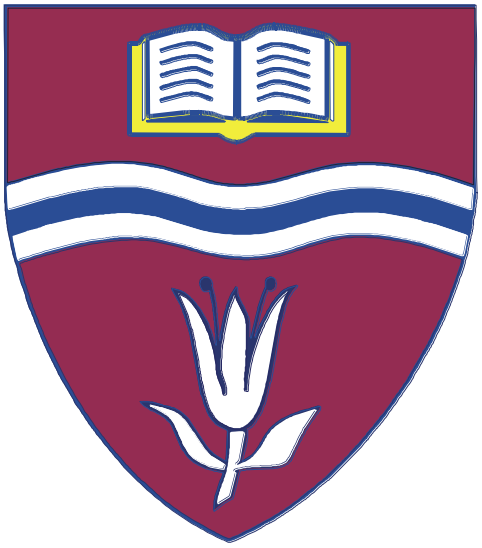

Geography
at St Mary's

2023-2024

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Aims of Geography at St Mary's

What will our geographers, surveyors and town planners be able to do when they leave us?

Our geographers, surveyors and town planners will have been inspired by a curiosity and fascination about the world and its people. Children will be equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

They will use the correct geographical terms and vocabulary to communicate geographical ideas effectively. As children progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. The children will understand how humans' impact and influence the physical geography of the world around us.

This will be taught through practical learning experiences which will enable them to put key geographical skills into place through field work, using maps both digitally and physically, and developing geographical skills using the community around them as we live by the River Arun and in the South Downs National Park.

What a Geographer looks like at St Mary's by the end of Year Six

Children leaving St Mary's at the end of Key Stage 2 will know, do and remember the following:

- Geography is the study of how people and places interact.
- Where they live (locality, county, country and continent).
- The names and locations of the world's continents and oceans.
- The difference between physical and human geography including one notable example from each category and know the impact each of these can have on communities.
- The consequences of human actions on the environment and their responsibility as a citizen.
- The key differences between rural and urban areas and that some places are very different to others.
- Use a knowledge of direction and scale to interpret and construct maps and plans.
- Observe, collect data and analyse their findings through fieldwork.

Statutory Framework for the Early Years Foundation Stage

The Early Years Geography curriculum has been developed to support and strengthen the children's understanding of the world. *The Statutory Framework for the Early Years Foundation Stage*[1] describes this as:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening

[1]https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

The Early Learning Goals for Understanding the World

The Early Learning Goals (ELGs) summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year.

Past and Present

- *Talk about the lives of the people around them and their roles in society.*
- *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.*
- *Understand the past through settings, characters and events encountered in books read in class and storytelling.*

People, Culture and Communities

- *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.*
- *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.*
- *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.*

The Natural World

- *Explore the natural world around them, making observations and drawing pictures of animals and plants.*
- *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.*
- *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.*

The ELGs are based on typical child development at the age of five, so most children are likely to meet them. However, teachers use their professional knowledge of the child to decide whether each ELG description best fits the child's learning and development. The most accurate picture of the child's overall embedded learning will come from a holistic view of the descriptor.

The Early Years curriculum is not composed of the ELGs as this would limit the wide variety of rich experiences that are crucial to child development. At St Mary's, teachers are guided by *Development Matters*[2] and *Birth to 5 Matters*[3] as tools to further support curriculum and learning.

[2] https://www.gov.uk/government/publications/development-matters--2

[3] https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf

SEND Provision in Geography: Strategies to Scaffold Learning

We support learners by planning units which build on prior learning, from both the lesson before, and from previous years. Our curriculum is designed as a spiral to ensure that the key geographical concepts and our Big Ideas are systematically revisited and developed over time.

We support learners to access literacy lessons by:

- Providing topical word banks and picture cards that the learner can point or refer to when explaining geographical processes.
- Collating word/picture banks on a mini whiteboard/paper with the learner during the teaching input to support their independent learning activity.
- Scaffolding learning to make it accessible for all, e.g., in writing tasks, a learner could verbally explain for you or a teaching assistant to scribe, note-take or film explaining their answers.

We support learners to retain vocabulary by:

- Beginning each lesson with a review of the vocabulary learnt in the previous lesson.
- Providing word banks that are accessible throughout the geography topic. Encourage learners to tick the words they feel confident with to help target language that still needs support, e.g., when learners can independently use a word in a sentence. This could also encourage and motivate the learner to use language they have yet to use.
- Referring to language regularly during lessons and, where applicable, throughout the school day, as this will embed the vocabulary and build stronger links and associations.

We support learners to develop conceptual understanding by:

- Providing pre-teaching opportunities for learners to hear vocabulary prior to the lesson, to support their access and engagement in whole-class teaching.
- Planning small group teaching opportunities, for example whilst learners who have already met an objective are doing enrichment activities independently, dedicate time to conference with and/or provide additional learning opportunities for learners working towards the learning objective.
- Providing learners with worked examples to use as a model whilst completing independent work.
- Thinking about the individual learner – show them an object, or picture about the lesson, as detailed in the case study.
- Creating links in learning in different areas. For example, if you are learning about the Antarctic in geography, read related texts, learn about a penguin's life cycle in science, write an explanation text about it in literacy, represent its life cycle through dance in PE. Also, make links to what learners have previously learnt – did they learn about the life cycle of a frog the previous year? This helps to embed learning.

We support learners to focus by:

- Providing fiddle objects or doodle books as appropriate.
- Giving opportunity for Brain Breaks for some children.
- Providing ear defenders for some children.

- Providing wobble cushions for some children.
- Providing standing desks for some children.
- Talking to children about their likes and dislikes in order to make reasonable adjustments.
- Considering sensory stimuli and changing seating arrangements when needed.
- Planning lessons that are adapted to the strengths and styles of different learners.
- Planning lessons that are active, engaging, memorable and meaningful.

Cultural Capital in Geography

We define cultural capital as 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement'.

Visits and visitors help to enrich the curriculum by using 'experts' and should be encouraged for every half term topic.

A vital part of cultural capital at St Mary's is how we develop our learner's knowledge of the locality. Pulborough is situated in an area with a rich history and diverse geographical landscape. Nearby sites of historical significance include the Roman Road running through the village, Roman villas, a Norman Motte and Bailey and other sites of archaeological interest. For Geography, there is also the South Downs, RSPB Wetlands, River Arun and the nearby coast. Visiting these areas contextualises geographical knowledge and makes it meaningful to the children.

Pupil Premium Provision in Geography

Common barriers to learning for disadvantaged pupils in Geography can include weak language and communication skills, lack of confidence, attendance and punctuality issues and behaviour issues at times. There may be complex situations that can prevent pupils from 'flourishing'. We recognise that the challenges are varied and there is no one size fits all model.

In our Pupil Premium strategy, the key principles relevant to Geography are:

- We aim to provide a **broad and engaging curriculum** with a half termly thematic approach that is progressive with skills and knowledge.
- Promote an ethos of **attainment for all** – rather than stereotyping than stereotyping.
- **High quality teaching** – rather than bolt on strategies with a focus on how we teach and ensure long term working memory.
- We will facilitate pupils accessing a **wide range of enrichment experiences both in and out of school**, which positively impact on the children's academic achievements and well-being. This includes visitors and visits to allow the children to deepen their learning.
- We aim to **increase attendance** by reviewing the **curriculum offer** and the support needed for our disadvantaged pupils by using **pupil voice in our decision making.**

This academic year, part of the pupil premium funding will be spent on:

- Cultural capital experiences, including visits and visitors which to contextualise learning.
- Community minibus to be used for enrichment experiences.
- Reduction in cost of trips for PP.

Geographical Resources

The atlases and globes can be found in the library and all other practical resources, including Ordnance Survey maps, can be found in the curriculum resource cupboard in Brazil.

Atlases and Globes

Philip's Infant School Atlas - KS1

https://www.tts-group.co.uk/philips-junior-school-atlas-ks2/1001040.html

Philip's Junior School Atlas - KS2

https://www.tts-group.co.uk/philip%E2%80%99s-infant-school-atlas-ks1/1001009.html

Discovery Globe – KS1

https://www.tts-group.co.uk/ks1-discovery-globe-30cm/1001034.html

Discovery Globe – KS2

https://www.tts-group.co.uk/discovery-globe-ks2/1005142.html

Maps

We have a variety of OS maps for all children to access.

Websites

http://mapzone.ordnancesurvey.co.uk/mapzone/index.html

http://www.upmystreet.co.uk/

http://www.streetmap.co.uk/

http://maps.google.co.uk/

http://www.worldmapper.org/

http://www.oxfam.org.uk/coolplanet/kidsweb/index.htm - global citizenship

http://www.actionaid.org.uk/ - distant locality studies

http://www.geograph.org.uk/search.php?i=41689877 – geographical photos ok U.K/Ireland

http://www.travel-images.com/ - geographical photos by continent/country

Curriculum Maestro

Curriculum Maestro provides curated and researched resources. Each resource is made to support a specific lesson and considers the science of learning, including cognitive load and dual-coding theories.

Assessment in Geography

Pre- and Post-Assessment Mind Maps

Mind maps at the beginning of each topic are used to assess prior learning and make meaningful connections to previous experiences and concepts taught which helps to embed learning in their long-term memory. Children then add to the mind map at the end of the unit as a post assessment task to help the teacher determine what they have learnt.

Knowledge Organisers

These are available for all themes of the class webpages and help the parents and children understand the knowledge for each theme.

CPD

The professional development of all staff is important and opportunities for staff. We will offer subject knowledge training professional development in line with the School Improvement Plan.

National Curriculum Coverage: Key Stage 1

By the end of Key Stage 1, pupils should have developed knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

During Key Stage 1, they should be taught to:

Locational Knowledge

National Curriculum Objective	Coverage at St Mary's
Name and locate the world's seven continents and five oceans.	Y1/2 Cycle A – Spring 2 – Frozen Planet Y1/2 Cycle A – Summer 1 – Dinosaur Planet
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Y1/2 Cycle A - Autumn 2 – Bright Lights, Big City Y1/2 Cycle A – Summer 1 – Dinosaur Planet

Place Knowledge

National Curriculum Objective	Coverage at St Mary's
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.	Y1/2 Cycle A - Autumn 2 – Bright Lights, Big City Y1/2 Cycle A – Spring 2 – Frozen Planet

Human and Physical Geography

National Curriculum Objective	Coverage at St Mary's
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.	Y1/2 Cycle A - Autumn 2 – Bright Lights, Big City Y1/2 Cycle A – Spring 2 – Frozen Planet

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.	Y1/2 Cycle A - Autumn 2 – Bright Lights, Big City
Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Y1/2 Cycle A - Autumn 2 – Bright Lights, Big City

Geographical Skills and Fieldwork

National Curriculum Objective	Coverage at St Mary's
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.	Y1/2 Cycle A - Autumn 2 – Bright Lights, Big City
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.	Y1/2 Cycle A - Autumn 2 – Bright Lights, Big City Y1/2 Cycle A – Spring 2 – Frozen Planet
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.	Y1/2 Cycle A - Autumn 2 – Bright Lights, Big City
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.	Y1/2 Cycle A - Autumn 1 – Sensational Senses Y1/2 Cycle A - Autumn 2 – Bright Lights, Big City

National Curriculum Coverage: Key Stage 2

During Key Stage 2, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They should be taught to:

Locational Knowledge

National Curriculum Objective	Coverage at St Mary's
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.	Y3 – Spring 1 – Predators & Prey Y3 – Spring 2- Urban Pioneers Y3 – Summer 1 – Tremors Y4 – Autumn 1 – Rumble in the Jungle Y4 – Summer 1 – Rumbles Y5 – Spring 1 – Ancient Greeks Y6 – Autumn 1 – World at War Y6 – Autumn 2 – Frozen Kingdom Y6 – Spring 2 – Exploring Africa

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.	Y3 – Autumn 2 – Flow Y3 – Spring 1 – Predators & Prey Y3 – Spring 2- Urban Pioneers Y3 – Summer 2 – Romans Y4 – Summer 2- Vikings
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).	Y3 – Autumn 2 – Flow Y4 – Autumn 2 – Road Trip USA Y5 – Autumn 1 – Space Y5 – Summer 1 – The Waves Y6 – Autumn 2 – Frozen Kingdom

Place Knowledge

National Curriculum Objective	Coverage at St Mary's
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.	Y3 – Spring 2- Urban Pioneers Y4 – Autumn 1 – Rumble in the Jungle Y4 – Autumn 2 – Road Trip USA Y5 – Spring 1 – Ancient Greeks Y6 – Autumn 2 – Frozen Kingdom

Human and Physical Geography

National Curriculum Objective	Coverage at St Mary's
Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Y3 – Autumn 2 – Flow Y3 – Summer 1 – Tremors Y4 – Autumn 1 – Rumble in the Jungle Y4 - Spring 2 – Misty Mountain, Winding River Y4 – Summer 1 – Rumbles Y6 – Autumn 2 – Frozen Kingdom Y6 – Spring 1 – Explorers & Adventurers
Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Y3 – Autumn 1 – Stone Age Y3 – Autumn 2 – Flow Y3 – Spring 1 – Predators & Prey Y3 – Spring 2- Urban Pioneers Y4 – Autumn 1 – Rumble in the Jungle Y4 – Spring 1 – Temples, Tombs & Treasures Y6 – Autumn 2 – Frozen Kingdom

Geographical Skills and Fieldwork

National Curriculum Objective	Coverage at St Mary's
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Y3 – Autumn 2 – Flow Y3 – Spring 2- Urban Pioneers Y3 Summer 1 – Tremors Y4 – Autumn 1 – Rumble in the Jungle

	Y4 – Autumn 2 – Road Trip USA Y4 – Spring 1 – Temples, Tombs & Treasures Y4 – Summer 2- Vikings Y5 – Autumn 1 – Space Y5 – Autumn 2 – Princes, Peasants & Pestilence Y5 – Spring 2 – Off With Her Head Y5 – Summer 1 – The Waves Y6 – Autumn 2 – Frozen Kingdom Y6 – Spring 2 – Exploring Africa Y6 – Summer 2 – All About Me
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.	Y3 – Spring 2- Urban Pioneers Y5 – Autumn 1 – Space Y6 – Summer 2 – All About Me
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.	Y3 – Autumn 2 – Flow Y4 – Summer 2- Vikings Y5 – Autumn 2 – Princes, Peasants & Pestilence Y5 – Summer 1 – The Waves Y6 – Summer 2 – All About Me

Subject Specific Strands and Progression of Disciplinary Knowledge

Year Group	Geographical Enquiry
Early Years	Teacher-led enquiries, respond to simple questions.
Year 1	Teacher-led enquiries, to ask and respond to simple questions. Use information books/pictures as sources of information. Investigate their surroundings. Make observations about where things are e.g. within school or local area.
Year 2	Children encouraged to ask simple geographical questions, Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places.
Year 3	Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g., make comparisons between two locations using photos/ pictures, temperatures in different locations.
Year 4	Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs. Investigate places and themes at more than one scale. Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between locations photos, pictures and maps.

Year 5	Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. compare historical maps of varying Scales, e.g. temperature of various locations - influence on people/everyday life.
Year 6	Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions, e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it

Year Group	Direction and Location
Early Years	Begin to follow simple directions (Up, down, left/right, forwards/backwards).
Year 1	Follow directions confidently (Up, down, left/right, forwards/backwards).
Year 2	Follow directions (as Yr 1 and inc. NSEW).
Year 3	Use 4 compass points to follow/give directions. Use letter/no. co-ordinates to locate features on a map.
Year 4	Use 4 compass points well. Begin to use 8 compass points. Use letter/no. co-ordinates to locate features on a map confidently.
Year 5	Use 8 compass points. Begin to use 4 figure co-ordinates to locate features on a map.
Year 6	Use 8 compass points confidently and accurately. Use 4-figure co-ordinates confidently to locate features on a map. Begin to use 6-figure grid refs; use latitude and longitude on atlas maps.

Year Group	Drawing Maps
Early Years	Begin to draw maps in their play to represent places and journeys, real and imagined.
Year 1	Draw simple picture maps to represent places and journeys, real and imagined.
Year 2	Draw a map of a real place. (e.g., add detail to a sketch map from aerial photograph).
Year 3	Try to make a map of a short route experienced, with features in correct order. Try to make a simple scale drawing.
Year 4	Make a map of a short route experienced, with features in correct order. Make a simple scale drawing.
Year 5	Begin to draw a variety of thematic maps based on their own data.
Year 6	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.

Year Group	Representations
Early Years	N/A
Year 1	Use own symbols on imaginary map.
Year 2	Begin to understand the need for a key. Use class agreed symbols to make a simple key.
Year 3	Know why a key is needed. Use standard symbols.
Year 4	Know why a key is needed. Begin to recognise symbols on an OS map.
Year 5	Draw a sketch map using symbols and a key. Use/recognise OS map symbols.
Year 6	Use/recognise OS map symbols. Use atlas symbols.

Year Group	Using Maps
Early Years	Use a simple picture map to move around the school. Recognise that it is about a place.
Year 1	Use a simple map to move around the village.
Year 2	Use an infant atlas to locate places. Follow a route on a map. Use a plan view.
Year 3	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (E.g. whilst orienteering).
Year 4	Locate places on large scale maps, (e.g. Find UK or India on globe). Follow a route on a large-scale map.
Year 5	Compare maps with aerial photographs. Select a map for a specific purpose (e.g. Pick atlas to find Greece, OS map to find local village). Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world).
Year 6	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)

Year Group	Scale and Distance
Early Years	N/A
Year 1	Draw around objects to make a plan.
Year 2	Look down on objects to make a plan view map.
Year 3	Begin to draw a sketch map from a high viewpoint.
Year 4	Draw a sketch map from a high viewpoint.
Year 5	Draw a plan view map with some accuracy.
Year 6	Draw a plan view map accurately.

Year Group	Map Knowledge
Early Years	Identify the United Kingdom on a world map or globe.
Year 1	Begin to name and locate some places within/around the UK (hometown, cities, countries e.g. Wales, France).
Year 2	Locate and name on UK map major features e.g. London, River Thames, home location, seas.
Year 3	Begin to identify points on maps A, B and C.
Year 4	Begin to identify significant places and environments.
Year 5	Identify significant places and environments.
Year 6	Confidently identify significant places and environments.

Year Group	Style of Map
Early Years	Picture maps and globes.
Year 1	Picture maps and globes.
Year 2	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas.
Year 3	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.
Year 4	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs
Year 5	Use index and contents page within atlases. Use medium scale land ranger OS maps.
Year 6	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe

Topic Progression Grids

Year/Topic	Objectives	Semantic Knowledge	Procedural Knowledge
EYFS Topics Growing Just Like Me In the Woods Light & Dark Birds Flight Bugs, Bees & Butterflies Oh, I do like to be beside the seaside! Big Ideas Living Things Diversity Our Community Water Topics may be adapted at various points to allow for children's interests to flow through the provision.	Understanding the World This involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. ***See ELGs (page 5).***	The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. The capital of England is London. Our school is in Pulborough, West Sussex, England, The United Kingdom. There are four seasons in the United Kingdom: spring, summer, autumn and winter. Each season has typical weather patterns. All types of weather can affect the environment and how we use it. For example, on sunny days, people might go to the park or the coastline. On cold, icy days, roads and rivers can be frozen. Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities. A place can be important because of its location, use buildings or landscape. Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship. Large physical features include rivers, mountains, oceans and the coastline. Name some common physical features in the locality and beyond. A map is a picture or drawing of an area of land or sea. Globes and maps can show us the location of different places around the world. Maps and photographs can be used to show key features of the local environment. Use photographs and maps to identify and describe human and physical features from their locality. Geographical information can be collected by using simple tally charts and pictograms. Begin to collect simple geographical data during fieldwork activities. Natural materials include wood, stone and sand. Man-made materials include metal, plastic, glass and fabric. Materials can be used to build and make things. Name some natural and man-made materials in the environment. Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground. Globes and maps can show us the location of different places around the world. Positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind, in front of, in between, above, below and underneath.	Teacher-led enquiries, respond to simple questions. Begin to follow simple directions (Up, down, left/right, forwards/backwards). Begin to draw maps in their play to represent places and journeys, real and imagined. Use a simple picture map to move around the school. Recognise that it is about a place. Identify the United Kingdom on a world map or globe. Use globes and picture maps. **Vocabulary** human feature physical feature season spring summer autumn winter weather environment sunny warm hot cold icy frozen melted coastline United Kingdom globe map local identify describe collect information landscape natural material man-made river mountain ocean coastline harmful landscape effect area location place in on next to behind in front of in between above below underneath land sea climate culture wildlife

Year/Topic	N.C. Objectives	Prior Knowledge	Semantic Knowledge	Procedural Knowledge
Year 1&2 Cycle A Bright Lights, Big City <u>Big Ideas</u> Rulers & Monarchy Travel & Exploration	**Location Knowledge** Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. **Place Knowledge** Understand geographical similarities and differences through studying the human and physical geography of a *city* in the UK, and a *city* of a contrasting non-European country. **Human and Physical Geography** 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. Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. **Geographical Skills & Fieldwork** Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. 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 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.	The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. The capital of England is London. Our school is in Pulborough, West Sussex, England, The United Kingdom. There are four seasons in the United Kingdom: spring, summer, autumn and winter. Each season has typical weather patterns. Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship. Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities. A place can be important because of its location, use buildings or landscape. Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship. Large physical features include rivers, mountains, oceans and the coastline. Name some common physical features in the locality and beyond. A map is a picture or drawing of an area of land or sea. Globes and maps can show us the location of different places around the world. Maps and photographs can be used to show key features of the local environment. Use photographs and maps to identify and describe human and physical features from their locality.	The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages. England is the biggest country in the United Kingdom The United Kingdom is in the continent of Europe. Our school is in Pulborough, West Sussex, England, The United Kingdom, Europe. Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Physical features are naturally created features of the Earth. Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location. A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past. A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. An aerial photograph or plan perspective shows an area of land from above. Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.	Follow directions (Up, down, left/right, forwards/backwards and NSEW). Use an infant atlas to locate places. Use a plan view. Begin to name and locate some places within/around the UK e.g., hometown, cities, countries. Locate and name on UK map major features e.g., London, River Thames, home location, seas. **Vocabulary** human feature physical feature country United Kingdom England Scotland Wales Northern Ireland city capital city London Edinburgh Cardiff Belfast town village similar different compare travel tourist explore visit flag globe atlas map oblique key aerial view planning view compass North South East West directional language

Year/Topic	N.C. Objectives	Prior Knowledge	Semantic Knowledge	Procedural Knowledge
Year 1&2 Cycle A Frozen Planet <u>Big Ideas</u> Water Living Things Responsibility	**Location Knowledge** Name and locate the world's 7 continents and 5 oceans **Place Knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and the polar regions. **Human and Physical Geography** Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. **Geographical Skills & Fieldwork** Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map.	The United Kingdom is in the continent of Europe. Our school is in Pulborough, West Sussex, England, The United Kingdom, Europe. Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Physical features are naturally created features of the Earth. Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. An aerial photograph or plan perspective shows an area of land from above. Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.	A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. The Arctic is at the very top of the Earth. It includes the areas around the North Pole. It isn't a country or a continent. It is mostly a frozen ocean. The Arctic includes parts of lots of different countries. Antarctica is at the bottom of the Earth. It includes the areas around the South Pole. It is a continent because it is an area of land, covered in ice. There are no towns or cities in Antarctica as no one lives their all the time. Places can be compared by size, location, weather and climate. Colder regions of the world are mostly found around the Poles and warmer regions near the Equator. Antarctica is the coldest and windiest place on Earth. The Arctic only has two seasons. It has long, cold winters and short, cool summers. A physical feature is one that forms naturally and can change over time due to weather and other forces. Physical features of the Arctic include mountains, fjords, islands, plateaus, glaciers and icebergs. Physical features of the Antarctic include valleys, seas, mountains, glaciers and icebergs. Animals that live in the polar regions all have special adaptations (skills or features they have developed) which allow them to live in such cold temperatures. Arctic animals include arctic foxes, polar bears, walruses and reindeer. Antarctic animals include penguins, orcas, seals and dolphins. Our world has been getting hotter due to things humans are doing, like the way we make energy, farm and cut down trees. The polar ice caps are melting because of climate change which means it is harder for the animals who live in these regions to survive.	**Vocabulary** continent country ocean sea Africa Antarctica Asia Australia Europe North America South America Arctic Ocean Atlantic Ocean Indian Ocean Pacific Ocean Southern Ocean Earth North Pole frozen ice top bottom town city compare size location weather climate region polar north pole south pole equator season winter summer spring autumn physical feature mountain fjord island plateau glacier iceberg valley adaption climate change survive

Year and Topic	N.C. Objectives	Prior Knowledge	Semantic Knowledge	Procedural Knowledge
Year 1&2 Cycle B Our Wonderful World <u>Big Ideas</u> Water Living Things Responsibility Diversity Society & Culture	**Location Knowledge** Locate the world's countries using maps of South America, concentrating on their: Environmental regions: rainforest weather and weather forecast. Key physical and human characteristics: the life of a child in the rainforest, rainforest animals and rainforest layers. **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of South America. **Human and Physical Geography** Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals and water. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts and rivers. **Geographical Skills & Fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	The United Kingdom (UK) is a union of four countries: England, Scotland, Wales and Northern Ireland. The capital city of England is London. Our school is in Pulborough, West Sussex, England, the United Kingdom.	A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain. Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there. A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. Places can be compared by size, amenities, transport, location, weather and climate. Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there. Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Physical features are naturally created features of the Earth. Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices. Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples. Data is information that can be collected and used to answer a geographical question.	**Vocabulary**

Year and Topic	N.C. Objectives	Prior Knowledge	Semantic Knowledge	Procedural Knowledge
Year 1&2 Cycle B Land Ahoy <u>Big Ideas</u> Water Travel & Exploration	**Location Knowledge** Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. **Human and Physical Geography** Identify seasonal and daily weather patterns in the UK and the location of hot (Hawaii, Australia, New Zealand, Tahiti) and cold areas of the world in relation to the Equator and the North and South Poles. **Geographical Skills & Fieldwork** 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 world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. An aerial photograph or plan perspective shows an area of land from above. Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there. Physical features are naturally created features of the Earth. Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation	An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth. A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom. A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef. A physical feature is one that forms naturally, and can change over time due to weather and other forces. An aerial photograph or plan perspective shows an area of land from above. Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another. An aerial photograph or plan perspective shows an area of land from above. An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).	**Vocabulary**

Year/Topic	N.C. Objectives	Prior Knowledge	Semantic Knowledge	Procedural Knowledge
Year 3 Flow <u>Big Ideas</u> Water Our Community	**Location Knowledge** Identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian. **Human and Physical Geography** Describe and understand key aspects of physical geography *(rivers).* Describe and understand key aspects of human geography *(how rivers are used).* **Geographical Skills & Fieldwork** 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.	The River Arun runs though Pulborough. The River Thames runs through London.	Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. A river is a body of water that flows downhill, usually to the sea. The place where a river starts is called the source. Tributaries are small rivers or streams that flow into larger rivers or lakes. Meanders are bends in rivers. The place where a river flows into the sea is called the mouth. Rivers, and the landscape that surrounds them, have different characteristics. The upper course of a river is typically steep, narrow and rocky. The water is fast-flowing and turbulent. The middle course of a river is wider, deeper and curves in meanders. The water flows more slowly. The lower course of a river is flat and wide. The water runs into estuaries or creates deltas. Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Other significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze. Erosion involves the wearing down of rock and soil found along the riverbed and banks. Erosion also involves the breaking down of the rock particles being carried downstream by the river. Transportation is the movement of materials in rivers as they flow downstream. Deposition occurs when a river loses energy and material being carried is dropped or deposited. Flooding can happen for a wide variety of natural and human reasons including excessive rainfall, lack of river dredging, land use and the topography of the land. Flooding can cause a wide range of problems including damaging property and equipment, contaminating farmland and cutting people off from vital services and supplies of food and water. Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power. People have built settlements near rivers for thousands of years because rivers provide all the basic needs for life. Maps, globes and digital mapping tools can help to locate and describe significant geographical features. Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. Water cannot be made. It is constantly recycled through a process called the war cycle.	Use non-fiction books, stories, atlases, pictures/photos and internet as sources of information. Begin to collect and record evidence. Locate places on larger scale maps e.g., map of Europe. Follow a route on a map with some accuracy. Begin to identify points on maps A, B and C. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs. **Vocabulary** river source tributary channel floodplain riverbank mouth meander oxbow lake waterfall v shaped valley interlocking spurs aquatic collection condensation current degrade erosion evaporation fertile flood nutrient pollution precipitation sediment silt soft rock hard rock leisure housing industry transport agriculture settlement needs disadvantage map atlas primary data observation latitude longitude equator Arun Thames Nile Amazon Yangtze Mississippi Volga Ganges

Year and Topic	N.C. Objectives	Prior Knowledge	Semantic Knowledge	Procedural Knowledge
Year 3 Urban Pioneers <u>Big Ideas</u> Our Community Society & Culture	**Location Knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their *major cities.* Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country *(Pulborough, Southampton, Birmingham and Rio).* **Human and Physical Geography** Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical Skills & Fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages. Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location. A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past. Land use types include leisure, housing, industry, transport and agriculture.	Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs. A capital city is the centre of government of a country. Most cities developed near rivers and ports, which provide good transport links, or were close to natural resources, such as coal. Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture. Primary data includes information gathered by observation and investigation. The term geographical evidence relates to facts, information and numerical data. Maps, globes and digital mapping tools can help to locate and describe significant geographical features. Features of a city include a cathedral, tourist office, city hall, train station, main square and shops. The four points of a compass are north, south, east, west.	Begin to ask/initiate geographical questions. Analyse evidence and begin to draw conclusions, e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Use 4 compass points to give directions. Try to make a simple scale drawing. Use large scale OS maps. Know why a key is needed. Use standard symbols. Begin to draw a sketch map from a high viewpoint. Begin to identify features on aerial/oblique photographs. Investigate places at more than one scale. **Vocabulary** human feature physical feature capital city city town village hamlet capital city London Edinburgh Cardiff Belfast Rio Birmingham Southampton district industry port residential settlement urban monument similarities differences compare tourist explore visit commute derelict planning development globe atlas map oblique key Ordnance Survey aerial view planning view

Year and Topic	N.C. Objectives	Prior Knowledge	Semantic Knowledge	Procedural Knowledge
Year 3 Tremors <u>Big Ideas</u> Geology	**Location Knowledge** 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. **Human and Physical Geography** Describe and understand key aspects of physical geography *(volcanoes).* **Geographical Skills & Fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Collect, analyse and communicate a range of data.	Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Maps, globes and digital mapping tools can help to locate and describe significant geographical features. The term geographical evidence relates to facts, information and numerical data.	Tectonic plates are pieces of the rocky outer layer of the Earth known as the crust. A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage. Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage. Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre. When volcanoes erupt, they emit gases, lava and ash. Volcanic eruptions can destroy habitats, homes and businesses and can change the landscape. Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire. The ring of fire runs around the edge of the Pacific Ocean aid is made up of fault lines in the Earth's crust. Most of the world's earthquakes and volcanic eruptions happen along here.	Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Locate places on larger scale maps, e.g. map of Europe. Use letter/no. co-ordinates to locate features on a map. Begin to identify points on maps A, B and C. **Vocabulary** Physical feature volcano effusive eruption explosive eruption volcanic eruption lava ash gas pyroclastic flow mudslide magma magma chamber explode geologist igneous metamorphic natural disaster widespread severe tectonic plates volcanic eruption plate boundaries crust crack volcanologist Mount Vesuvius Pompeii Laki Krakatoa San Andreas Fault Ring of Fire active ash cloud conduit crater dormant Herculaneum layers of rock main vent molten rock mountain secondary vent sill volcanic bombs

Year and Topic	N.C. Objectives	Prior Knowledge	Semantic Knowledge	Procedural Knowledge
Year 4 Rumble in the Jungle <u>Big Ideas</u> Living Things Responsibility Diversity	**Location Knowledge** Locate the world's countries using maps of South America, concentrating on their: Environmental regions: rainforest weather and weather forecast. Key physical and human characteristics: the life of a child in the rainforest, rainforest animals and rainforest layers. **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of South America. **Human and Physical Geography** Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals and water. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts and rivers. **Geographical Skills & Fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		a biome is a natural area of plants and animals.	Ask and respond to questions and offer their own ideas. Collect and record evidence with some aid. Begin to identify significant places and environments. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. Locate places on large scale maps, (e.g globe). **Vocabulary**

Year and Topic	N.C. Objectives	Prior Knowledge	Semantic Knowledge	Procedural Knowledge
Year 4 Road Trip USA <u>Big Ideas</u> Diversity Society & Culture Beliefs	**Location Knowledge** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of North America. **Human and Physical Geography** Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. **Geographical Skills & Fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Maps, globes and digital mapping tools can help to locate and describe significant geographical features. Previously studied: The Mississippi River. San Andreas Fault line, California. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.	The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The United States of America (US or USA) is a country made up of 50 states. 48 states are joined together on the mainland, Alaska is found north-west of Canada and Hawaii is an island state in the Pacific Ocean. The capital city of USA is Washington DC, and each state has a capital. New York was the previous capital city. The USA has a diverse population, including Native Americans. The climate is temperate in most places with some exceptions: Alaska is polar, Hawaii and South Florida are tropical and The Great Plains are arid. A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved. Human features can be interconnected by function, type and transport links. Physical features: Grand Canyon, Old Faithful geyser, Monument Valley, Niagara Falls. Human features: Statue of Liberty, Mount Rushmore, Hoover Dam and Golden Gate Bridge. An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. LONGITUDE LATITUDE The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator.	Extend to satellite images, aerial photographs. Investigate places and themes at more than one scale. Analyse evidence and draw conclusions, e.g. make comparisons between locations photos, pictures and maps. Begin to identify significant places and environments. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. Locate places on large scale maps, (e.g globe). **Vocabulary** borough city capital city civil right climate colony indigenous landmark Native American physical feature human feature president reservation state tribe

Year and Topic	N.C. Objectives	Prior Knowledge	Semantic Knowledge	Procedural Knowledge
Year 4 Misty Mountain, Winding River <u>Big Ideas</u> Geology Water Our Community	**Location Knowledge** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Human and Physical Geography** Describe and understand key aspects of physical geography, including *mountains and recap of rivers.* **Geographical Skills & Fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains Maps, globes and digital mapping tools can help to locate and describe significant geographical features. A river is a body of water that flows downhill, usually to the sea. The place where a river starts is called the source. Tributaries are small rivers or streams that flow into larger rivers or lakes. Meanders are bends in rivers. The place where a river flows into the sea is called the mouth. Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. The River Arun runs though Pulborough. Primary data includes information gathered by observation and investigation. **See progression grid for Flow for more details of coverage.**	A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved. A mountain is a natural elevation of the Earth's surface, rising to a summit. Mountains have an elevation greater than that of a hill, usually greater than 610m. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines. There are four mountain ranges in the UK that are home to each country's highest mountain: Ben Nevis, in the Grampian Mountains, Scotland; Scafell Pike, in the Cumbrian Mountains, England; Snowdon, in the Snowdonia Mountains, Wales; and Slieve Donard, in the Mourne Mountains, Northern Ireland. Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life. Topography is the arrangement of the natural and artificial physical features of an area. A contour line is a line on a map that joins areas of equal height and shows the elevation of features in the landscape. Mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau. Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet. An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.	Use letter/no. co-ordinates to locate features on a map confidently. Begin to identify significant places and environments. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. Locate places on large scale maps, (e.g globe). **Vocabulary** physical feature mountain mountain range hill elevation summit significant Ben Nevis Grampian Mountains Snowdon/Yr Wyddfa Helvellyn Pen y Fan Scottish Highlands Pennines Scafell Pike Cambrian Mountains Snowden Slieve Donard Mourne Mountains altitude altitudinal zone climate wildlife forest tundra environment adaption plate boundary ridge topography tectonic plate magma weathering fold mountain volcanic mountain fault-block mountains dome mountains contour lines secondary data atlas erosion

Year and Topic	N.C. Objectives	Prior Knowledge	Semantic Knowledge	Procedural Knowledge
Year 4 Rumbles <u>Big Ideas</u> Geology	**Location Knowledge** 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. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Human and Physical Geography** Describe and understand key aspects of physical geography *(Earth's layers, tectonic plates, volcanoes, earthquakes, tsunamis).* **Geographical Skills & Fieldwork** 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.	Tectonic plates are pieces of the rocky outer layer of the Earth known as the crust. Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre. Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage. A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage. Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire.	The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes. Over 200 million years ago, all the Earth's continents were joined together as one supercontinent called Pangaea. Continental drift caused the supercontinent to break up and move apart to create the continents we have today. The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle. Convergent tectonic plates push together. Divergent tectonic plates pull apart. Transform tectonic plates slide past each other. Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage. Earthquakes can cause short and long-term problems. Short-term problems include fear, injury from falling debris and loss of personal items. Long-term problems include loss of homes, lack of water and sanitation, damaged roads and transport networks and loss of jobs and services. A tsunami is a series of waves in the sea or ocean, caused by an earthquake, volcanic eruption or other underwater explosion. In 2004, an earthquake off the coast of northern Sumatra triggered a series of tsunamis that travelled across the Indian Ocean causing widespread damage and destruction.	Use letter/number co-ordinates to locate features on a map confidently. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. Locate places on large scale maps, (e.g globe). **Vocabulary** physical feature continent supercontinent Pangea Continental drift structure layers crust mantle outer core inner core tectonic plates convergent molten magma plate boundaries volcanic eruption natural disaster geographical activity earthquake tsunami inland

Year and Topic	N.C. Objectives	Prior Knowledge	Semantic Knowledge	Procedural Knowledge
Year 5 Earth in Space <u>Big Ideas</u> Diversity Travel & Exploration	**Location Knowledge** Identify position/significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones. **Human and Physical Geography** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **Geographical Skills & Fieldwork** Use the 8 points of a compass, 4 and 6-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.	An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator. The four points of a compass are north, south, east, west. Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.	The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area. The Tropic of Cancer and the Tropic of Capricorn are at 23.5° north and south of the equator. The Arctic Circle and Antarctic Circle are 66.5° north and south of the equator. The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later. Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features. The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW). When giving a four-figure grid reference, give the two-digit eastings first followed by the two-digit northings. A four-figure grid reference locates a square on a map. Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places. Analyse and compare a place, or places, using aerial photographs. atlases and maps.	Use 8 compass points. Begin to use 4 figure co-ordinates to locate features on a map. Draw a sketch map using symbols and a key. Use/recognise OS map symbols. Analyse evidence and draw conclusions, e.g. compare historical maps of varying scales, e.g. temperature of various locations - influence on people/everyday life. Confidently use an atlas. Recognise world map as a flattened globe. **Vocabulary** Northern Hemisphere Southern Hemisphere equator Prime Meridian North Pole South Pole longitude latitude vertical horizontal compass north east south west north-east south-east south-west north-west coordinate grid reference four-figure six-figure eastings northings locate Tropic of Cancer Tropic of Capricorn Arctic Circle Antarctic Circle Time zone Greenwich Mean Time (GMT)

Year and Topic	N.C. Objectives	Prior Knowledge	Semantic Knowledge	Procedural Knowledge
Year 5 The Waves <u>Big Ideas</u> Water Living Things Responsibility	**Human and Physical Geography** Describe and understand key aspects of physical geography including: biomes. **Location Knowledge** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Geographical Skills & Fieldwork** 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.	The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.	Biomes are large areas that share similar climates, vegetation belts and animal species. They also include aquatic areas. The aquatic biome is the largest biome, covering nearly 75% of our planet and can be divided into two main categories: freshwater (lakes, ponds, rivers streams and wetlands) and saltwater (ocean). There are five oceans called the Atlantic, Pacific, Indian, Arctic and Southern Oceans. Each ocean has its own climate depending on its location in the world. Seas are smaller than oceans and can be surrounded by land e.g. the Red, Black and Caspian Seas. The ocean has five different layers: the sunlight zone, the twilight zone, the midnight zone, the abyss and the trenches. As the depth increases, the temperature and light level falls and the pressure rises making it a difficult place to live. Oceans are home to hundreds of thousands of marine species, each specially adapted to live at specific depths. The Great Barrier Reef, on the north-eastern coast of Australia, is the longest and largest coral reef in the world, with over 600 types of coral. Corals are at risk of being destroyed by climate change, pollution and consumers. Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis. An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.	Begin to use atlases to find out about other features of places, (e.g. find wettest part of the world). Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Identify significant places and environments. Confidently use an atlas. Recognise world map as a flattened globe. **Vocabulary** ocean sea surface climate biome aquatic marine location surrounded sunlight zone twilight zone midnight zone trenches depth temperature light level pressure species adaption coral invertebrate colonies exoskeleton reef climate change pollution consumer oceanography submarine diving

Year and Topic	N.C. Objectives	Prior Knowledge	Semantic Knowledge	Procedural Knowledge
Year 6 Frozen Kingdom <u>Big Ideas</u> Water Living Things Responsibility Geology	**Location Knowledge** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Human and Physical Geography** Understand geographical similarities and differences through the study of human and physical geography of the polar regions. Describe and understand key aspects of physical geography: climate zones. Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical Skills & Fieldwork** 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.	An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.	The boundaries of the polar regions are marked by the Arctic and Antarctic Circles. The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced. It is the tilt towards the Sun that creates near-constant daylight, known as polar day or Midnight Sun. The tilt away from the Sun creates near constant darkness, known as polar night. The Arctic is the area that is north of the Arctic Circle (66.5°N). The Arctic region is made up of the Arctic Ocean, surrounded by the continents of Europe, Asia and North America. Physical features of the Arctic include ice sheets, ice caps, mountains and hills, large rivers and lakes, tundra (areas of permanently frozen soil) and some coniferous forest. The Arctic has long, cold, dark winters and cool, light summers. The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent, located south of the Antarctic Circle (66.5°S). Most of the landscape is ice-covered mountains, glaciers or ice sheets. The South Pole (90°S) is the most southern geographical point on Earth. The Antarctic has long, cold, dark winters and cool, light summers. There are two oceans in Earth's polar regions. The Arctic Ocean is in the north polar region. The Southern Ocean is in the south polar region. They are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs. The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice.	Use primary and secondary sources of evidence. Investigate places with more emphasis on the larger scale; contrasting and distant places. Use atlas symbols. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Confidently use an atlas. **Vocabulary** Polar region boundaries Antarctic Circle Arctic Circle Midnight Sun Polar Night Continent Country Aurora Australis Aurora Borealis climate expedition explorer food chain freeze glacier habitat ice iceberg ice sheet icicle igloo Inuit people North Pole ocean seabed settlement sledge snow snowstorm snowdrift South Pole temperature tundra biome climate coniferous forest longitude latitude

			Icebergs are large pieces of frozen freshwater that have calved from glaciers, ice shelves or larger icebergs. Glaciers are slow-moving masses of ice that are made of compacted snow. Mountains are raised pieces of land that are usually covered in snow and ice. Ice fields are large areas of connected glaciers. Tundra is land where it is too cold for trees to grow as the ground is permanently frozen (permafrost). Boreal forests are large areas of land just south of the Arctic Circle where coniferous trees grow. Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming. Satellite images are photographs of Earth taken by imaging satellites. Use satellite imaging and maps of different scales to find out geographical information about a place.	

Year and Topic	N.C. Objectives	Prior Knowledge	Semantic Knowledge	Procedural Knowledge
Year 6 Explorers & Adventurers <u>Big Ideas</u> Diversity Travel & Exploration Geology	**Location Knowledge** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Human and Physical Geography** Understand geographical similarities/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 in North or South America. **Geographical Skills & Fieldwork** 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.	Biomes are large areas that share similar climates, vegetation belts and animal species. They also include aquatic areas. The aquatic biome is the largest biome, covering nearly 75% of our planet and can be divided into two main categories: freshwater and saltwater. The rainforest biome is home to a variety of tropical plants and animals and found in regions that are warm all year round. Unfortunately, rainforests now cover less than 6% of our planet but still produce about 40% of our oxygen. The tundra biome is the coldest biome and therefore has little plant and animal variety. Tundra biomes cover approximately one fifth of the Earth's surface. A vegetation belt is an area with distinct plant types, determined by climate, soil, drainage and elevation. Maps, globes and digital mapping tools can help to locate and describe significant geographical features. An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. Satellite images are photographs of Earth taken by imaging satellites. Use satellite imaging and maps of different scales to find out geographical information about a place.	An ecosystem is a system of plants and animals which are interconnected and working together and an ecosystem covering a large area of a continent is called a biome. There is no exact number when it comes to types of biomes, but many people believe there are six main ones (aquatic, rainforest, tundra, desert, forest and grassland). Biomes are defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation. Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics. Desert biomes cover about one fifth of our planet and are extremely dry areas. Depending on their location, they can be either hot or cold. Plants and animals have evolved over time to adapt to the harsh environment. Forest biomes are home to a variety of trees and other plants. They cover about 30% of our Earth's surface and are extremely important to our ecosystem as they store carbon and provide many materials that we use Most grassland biomes are made up of a variety of grasses with very few trees or large plants. The two main types of grasslands found are 'tall-grass' (humid and wet), and 'short-grass' (dry). This biome is very popular for farming due to the rich soil. Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures. The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life. A thematic map shows information on a particular topic or theme.	Suggest questions for investigating. Collect and record evidence unaided. Use atlas symbols. Locate places on a world map. Confidently identify significant places and environments. Recognise world map as a flattened globe **Vocabulary** ecosystem natural area biome aquatic desert forest tundra rainforest tropical grassland savannah climate zone human feature physical feature survive adapt harsh conditions Tropic of Cancer Tropic of Capricorn Arctic Circle Antarctic Circle latitude longitude altitude thematic map

Year and Topic	N.C. Objectives	Prior Knowledge	Semantic Knowledge	Procedural Knowledge
Year 6 All About Me (shorter map-based topic due to production) <u>Big Ideas</u> Beliefs Diversity Our Community	**Geographical Skills & Fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features. The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW). When giving a four-figure grid reference, give the two-digit eastings first followed by the two-digit northings. A four-figure grid reference locates a square on a map. Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places. Analyse and compare a place, or places, using aerial photographs. atlases and maps. Maps, globes and digital mapping tools can help to locate and describe significant geographical features. An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. Satellite images are photographs of Earth taken by imaging satellites. Use satellite imaging and maps of different scales to find out geographical information about a place. A thematic map shows information on a particular topic or theme.	A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map. Use four or six-figure grid references and keys to describe the location of objects and places on a map. Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features. Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.	Use 8 compass points confidently and accurately. Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Confidently identify significant places and environments. **Vocabulary** Northern Hemisphere Southern Hemisphere equator Prime Meridian North Pole South Pole longitude latitude vertical horizontal compass north east south west north-east south-east south-west north-west co-ordinate grid reference four-figure six-figure eastings northings locate