To understand what life is like for people in China. 3. To be able to compare what life is like in different countries (Beijing and London) 4. To understand the different types of farming in China. 5. Know that China is the world's biggest producer and supplier of silk in the world and understand why this is. 	<ul style="list-style-type: none"> -Be able to use secondary sources to obtain geographical information -Be able to use geographical terms -Be able to make simple maps and plans of familiar locations -Understand how particular localities have been affected by natural features and processes. 	<ul style="list-style-type: none"> -Be able to use secondary sources to obtain geographical information -Understand how places fit into a wider geographical context -Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features
	<p>Links to Prior learning- KS1- map work, capitals and cities of the UK Year 3- Locate the world's countries in Europe and South America Compare and contrast the UK to countries around the world.</p>	<p>Links to Prior learning- Describe and Understand key aspects of physical and human geography KS1- map work, atlases.</p>	<p>Links to Prior learning- Year 3- Rainforest (Chocolate)</p>



<p>Year 5</p>	<p><u>The Earth and Beyond- Rivers</u></p> <p>NC Statements-</p> <p>H&P G: Describe and understand key aspects of physical geography: rivers and the water cycle</p> <p>H&P G: Describe and understand key aspects of human geography: economic activity including trade links and the distribution of natural resources (using waterways)</p> <p>GS&F: Use fieldwork to observe, 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. (River Thames trip)</p>	<p><u>The Great, The Bold and The Brave (Italy/Greece)</u></p> <p>NC Statements-</p> <p>LK: Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities (Italy and Greece)</p> <p>PK: Understand geographical similarities and differences through the study of human and physical geography of regions in European countries (Rome and Athens)</p> <p>H&P G: Describe and understand key aspects of human geography: types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food minerals and water</p> <p>GS&F: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Earth as an Island (UK)</u></p> <p>NC Statements-</p> <p>PK: Understand geographical similarities and differences through the study of human and physical geography of a region in the UK, a region in Europe and a region within North or South America (Jamaica and UK)</p> <p>LK: Name and locate counties and cities of the United Kingdom, key topographical features and land use patterns; and understand how some of these aspects have changed over time</p> <p>LK: Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>H&P G: Describe and understand key aspects Human geography: types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food minerals and water.</p> <p>GS&F: Use the eight points of a compass, 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>
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	<p>Key Vocabulary-</p> <p><i>Altitude, antipodes, azimuth, crater, canyon, micro-deltas, sediment, meander, braided channels, erosion, deltas, water cycle, flood, drought</i></p>	<p>Key Vocabulary-</p> <p><i>analemma, settlement, distribution, trade links, migration, refugee, invasion, economic</i></p>	<p>Key Vocabulary-</p> <p><i>bathymetry, topography, tributary, contour line, physical/human features, scale elevation, geographic coordinates, northeast, northwest, southeast, southwest, biodiversity, equator, Northern/Southern Hemisphere, Tropics of Cancer/Capricorn, Prime/Greenwich, environment, biomes, vegetation</i></p>
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	<p>Autumn 1-</p> <ol style="list-style-type: none"> To be able to identify the world's largest rivers. Be able to describe, understand and explain the key processes of the water cycle Be able to describe how water gets to our homes. Be able to identify the features of a river system Be able to locate rivers on a map and identify the different stages, from sea to source <p><i>-Know how rivers erode, transport and deposit materials</i></p> <ol style="list-style-type: none"> To be able to identify landforms around a river. <p><i>-Understand the role of watersheds in the collection and movement of precipitation into rivers and lakes</i></p> <p><i>-Understand how the fast flowing river water erodes the rock beneath and causes a V-shaped valley, often with interlocking spurs</i></p> <p><i>-Understand how the different flow-speeds of a mature river erode the bank and deposit sediment, creating meandering bends and sometimes ox-bow lakes</i></p> <p>Autumn 2-</p>	<p>Spring 1-</p> <ol style="list-style-type: none"> Be able to locate Italy and Greece on a map and describe their key physical and human characteristics Be able to locate major cities in Italy and Greece on a map Be able to describe the similarities and differences between different European countries. Be able to describe similarities and differences between UK and Greece Be able to explain the reasons why countries invade other countries (including settlements, economic activity) <p>Spring 2-</p> <ol style="list-style-type: none"> Be able to identify the reasons for migration <p><i>-Understand some of the reasons for migration</i></p> <ol style="list-style-type: none"> Be able to describe what happens to refugees Be able to explain how the lives of people in one country or group are affected by others Be able to make suggestions of how nations can work together 	<ol style="list-style-type: none"> Be able to name and locate UK counties and cities (building on Year 4) <p><i>-Be able to use eight points of a compass and six figure grid references</i></p> <ol style="list-style-type: none"> Be able to compare and contrast particular localities (Jamaica and UK) Be able to use their geographical knowledge to create a map of their own Island, including clear symbols and a key for human and physical features- the challenges faced by islands Be able to explain and explore sustainability Be able to locate climate zones on a world map Be able to explain how climate change has impacted the Arctic and Antarctic circles. <p><i>Be able to use and interpret globes and maps in a variety of scales</i></p> <p><i>Be able to use Ordnance Survey maps to find the answer to geographical questions- fieldwork on residential</i></p>
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	<ol style="list-style-type: none">1. Be able to investigate the characteristics of the River Thames and its surrounding landscape using maps and satellite photos -Be able to collect and record evidence to answer geographical questions2. Be able to describe the causes of river pollution and the effect it has on the environment3. Know the different ways water is used Know how rivers have been used for economic activity4. Be able to discuss the effects of human impact on floodplains5. Understand the impact of floods and drought.		
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	<p>Links to Prior Learning- Year 3- rivers (River Nile)</p>	<p>Links to Prior Learning- Year 4- physical features of Italy</p>	<p>Links to Prior Learning- Year 4- UK counties and cities, climate zones</p>
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<p>Year 6</p>	<p>World War 2 NC Statements-</p> <p>Autumn 1: UK learning</p> <p>LK: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts, rivers) and land-use patterns; and <u>understand how some of these aspects have changed over time.</u></p> <p>GS&F: Use the eight points of a compass, 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>Autumn 2: wider world learning</p> <p>LK: Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities (location of countries involved in the war)</p>	<p>Tourism (France/UK) NC Statements-</p> <p>LK: Locate the world's countries, using maps to focus on Europe and North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>PK: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Cornwall), a region in a European country (Provence, France) and a region within South America (Aruba) (popular holiday destinations)</p> <p>LK: 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>GS&F: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Climate Control Host Country: Haiti NC Statements-</p> <p>H&P G: Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes – how climate change has affected these over time</p> <p>H&P G: Describe and understand key aspects of human geography: 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>GS&F: 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. (Focus for the term)</p>
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	<p>GS&F: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		
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	<p>Key Vocabulary-</p> <p>Use geographical vocabulary: nation, migration, emigrant, immigrant, evacuation, cause and effect, rural, urban, largest counties - Yorkshire, Lincolnshire, Devon, Norfolk, local counties - Greater London, Surrey, Kent, Essex, Hertfordshire, Buckinghamshire, Berkshire,</p>	<p>Key Vocabulary-</p> <p>All continents and all countries studied, destination, tourism, coastal, coastline, peninsula, English Channel, cliff, islet, cove, bay, urban, rural,</p>	<p>Key Vocabulary-</p> <p>climate zone, biome, drought, settlement, climate change, global warming, deforestation, estuary, floodplain, meander, pollution, atmosphere, biodegradable</p>
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	<p>Autumn 1-</p> <ol style="list-style-type: none"> 1. Be able to locate towns and cities in the UK targeted in the Blitz (London, Liverpool, Hull, Bristol, Cardiff, Belfast, Glasgow, Birmingham, Manchester, Sheffield) and understand why they were targeted 2. Be able to locate areas of the UK affected in the Battle of Britain 3. Be able to locate UK cities and rural areas on maps Be able to compare the human and physical characteristics of cities and rural areas 4. Know the reasons why children were evacuated from UK cities to rural areas 5. Be able to make plans and maps in a variety of scales using symbols and keys- evacuation route <p>Autumn 2-</p> <ol style="list-style-type: none"> 1. Be able to identify where allied and axis countries are located on a map (including France, Russia, Poland, US, Canada, Brazil, Germany, Italy, Hungary) Know which countries were allied and axis powers in WW2 	<p>Spring 1-</p> <ol style="list-style-type: none"> 1. Be able to locate countries in Europe and North and South America that are popular holiday destinations and identify cities within them 2. Be able to describe the key physical and human characteristics of popular holiday destinations 3. Be able to compare a holiday destination in the UK with a holiday destination in Europe (Provence) Know about similarities and differences between particular localities 4. Be able to describe the impact of tourism on an area (in general) 5. Be able to investigate the impact of tourism in a local area (Richmond Park, Hampton Court, Kew Gardens etc)- positives and negatives <p>Spring 2-</p> <ol style="list-style-type: none"> 1. Be able to identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones(new learning), including day and night (all has been covered previously but check retained) <p>-Be able to use and interpret atlases, globes and maps in a variety of scales</p> <ol style="list-style-type: none"> 2. Be able to research a holiday destination for their brochure (fact file) 	<p>Summer 1-</p> <ol style="list-style-type: none"> 1. Know the difference between weather and climate 2. Understand the causes and effects of climate change 3. Know how people affect the environment Know about the main physical and human features and environmental issues in particular localities Know how climate change impacts the local community <p>Summer 2- project</p> <p>Be able to suggest ways to make the school 'greener' (project theme)</p> <ul style="list-style-type: none"> -Be able to collect and record evidence to answer geographical questions -Be able to suggest improvements to recycling in school -Be able to explore the effects of climate change on our planet (and local area) -Be able to research extreme weather events and share their knowledge in different ways -Know that many wildlife habitats are under threat because of rising sea levels and changing temperatures and suggest ways to improve this -Understand the human activities which are most responsible for climate change -Be able to make predictions about the future impact of climate change -Understand the impact of individual and collective behavioural changes on climate
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	<ol style="list-style-type: none"> 2. Be able to describe Britain's natural resources- people were encouraged to grow their own food for the war effort 3. Be able to describe Britain's food imports- what does not grow in the UK that needs to be imported? 4. Know how people affect the environment- mindful consumption 5. Be able to describe how countries can work together-review from y5 lesson about UN and NATO 	<p>- Understand how and why places become popular holiday destinations</p> <ol style="list-style-type: none"> 3. Be able to make plans and maps in a variety of scales using symbols and keys (map of a holiday destination for their brochure) 4. Continue brochure project 5. Be able to present their holiday destination brochure using geographical vocabulary 	<p>-Be able to observe, measure, record and present the effects of climate change on London</p>
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	<p>Links to Prior Learning- Year 3- fair trade Year 5- UN and NATO</p>	<p>Links to Prior Learning- Year 1- looked at the locality (Hampton Court, Kew Gardens) KS2- Be able to identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones, including day and night</p>	<p>Links to Prior Learning- KS1- weather and climate KS2- climate change and sustainability KS1/KS2- local habitats and environment</p>
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