



Geography Curriculum

Learning as a family in Jesus, through **Love, Hope and Forgiveness**

‘with God all things are possible.’ Matthew 19:26



Intent

Our intent is that our teaching of Geography will help pupils gain a coherent knowledge and understanding of their locality around St James, Great Britain and the world around them. We intend for our curriculum to inspire curiosity about the world we live in and develop a desire to explore. We intend to widen the children's worlds and experiences by teaching a real and relevant curriculum enabling children to applying the skills and knowledge to create long life learners.

Fieldwork will be undertaken by all children in each year. They will get the opportunity to explore their locality and undertake projects and observations of the coast, rivers and the local area.

In order to achieve this, we have a carefully mapped out curriculum to build on key concepts and progression across the key stages. Children will be confident using a variety of sources, real hands on fieldwork and making links, comparisons and understand how this impacts them and others.

Where possible, links are made with other curriculum subject's. These links will allow opportunities to understand the complexity of people's lives, process of change, diversity of societies and different groups as well as their own position in the world and the challenges of their time.

We want all children to have a love of geography and the world beyond the curriculum. Learning will be memorable and raise aspirations impacting their future lives. In a rapidly changing world, we aim to equip our children with the knowledge and understanding needed to succeed as a geographer.



<u>Contents</u>	<u>Page</u>
-----------------	-------------

Overview	@
----------	---

<u>Curriculum</u>	
-------------------	--

EYFS	@
------	---

Year 1	@
--------	---

Year 2	@
--------	---

Year 3	@
--------	---

Year 4	@
--------	---

Year 5	@
--------	---

Year 6	@
--------	---

Resources in school	@
---------------------	---



AGE PHASE	YEAR Group						
EYFS	R	Me Lives of people around them Study immediate environment using knowledge from maps	Gruffalo Seasonal changes Woodland animal habitats	Around the world Our local area and countries of the world What St James and homes in the area looked like in the past. Volcanoes - exploring the natural world around them – recognising some environments are different to the one in which they live - contrasting environments	Beware of the Bears Seasonal changes	People who help us People who help us	Brilliant bugs and beasts Seasonal changes Animals including life cycles



KS1	1		A Walk in the Park Locational Knowledge/Field work (school grounds, using a key) and Weather patterns	Explorers 7 Continents and 5 oceans. World Atlas, globes to identify UK – countries and capital cities.		Creatures Human and Physical features of hot and cold areas (links with Science) including seasonal and daily weather patterns.	Seaside Aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
		Identify seasonal and daily weather patterns in the UK – To be taught across whole year – display created in Autumn during A Walk in the Park and added to as the weather changes.					
	2		Scouting Around Geography (continued from history in term 1 – Local Area) Poole Harbour – Human and Physical geography of a small area of UK (settlement of Poole).		Fire Fire Geography - UK locational knowledge – investigation – similar characteristics (human and physical features) of 4 countries and capital cities (London, Cardiff, Belfast, Edinburgh) - narrowing in on London.	Mexico Geography - Similarities and differences in human and physical geography between Poole Harbour and a small area in Mexico – Chetumal (non-European country)	



LKS2	3		Railway Revolution Geography – Pokesdown Station – fieldwork/sketching maps	Food Around the World Human Geography – Food/Water distribution – Learning how to use an atlases and Globes – vegetation belts - Where does your food come from? Can you shop locally? Food miles for your dinner – basic understanding of trade links/fair trade		Sport Place knowledge – Counties and Cities in UK (ordinance survey maps – 4 figure grid references) Focus Birmingham if good link????- somewhere to contrast to us (If you could go through 10 counties – how far could you get?) Changes in borders (Hadrians wall)	Nature Physical geography (rivers and water cycles)
	4	Survival Settlements and land use (<i>Maths – grid references or co- ordinates if studies in Geog</i>)		Climate Geography - Physical geography, climate zones	Mountains What makes mountains magnificent?		
UKS2	5	Ancient Greece Place knowledge - Study of the h and p geography of a		Earth and Space Time zones (Prime/Greenwich Meridian time zones – including day and night - science link)			Coasts Similarities and differences in human and physical



		European country (Greece).					geography, comparing Bournemouth to Rio de Jenaro – urbanisation/edge cities – Royal Geographical society (Beach trip) Types of settlements urban vs rural. Deforestation links to mining – trading minerals.
	6	Fantasy - Mortal Engines Urban and human geography – land use (plans and graphs) Put in medium term plans Chris shepherd to come in talk about environmental issues within sustainable towns. Use atlases and globes Ipads to travel there Design a town.		Environment – The Galapagos Volcanoes, earthquakes Impact of trade and economy of the environment - sustainable tourism	Ancient Civilizations – Shang Dynasty Geography links – Trade links	Election Geography - Locate world's countries on a map compare physical geography. Global trade links (Global market) - Panama canal made for ease of travel	



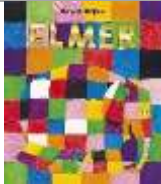
		Local Bournemouth development issues.					
--	--	---------------------------------------	--	--	--	--	--



EYFS



EYFS - Year R - ELG: People, Culture and Communities – Term 1 – All About Me

EYFS ELG Goals	Sticky Knowledge	Vocabulary	
<ul style="list-style-type: none">- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	<ul style="list-style-type: none">● the classroom is in the school● the school is in Pokesdown area● The school is next to Kings Park● The school is shown by a shape on a map	<ul style="list-style-type: none">- classroom, school, playground, wood, Kings Park, trees,- village, town, city, map, plan, country, UK, GB	
		Key Places	Linked Texts
		Classrooms and areas around the school Kings park Pokesdown	
Pre School Knowledge	Future Learning		
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue developing positive attitudes about the differences between people.	Recognise similarities and differences of geographical features in my own immediate environment. Talk about places and people within my local environment Use maps, atlases and globes to locate countries. Create a simple map of my local environment.		
Continuous Provision			
Build a home Observations and interactions in role play –			



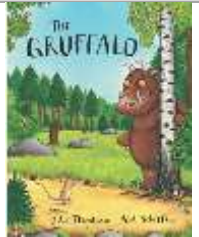
What links do children make between home life and school life? Who do you live with?

Home roleplay –

Observations and interactions in role play –

What links do children make between home life and school life?

EYFS - Year R - ELG: People, Culture and Communities – Term 2 – ‘Oh help! Oh no, it’s the Gruffalo’

EYFS ELG Goals	Sticky Knowledge	Vocabulary	
<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	This topic is a science focus (not Geog)	- wood, trees, country, countryside, mud, path,	
		Key Geographers	Key Text
			



Pre School Knowledge				Future Learning	
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue developing positive attitudes about the differences between people.					
Continuous Provision & Key Questions					
Outdoors	Malleable Play	Sensory Play	Construction	Small World	Role Play



EYFS - Year R - ELG: People, Culture and Communities – Term 3 All around the World

EYFS ELG Goals	Sticky Knowledge	Vocabulary	
<ul style="list-style-type: none">Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	I can tell you the main similarities and differences between China, India and UK I know that Chinese food originated in China I know that Chinese NY originated in China I can draw information from a simple map	City, town, village, farm, house, shop Country England	
		Key Places	Linked Texts
		China India UK	
Pre School Knowledge		Future Learning	
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue developing positive attitudes about the differences between people.		Use maps, atlases and globes to locate countries. To compare our local area with a contrasting place in the UK	
Continuous Provision			
Local Area Walk - Describe their immediate environment using knowledge from observations. What key features do the children identify during the walk?			



Create a map of the local area -

immediate environment using knowledge from maps.

What key features have been drawn on map?

Create a map of the local area using small world objects.


What key features have been included?

Role Play includes artefacts of countries around the world.

similarities and differences between life in this country and life in other countries.

What are the similarities and differences?

EYFS - Year R - ELG: People, Culture and Communities – Term 4 Beware of the Bears

EYFS ELG Goals	Sticky Knowledge	Vocabulary	
<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	science and history focus	wood, woodland, tree, forest, clearing,	
		Key Geographers	Linked Texts
			
Pre School Knowledge		Future Learning	



<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Continue developing positive attitudes about the differences between people.</p>		
Continuous Provision - No UTW People, Communities and Culture focus this term		

EYFS - Year R - ELG: People, Culture and Communities – Term 5 People Who Help Us			
EYFS ELG Goals	Sticky Knowledge	Vocabulary	
<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, 	<p>people work in lots of different jobs in Pokesdown</p> <p>people in different jobs help us</p>	job, role, local, locality	
		Key Places	Linked Texts
		<p>Pokesdown</p> <p>St James</p>	Non-fiction texts



non-fiction texts and – when appropriate – maps.			
Pre School Knowledge		Future Learning	
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue developing positive attitudes about the differences between people.		Talk about people and places in my local environment.	
Continuous Provision			
Nurses, doctors, vets, police officers etc invited into school to talk about jobs.			
Understand the roles of the jobs in community.			
<i>Why is the job important?</i>			
Create a town with People who help us jobs located within the town.			
Understand the roles of the jobs in community.			
<i>Why is the job important?</i>			
Role play as a person who helps us			
Understand the roles of the jobs in community.			
<i>Why is the job important?</i>			

EYFS - Year R - ELG: People, Culture and Communities – Term 6 Brilliant Bugs and Beasts		
EYFS ELG Goals	Sticky Knowledge	Vocabulary
	science focus	



<ul style="list-style-type: none">● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.			
		Key Geographers	Linked Texts
Pre School Knowledge		Future Learning	
<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Continue developing positive attitudes about the differences between people.</p>			
Continuous Provision			
Become a wildlife ranger Observations of animals <i>What would your role be as a ranger?</i>			



Year 1



National Curriculum Objective	Sticky Knowledge	Vocabulary	
<p>Place Knowledge</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>Human and Physical Processes</p> <p>Identify seasonal and daily weather patterns in UK</p> <p>Geographical skills and fieldwork</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>I can identify the school on a map</p> <p>I know autumn, winter, spring, summer</p> <p>I know the weather associated with the four seasons</p> <p>I can identify features on an aerial photo</p> <p>I know that a simple map and a key represents a location</p> <p><i>Ideas:</i></p> <p><i>Develop a solid understanding of the School grounds</i></p> <p><i>Identify the school on a map and its surrounding area</i></p> <p><i>Study a Map of kings park</i></p> <p><i>Introduce an annual weather/seasons chart to be displayed and updated as the seasons/weather changes throughout the year</i></p> <p><i>Use aerial photographs to recognise landmarks our school and landmarks in our surrounding area</i></p> <p><i>Plan a walk around our immediate area identifying human and physical processes</i></p> <p><i>Devise a simple map with a key of route taken and processes in our local area</i></p> <p><i>Compare our local map with google earth to edit/update</i></p>	<p>key physical features, including: beach, cliff, coast, sea, ocean, river, soil, season and weather</p> <p>key human features, including: city, town, village, house, office, and shop</p>	
		<p>Key Places</p> <p>School, Beach, Southbourne, Bournemouth, Dorset, South Coast, Jurassic Coast</p>	<p>Linked Texts</p>
Prior Learning	Key Question(s)	Future Learning	
<p>Children have described their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and map</p> <p>Chn can recognise there are different countries in the world and discuss differences from photos</p>	<p>Can I recognise similarities and differences of geographical features in my own immediate environment?</p> <p>Can I talk about people and places in my local environment?</p>	<p>Compare our town with a contrasting city/town in a different country.</p> <p>Identify key features to identify whether it is a city, town, village, coastal or rural area.</p>	



Geographical Skills				
Locational Knowledge	Place Knowledge	Human Processes	Physical Processes	Geographical skills
Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. They also learn the worlds oceans and continents.	Have the children seen or spoken to an expert on that area? Is the place carefully selected to compare/contrast with our location at St James. Children can apply the skills of observing similarities and differences to places as well as people.	What are the geographical features caused by humans or by our interaction with the natural world.?	Study of science of spaces and places that are naturally occurring. What natural features are there?	What data do the children need to collect? How are they presenting their data? Children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.

KS1 - Year 1 – Term 3 – Explorers 7 Continents and 5 oceans. World atlas, globes to identify UK - countries and capital cities (map work).

National Curriculum Objective	Sticky Knowledge	Vocabulary	
<p>Location Knowledge</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Geographical skills and fieldwork</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>The 7 continents are called, Europe, Asia, N. America, S. America, Antarctica, Australia, Africa,</p> <p>The 5 oceans are Pacific, Atlantic, Indian, Arctic, Antarctic</p> <p>An OS map or globe is used to identify the UK countries</p> <p>The capitals of UK countries are London, Edinburgh, Belfast and Cardiff</p> <p>N, S, E & W are the four compass points</p> <p><i>Ideas:</i></p> <p><i>What are the 7 continents and five oceans?</i></p> <p><i>Main characteristics of England and its capital city?</i></p> <p><i>Main characteristics of Northern Ireland and its capital city?</i></p>	Key Places	Linked Texts
		7 continents	Atlases
		Uk countries	Books on capital cities?
		Capital cities	Explorers?



	<p><i>Main characteristics of Scotland and its capital city?</i></p> <p><i>Main characteristics of Wales and its capital city?</i></p> <p><i>Can you identify UK on a globe?</i></p> <p><i>Use a map to locate 4 countries of UK and capital cities. Use a map to identify where the countries are in relation to one another and What seas border uk?</i></p> <p><i>Design and create their own puzzle of uk and its surrounding seas.</i></p>			
Prior Learning	Key Question(s)			Future Learning
Children can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts and maps.	Can I name and locate the 4 countries making up the British Isles, with their capital cities?			Geographical investigation – what do all the capital cities in UK have in common? (all at the mouths of river, transport, links, airports)
	Can I name the surrounding seas of the UK?			
	What is this place like? Who will I see in this place? what do people do in this place?			
Geographical Skills				
Locational Knowledge	Place Knowledge	Human Processes	Physical Processes	Geographical skills
Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. They also learn the worlds oceans and continents.	Have the children seen or spoken to an expert on that area?	What are the geographical features caused by humans or by our interaction with the natural world.?	Study of science of spaces and places that are naturally occurring. What natural features are there?	What data do the children need to collect? How are they presenting their data? Children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.
	Is the place carefully selected to compare/contrast with our location at St James. Children can apply the skills of observing similarities and differences to places as well as people.			

KS1 - Year 1 – Term 5 – Creatures (Human and physical features of) **Hot and cold areas** (links with science to animal habitats) including seasonal and daily weather patterns

National Curriculum Objective	Sticky Knowledge	Vocabulary
-------------------------------	------------------	------------



Human and physical geography		Generally the weather is mild in spring and autumn, hot in summer and cold in winter (although this may change)		weather, season, autumn, spring, summer, winter, equator, leaves, trees, buds, climate	
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		I can look at leaves, flowers and buds on trees to identify seasons			
		Hot areas are generally located around the Equator			
		The cold areas are located around and towards the N/S Poles			
		Humans dress according to their climate and weather			
Prior Learning		Key Question(s)		Future Learning	
I can identify the school on a map		Can you name some hot/cold parts of the world?		To use 8 points on a compass, 4 grid references and keys to build knowledge of UK and wider world.	
I know autumn, winter, spring, summer		What is the equator?		Climate zones	
I know the weather associated with the four seasons					
I can identify features on an aerial photo					
I know that a simple map and a key represents a location					
Geographical Skills					
Locational Knowledge	Place Knowledge	Human Processes	Physical Processes	Geographical skills	
Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. They also learn the worlds oceans and continents.	Have the children seen or spoken to an expert on that area? Is the place carefully selected to compare/contrast with our location at St James. Children can apply the skills of observing similarities and	What are the geographical features caused by humans or by our interaction with the natural world.?	Study of science of spaces and places that are naturally occurring. What natural features are there?	What data do the children need to collect? How are they presenting their data? Children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.	



	differences to places as well as people.			
--	--	--	--	--

KS1 - Year 1 – Term 6 - seaside Ariel photos, plan perspectives. Landmarks.

National Curriculum Objective	Sticky Knowledge	Vocabulary	
<p>Place knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>Geographical skills and fieldwork</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>I can identify rivers, sea, woods, roads, mountains on a map</p> <p>I know N,S,E,W and words to locate routes on a map</p> <p>I can draw symbols for woods, roads, rivers etc on a map key</p> <p>I can plot and follow a route</p> <p><i>Ideas:</i></p> <p><i>Aerial photos of southbourne beach – human and physical features of the beach.</i></p> <p><i>Plan a route to the beach and plot human and physical features on the route</i></p> <p><i>Use compass directions to plot a route</i></p> <p><i>Create a map of the beach and us a key</i></p>	<p>key physical features, including: beach, cliff, coast, sea, ocean, season and weather</p> <p>key human features, including: town, house, office, harbour and shop</p>	
		Key Places	Linked Texts
		<p>Fishermans walk</p> <p>Southbourne beach</p> <p>Our school</p> <p>Southbourne Highstreet</p> <p>Tesco express</p> <p>Pokesdown station</p>	



Prior Learning		Key Question(s)		Future Learning
I know that a simple map and a key represents a location I can identify the school on a map		Can you use 4 points on a compass to describe the location of features on a map? Can you devise a simple map?		Create maps of locations using keys 8 points on a compass locationsal and directional language to describe the locations on features on a map.
Geographical Skills				
Locational Knowledge	Place Knowledge	Human Processes	Physical Processes	Geographical skills
Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. They also learn the worlds oceans and continents.	Have the children seen or spoken to an expert on that area? Is the place carefully selected to compare/contrast with our location at St James. Children can apply the skills of observing similarities and differences to places as well as people.	What are the geographical features caused by humans or by our interaction with the natural world.?	Study of science of spaces and places that are naturally occurring. What natural features are there?	What data do the children need to collect? How are they presenting their data? Children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.



Year 2



KS1 - Year 2 – Term 1/Term2 – Scouting Around- Poole Harbour – Human and physical geography of a small area of the UK. (Settlement of Poole)

National Curriculum Objective	Sticky Knowledge	Vocabulary	
<p>Place knowledge</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – Poole Harbour/Brownsea Island</p> <p>Human and physical geography</p> <p>Geographical skills and fieldwork</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Poole Harbour is the largest natural harbour in the world</p> <p>The first scout camp took place on Brownsea Island in 1907</p> <p>Poole Harbour was settled by ancient man</p> <p>Sandbanks is a natural spit</p> <p>Oil is extracted in the harbour</p> <p><i>Ideas: Physical feature - Poole harbour – largest natural harbour in the world</i></p> <p><i>Brownsea island where 1st scout camp took place where scouting movement started.</i></p> <p><i>Port – physical features</i></p> <p><i>Agglestone rock – the story looking at features</i></p> <p><i>Aerial maps – what is it where is it?</i></p> <p><i>Google maps – are there any other harbours along the south coast – what/where?</i></p> <p><i>BarFleur – Ferry to france – what is it what route does it take?</i></p> <p><i>Human – settlement of poole</i></p> <p><i>Timeline of settlement of poole - from roman, saxon, norman, ,medieval, elizabethan</i></p> <p><i>Use simple fieldwork and observational skills with increasing confidence to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. Collect data from the local area. Ask and answer simple geographical questions</i></p>	<p>Spit, beach, harbour, nature reserve, agglestone stone , old harry rock, stack, corfe castle , furzy island , green island, re squirrels, national trust, nature reserve. Bay dock cove haven</p>	
		Key People/Places	Linked Texts
		<p>Baden Powel</p> <p>Poole harbour</p> <p>Brownsea island</p> <p>Scouting movement</p> <p>Agglestone rock</p> <p>BarFleur</p>	



	(e.g. What is this place like? What or who will I see in this place? What do people do in this place?)			
Prior Learning		Key Question(s)		Future Learning
I can identify the school on a map I can identify features on an aerial photo I know that a simple map and a key represents a location I have studied our immediate area around St James		Can I identify the key features of a local town? Is Poole a city/town/village/coastal or rural area? How do you know?		Study a small area in a contrasting non-EU country and compare.
Geographical Skills				
Locational Knowledge	Place Knowledge	Human Processes	Physical Processes	Geographical skills
Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. They also learn the worlds oceans and continents.	Have the children seen or spoken to an expert on that area? Is the place carefully selected to compare/contrast with our location at St James. Children can apply the skills of observing similarities and differences to places as well as people.	What are the geographical features caused by humans or by our interaction with the natural world.?	Study of science of spaces and places that are naturally occurring. What natural features are there?	What data do the children need to collect? How are they presenting their data? Children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.

KS1 - Year 2 – Term 4- Fire Fire UK locational knowledge – Investigation - Similar characteristics (human and physical features) of 4 countries and capital cities (London, Cardiff, Belfast, Edinburgh)– narrowing in on London

National Curriculum Objective	Sticky Knowledge	Vocabulary
<p>Location Knowledge</p>	<p>Scotland has distinct lowland and mountainous areas</p> <p>Wales is a mainly mountainous region</p>	<p>Thames, river, taff wales, mouth/source, rivers, Little Leith, Taff, Lagan, Thames,</p>



name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries		The Peak and Lake district mountains are in the N of UK The Sperrin and Mourne mountains are in North and East N.Ireland The Thames, Little Leith, Taffy and Lagan run through our capitals All UK capital cities have offices, leisure facilities, tourist attractions <i>Ideas:</i> <i>London landmarks</i> <i>Cardiff landmarks</i> <i>Belfast landmarks</i> <i>Edinburgh landmarks v</i> <i>Captial cities rivers</i> <i>Geographical investigation – what do all the capital cities have in common? (all at the mouths of river, transport, links, airports)</i>		Key Places		Linked Texts			
				Scotland Edinburgh Wales Cardiff N.Ireland Belfast England London					
Prior Learning		Key Question(s)		Future Learning					
Made puzzles of uk and its surrounding seas – can children revisit these and make them?		What physical/human features that have changed since great fire of london? Where is the UK on this globe? Can you use an atlas correctly to find england/ireland/london etc?		Study human and physical geography of a non EU country. Name and locate countries of Europe					
Geographical Skills									
Locational Knowledge Building on EYFS knowledge of their own environment, children start to learn the names of key places in the		Place Knowledge Have the children seen or spoken to an expert on that area?		Human Processes What are the geographical features caused by humans or by		Physical Processes Study of science of spaces and places that are naturally		Geographical skills What data do the children need to collect? How are they presenting their data? Children begin to use	



UK beyond their immediate environment. They also learn the worlds oceans and continents.	Is the place carefully selected to compare/contrast with our location at St James. Children can apply the skills of observing similarities and differences to places as well as people.	our interaction with the natural world.?	occurring. What natural features are there?	maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.
--	---	--	---	---

KS1 - Year 2 – Term 5 - Mexico Similarities and differences in human and physical geography between Poole Harbour and a **small area** in Mexico - Chetumal (non-European country)

National Curriculum Objective	Sticky Knowledge	Vocabulary	
Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.	<p>Mexico is located in Central America</p> <p>Mexico's main exports are cars, trucks and computers</p> <p>Mexico has coastal plains, temperate highlands, and mountains</p> <p>Mexico has an Atlantic & Pacific coast</p> <p>Harbours are used for ships to dock</p> <p><i>Ideas:</i></p> <p><i>Compare rivers</i></p> <p><i>Comparison between specific place in mexico to poole harbour</i></p> <p><i>Home in Compare south (jurassic) coast with mexican coast</i></p> <p><i>(look at planning for this one)</i></p>	Key Places	Linked Texts
		<p>Central America</p> <p>Mexico</p> <p>Poole Harbour</p>	
Prior Learning	Key Question(s)	Future Learning	
<p>Y1 Mary Anning</p> <p>Walk to southbourne beach</p>	<p>Can you compare Poole Harbour to Chetumal?</p> <p>Can you identify the features of Chetumal?</p>	<p>Study EU country – Greece</p> <p>Food around the world</p>	



Poole harbour Study of capital cities in UK				
Geographical Skills				
Locational Knowledge Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. They also learn the worlds oceans and continents.	Place Knowledge Have the children seen or spoken to an expert on that area? Is the place carefully selected to compare/contrast with our location at St James. Children can apply the skills of observing similarities and differences to places as well as people.	Human Processes What are the geographical features caused by humans or by our interaction with the natural world.?	Physical Processes Study of science of spaces and places that are naturally occurring. What natural features are there?	Geographical skills What data do the children need to collect? How are they presenting their data? Children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.



Year 3



KS2 - Year 3 – Term 2 - Railway Revolution Pokesdown Station – fieldwork/sketching maps

National Curriculum Objective	Sticky Knowledge	Vocabulary	
Use fieldwork skills to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Pokesdown is on the main London to Weymouth train line	train, trainline, Bournemouth, Dorset, suburb, route,	
	Pokesdown is a suburb of Bournemouth		
	Bournemouth is located in Dorset		
	Roads, buildings and features can be represented on a map		
	There are 2,576 passenger railway stations on the Network Rail network.		
	I can describe a route through the UK referring to a sketch map		
	<i>Ideas:</i>		
	<i>Fieldwork skills – use a key to sketch a map, understand scale walking, train etc</i>		
	<i>Sketch your route to a place – use a key for walking, trainline, underground (using google maps)</i>		
	<i>Plan a route to Scotland (link to previous learning)</i>		
Prior Learning	Key Question(s)	Future Learning	
Capital cities in UK	Can you sketch a route from a to b on the train line?	Similarities and differences in human and physical geography, comparing Bournemouth to Rio de Jenaro – urbanisation/edge cities – Royal Geographical society (Beach trip) Types of settlements urban vs rural. Deforestation links to mining – trading minerals	
Mexico non EU country	What human and physical features would you see?		
Poole Harbour			
Y1 – sketched a map of route around our local area			
Geographical Skills			



Locational Knowledge	Place Knowledge	Human and Physical Processes	Geographical skills
Building on KS1 knowledge of the UK, children begin to explore more of the world, understanding how it has zones and the significance of these zones. Locating places and features accurately on maps also becomes a focus.	Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop skills of comparing regions, focusing on specific features. Focus on comparing regions on UK in depth and start to look at areas outside UK.	Children have a stronger understanding of the difference between human and physical geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects in extreme weather, as well as beginning to understand the impact of humans on the earth.	Children begin to develop their map skills, they will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.

KS2 - Year 3 – Term 3 - food around the world

National Curriculum Objective	Sticky Knowledge	Vocabulary	
<p>Geographical skills and fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>human geography, including: economic activity including trade links, and the distribution of natural resources including, food, minerals and water</p> <p>physical geography, vegetation belts,</p>	<p>Meat/vegetables are imported into the UK from around the world</p> <p>15% of UK wheat is imported</p> <p>Trade links are maintained with most world countries</p> <p>Food is imported using planes and container ships</p> <p>Food miles help us to understand the environmental impact of food</p>	import, trade, route, country, environment, train, food,	
		Key People/Places	Linked Texts
		Continents	
		Key countries with food sources – trade links	
Prior Learning	Key Question(s)	Future Learning	
<p>Revolution</p> <p>Uk and capital cities</p>	How far has my dinner travelled?	<p>Map work - Geography - Locate world's countries on a map compare physical geography.</p>	



Non Eu country - mexico		
Geographical Skills		
Locational Knowledge Building on KS1 knowledge of the UK, children begin to explore more of the world, understanding how it has zones and the significance of these zones. Locating places and features accurately on maps also becomes a focus.	Place Knowledge Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop skills of comparing regions, focusing on specific features. Focus on comparing regions on UK in depth and start to look at areas outside UK.	Human and Physical Processes Children have a stronger understanding of the difference between human and physical geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects in extreme weather, as well as beginning to understand the impact of humans on the earth.
Geographical skills Children being to develop their map skills, they will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.		

KS2 - Year 3 – Term 5 - Place Knowledge – Counties and Cities and study of North east			
National Curriculum Objective	Sticky Knowledge	Vocabulary	
Location knowledge – North East 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	The North East has the counties of Durham, Northumberland and Tyne & Wear The Industrial revolution transformed towns in the NE	Durham, Northumberland, Tyne, Wear, industrial revolution, mining, landscape, Newcastle, Durham, Sunderland,	
		Key People/Places	Linked Texts



Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Human and physical geography describe and understand key aspects of: human geography, including: types of, economic activity including trade links, Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom		Mining was a major industry which shaped the landscape mining and mining towns Newcastle, Durham, Sunderland, Chester Street are major NE towns Rivers of the NE are Tyne, Wear, Derwent I can locate the major features of the NE on a range of maps	Counties of Durham Northumberland and Tyne and Wear	
Prior Learning		Key Question(s)	Future Learning	
Railway revolution UK – countries and capital cities		Counties – where are the counties? How many counties d I travel through to get to... Move on to human and physical features of a county. Why should your county be chosen? Counties and Cities in UK (ordnance survey maps – 4 figure grid references) Focus Birmingham if good link????- somewhere to contrast to us (If you could go through 10 counties – how far could you get?) Changes in borders (Hadrians wall	Rivers and water cycle OS map work of UK – 6 figure grid references.	
Geographical Skills				
Locational Knowledge Building on KS1 knowledge of the UK, children begin to explore more of the world, understanding how it has zones and the significance of these zones. Locating places and	Place Knowledge Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop skills of comparing regions, focusing on specific features. Focus on	Human and Physical Processes Children have a stronger understanding of the difference between human and physical geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes	Geographical skills Children being to develop their map skills, they will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and	



features accurately on maps also becomes a focus.	comparing regions on UK in depth and start to look at areas outside UK.	involved in the causes and effects in extreme weather, as well as beginning to understand the impact of humans on the earth.	explain patterns in human and physical features.
---	---	--	--

KS2- Year 3 – Term 6 Nature - Geography - Physical geography (Rivers and Water cycle)							
National Curriculum Objective		Sticky Knowledge		Vocabulary			
Human and physical geography: Describe and understand key aspects of: physical geography, including: rivers and water cycle		rivers start in springs, mountains and lakes rivers flow to oceans rivers flow from the source to the mouth oxbow lakes, meanders, banks, Evaporation changes liquid water to gas (vapour) Condensation is the opposite process to evaporation		source, mouth, ox bow, meander, flow, banks, tributary, waterfall water cycle: condensations, evaporation, vapour, cloud, warming, cold			
				Key People/Places	Linked Texts		
		Prior Learning		Key Question(s)		Future Learning	
Rivers of the NE are Tyne, Wear, Derwent Vegetation belts		Can I describe key aspects of physical geography water cycle?		Year 4 – Term 1 - Geography - Settlements and land use			
Geographical Skills							
Locational Knowledge		Place Knowledge		Human and Physical Processes		Geographical skills	
Building on KS1 knowledge of the UK, children begin to explore more of the world,		Children develop vocabulary relating to physical and human geographical features from KS1.		Children have a stronger understanding of the difference between human and physical geography. They use more precise vocabulary, explaining the processes of physical and human geography and their		Children being to develop their map skills, they will be able to identify features on a map	



understanding how it has zones and the significance of these zones. Locating places and features accurately on maps also becomes a focus.	They begin to develop skills of comparing regions, focusing on specific features. Focus on comparing regions on UK in depth and start to look at areas outside UK.	significance. They learn more about extreme weather, the processes involved in the causes and effects in extreme weather, as well as beginning to understand the impact of humans on the earth.	through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.
---	--	---	---



Year 4

KS2- Year 4 – Term 1 - Geography - Settlements and land use (*Maths – grid references or co-ordinates if studies in Geog*)

National Curriculum Objective	Sticky Knowledge	Vocabulary	
Human and physical geography: describe and understand key aspects of: human geography, including: types of settlement and land use,	<ul style="list-style-type: none"> A settlement is a place where people have chosen to live. Settlements can be different sizes and are found in different locations. The first settlements were nearly always near to a supply of water, food and shelter. 	land use, settlement, hill, farm, national park, coasts, sea, coast, river, rural, urban, hamlet, village, town, city, population	
		Key People/Places	Linked Texts



Name and locate counties and cities in the UK – geographical regions and their identifying human and physical geography, key topographical features (include hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.	<ul style="list-style-type: none">• In the UK a settlement can be: a single isolated dwelling, a hamlet, a village, a town or a city.• The land is shaped into hills and mountains <ul style="list-style-type: none">• There are 76 cities in the UK• There are 48 counties in England• The country is divided into South-West, North East, South –East etc.• Children can identify areas of outstanding beauty around the UK (eg. New Forest, Purbecks, Dartmoor)• There are national parks: eg. Peak District, Lake District• Key rivers include: Thames, Trent, Severn, Tyne• There are hill ranges – Quantock Hills, Chilterns, Cheviots		https://arkatwoodprimary.org/sites/default/files/Geography%20-%20Settlements%20Pupil%20Workbook.pdf
Prior Learning	Key Question(s)	Future Learning	
Human and physical geography - Water cycle Rivers Locational knowledge - NE	Can I describe key aspects of human geography including settlements and land use?	Physical geography climate zones & locational knowledge identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,	
Geographical Skills			
Locational Knowledge	Place Knowledge	Human and Physical Processes	Geographical skills
Building on KS1 knowledge of the UK, children begin to explore more of the world, understanding how it has zones and the significance of these zones.	Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop skills of comparing regions, focusing on specific features. Focus on comparing	Children have a stronger understanding of the difference between human and physical geography. They use more precise	Children being to develop their map skills, they will be able to identify features on a



Locating places and features accurately on maps also becomes a focus.	regions on UK in depth and start to look at areas outside UK.	vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects in extreme weather, as well as beginning to understand the impact of humans on the earth.	map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.
---	---	--	---

KS2 - Year 4 – Term 3 - Geography - Physical geography, climate zones


National Curriculum Objective	Sticky Knowledge	Vocabulary	
<p>Human and physical geography</p> <p>describe and understand key aspects of: physical geography, including: climate zones, biomes</p> <p>Location Knowledge</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,</p>	<p>Climate zones are areas around the world with a similar climate</p> <p>The word climate describes the usual pattern of weather</p> <p>The temperate and rainfall across the seasons make the climate</p> <p>The same climate zone can be found in different continents</p> <p>Places near the equator are hot and wet</p> <p>Places along the Tropics are dry all year</p> <p>Places get colder as you move further from the Tropics</p> <p>The coldest places are found nearest the Poles</p> <p>Biomes are located around the world</p>	climate, biome, vegetation belt, polar zone, temperate, equatorial, arid, rainforest, savannah, desert, grassland, deciduous forest, boreal/taiga forest, tundra	
		Key People/Places	Linked Texts
		Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,	



	<p>Biomes are large regions of the world that because of a similar climate, have similar plants and animals</p> <p>The same biomes can be found in different continents</p> <p>There is a clear link between climate zones and biomes</p>		
Prior Learning	Key Question(s)	Future Learning	
<p>Human and physical geography -</p> <p>Water cycle</p> <p>Rivers</p> <p>Locational knowledge - NE</p> <p>Settlements and land use</p>	<p>Comparison – What are the similarities and differences between the different climate zones and biomes of the world?</p> <p>Significance – What is the significance of the equator?</p> <p>Nature – How are climates, plants and animals connected?</p> <p>Place – Where do we live? What climate zone are we in?</p>	<p>Similarities and differences in human and physical geography, comparing Bournemouth to Rio de Jenaro</p> <p>Prime/Greenwich Meridian time zones – including day and night</p> <p>Urban and human geography – land use</p>	
Geographical Skills			
Locational Knowledge	Place Knowledge	Human and Physical Processes	Geographical skills
<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understanding how it has zones and the significance of these zones. Locating places and features accurately on maps also becomes a focus. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places.</p>	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop skills of comparing regions, focusing on specific features. Focus on comparing regions in UK in depth and start to look at areas outside UK.</p>	<p>Children have a stronger understanding of the difference between human and physical geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects in extreme weather, as well as beginning to understand the impact of humans on the earth.</p>	<p>Children being to develop their map skills, they will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p>



KS2 - Year 4 – Term 5 - Geography - Mountains

National Curriculum Objective	Sticky Knowledge	Vocabulary	
<p>Human and physical Geography:</p> <p>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea,</p> <p>ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use maps, atlases and globes to locate features in countries</p>	<p>Mountains are formed when tectonic plates push together</p> <p>Scafell Pike, is the highest mountain in England (978m) whilst Ben Nevis in Scotland in the highest in the UK (1344m)</p> <p>Mount Everest is the world's highest mountain and it is 8,850m high.</p> <p>Mountain ranges are long chains or groups of mountains. Ranges are usually 1,00 or more miles long. The Rocky Mountains and the Himalayan Mountains are examples of mountain ranges.</p> <p>80% of our fresh water originates from mountains. Generally, mountains are higher than 600m, if they are less they are called hills.</p> <p>Some of the highest are at the bottom of the sea. Hawaii is at the top of a volcanic mountain in the Pacific Ocean. More than half the mountain is below water.</p> <p>The largest range of mountains is in the Atlantic Ocean.</p> <p>Mountains can be rocky and barren but some have trees growing on their sides and very high mountains have snow on their peaks.</p> <div data-bbox="745 1155 1081 1394">  </div>	<p>Peak, valley, cliff, ridge, plateau, summit, hill, range, tectonic plates, fold, mountains, Himalayas, Andes, Alps, Urals</p>	
		Key People/Places	Linked Texts



Prior Learning	Key Question(s)	Future Learning	
<p>Prior Knowledge</p> <p>In KS1 – use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>1) Where are the key mountain ranges in the world?</p> <p>2) Where is the higher ground in the UK?</p> <p>3) What are the features of a mountain?</p> <p>4) How are different mountains made?</p> <p>5) How varied is the climate of mountains?</p> <p>6) Why do people visit mountains?</p> <p>7) What can be done to protect mountain environments?</p>	Volcanoes and Earthquakes in Year 6	
Geographical Skills			
<p>Locational Knowledge</p> <p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understanding how it has zones and the significance of these zones. Locating places and features accurately on maps also becomes a focus. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places.</p>	<p>Place Knowledge</p> <p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop skills of comparing regions, focusing on specific features. Focus on comparing regions in UK in depth and start to look at areas outside UK.</p>	<p>Human and Physical Processes</p> <p>Children have a stronger understanding of the difference between human and physical geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects in extreme weather, as well as beginning to understand the impact of humans on the earth.</p>	<p>Geographical skills</p> <p>Children being to develop their map skills, they will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p>
<p>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</p> <p>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 (Y3)</p>			



Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. (Y3)

Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.(Y3)

Know why a key is needed. Use standard symbols. (Y3)

Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) (Y3)

Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) (Y3)

Begin to draw a sketch map from a high view point. (Y3)

Begin to identify points on maps A,B and C(Y3)

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. (Y3)



Year 5

KS2 - Year 5 – Term 1 - Place knowledge - Study of the human and physical geography of a European country (Greece).

National Curriculum Objective	Sticky Knowledge	Vocabulary	
Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region in a European country	<p>Greece is in Europe</p> <p>It borders, Albania, N. Macedonia, Bulgaria and Turkey</p> <p>It is in the mediterranean</p> <p>The capital is Athens</p>	Greece, island, UNESCO, hill, sea, tourism, food, textile, port, monarchy, forest, lake, mountain, Mediterranean, Aegean sea,	
		Key People/Places	Linked Texts



	<p>Famous buildings include Acropolis citadel with the Parthenon</p> <p>There are more than 60000 islands in Greece</p> <p>Greece is a popular tourist destination</p> <p>The Greek climate is Mediterranean</p> <p>The mainland has rugged mountains, forests, and lakes</p> <p>Greece is one of the most mountainous countries in Europe. The northern mainland region is the most mountainous. The highest peak is Mt Olympus, which is 2,917m high.</p> <p>Greece also contains thousands of islands in the Aegan, Ionian and Mediterranean Seas. The largest island is Crete.</p> <p>Greece has a warm and sunny climate. The temperature averages around 33°C in summer and 14°C in winter.</p> <p>Rainfall is heaviest in the northern mountains. Some islands receive very little yearly rain.</p> <p>The longest river entirely in Greece is Haliakmon, which is about 185 miles long.</p> <p>There are many volcanoes. The most famous are those of Santorini, Kos, Milos and Nisyros.</p> <p>Lakes of a large size include Trichonis, Vegoritis and Volvi.</p>	<p>Greece</p> <p>Albania, N. Macedonia, Bulgaria and Turkey</p>	<p>https://kids.nationalgeographic.com/geography/countries/article/greece</p>
Prior Learning	Key Question(s)	Future Learning	
<p>Revolution</p> <p>Uk and capital cities</p> <p>Non Eu country - mexico</p>	<p>Where is Greece?</p> <p>What is the capital city in Greece?</p> <p>What is the largest Greek island?</p> <p>What currency is in Greece?</p>	<p>Similarities and differences in human and physical geography, comparing Bournemouth to Rio de Jenaro</p>	



	<p>What is Greek food like?</p> <p>What is the climate like?</p> <p>How do all of these compare with our local area?</p>		
Geographical Skills			
<p>Locational Knowledge</p> <p>Children begin to explore outside the UK and South America using maps to find these locations. Compared to lower KS2 children focus more on finding locations outside of the UK.</p>	<p>Place Knowledge</p> <p>Children develop their analytical skills by comparing areas of UK with areas outside of UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p>	<p>Human and Physical Processes</p> <p>Children deepen their understanding of the difference between human and physical geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world.</p>	<p>Geographical skills</p> <p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features overtime, for example, trade patterns.</p>

KS2 - Year 5 – Term 3 - Geography - Time zones (Prime/Greenwich Meridian time zones – including day and night - science link)		
National Curriculum Objective	Sticky Knowledge	Vocabulary
Locational knowledge		meridian, time zone, latitude, hemisphere, Greenwich24 hours, day, night,



identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)	<p>The globe is split into time zones using imaginary lines called meridians.</p> <p>Meridians run from the N.Pole to the S.Pole, crossing lines of latitude.</p> <p>There are 24 time zones.</p> <p>There is an imaginary line running through the UK called the Prime Meridian, running through Greenwich splitting the world into E and W hemispheres.</p> <p>Very large countries such as Australia or the USA are spread out across many time zones.</p> <p>Most smaller countries keep to the same time zone even if part of them falls outside a meridian line.</p>	<p>Time zone - A range of longitudes where a common standard time is used. Longitude – The angular distance of a place east or west of the Greenwich meridian. Greenwich Meridian – The Prime Meridian which passes through the Royal Observatory at Greenwich in London. In 1884 it was adopted internationally as the zero of longitude. Meridian – Imaginary lines which run from the North Pole to the South Pole.</p>	
		Key People/Places	Linked Texts
		North and South poles, Greenwich	https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4 https://kids.kiddle.co/Time_zone
Prior Learning	Key Question(s)	Future Learning	
Year 4 – Term 3 - Geography - Physical geography, climate zones	<p>Is it possible to travel back in time? Back up your answer with evidence.</p> <p>Why do some countries turn their clocks forwards and backwards by an hour during the year?</p>	<p>Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.</p>	



Geographical Skills

Locational Knowledge	Place Knowledge	Human and Physical Processes	Geographical skills
Children begin to explore outside the UK and South America using maps to find these locations. Compared to lower KS2 children focus more on finding locations outside of the UK.	Children develop their analytical skills by comparing areas of UK with areas outside of UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.	Children deepen their understanding of the difference between human and physical geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world.	Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features overtime, for example, trade patterns.

KS2 - Year 5 – Term 6 - Geography – 6 figure grid references (discrete)

Geography - Similarities and differences in human and physical geography, comparing Bournemouth to Rio de Janeiro – urbanisation/edge cities – Royal Geographical society (Beach trip) Types of settlements urban vs rural. Deforestation links to mining – trading minerals

National Curriculum Objective	Sticky Knowledge	Vocabulary	
Location Knowledge name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Rio de Janeiro is a seaside city in Brazil Rio has Copacabana beach Sugarloaf Mountain is a granite peak	Rio de Janeiro, Brazil, Sugarloaf mountain, granite, seaside, city, plain, climate,	
		Key People/Places	Linked Texts



<p>Place knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p>human geography, including: types of settlement and land use and the distribution of natural resources including minerals</p> <p>Geographical skills and fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>The city has favelas (shanty towns).</p> <p>The carnival is the world's largest</p> <p>Rio de Janeiro is close to the Tropic of Capricorn</p> <p>The Atlantic Ocean is on the south of the city</p> <p>Rio has a tropical savanna climate.</p> <p>The city was founded on Guanabara Bay</p> <p>Brazil is the fifth largest country in the world. It faces the Atlantic Ocean and shares it's borders with every South American country except Chile and Ecuador. Brazil has a variety of climatic zones, ranging from tropical to temperate.</p>	<p>https://www.bbc.co.uk/bitesize/guides/zw6pwx/revision/5</p>
Prior Learning	Key Question(s)	Future Learning
<p>4 figure grid references</p> <p>Revolution</p> <p>Uk and capital cities</p> <p>Non Eu country - mexico</p>	<p>How can we locate places on maps?</p> <p>What is a six-figure grid reference?</p> <p>How can we read them?</p> <p>How is distance represented on a map?</p> <p>What is life like in Brazil?</p> <p>CH to write their own tourist guide to Brazil using their knowledge and understanding – human and physical features,</p>	<p>Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.</p>
Geographical Skills		



Locational Knowledge	Place Knowledge	Human and Physical Processes	Geographical skills
<p>Children begin to explore outside the UK and South America using maps to find these locations. Compared to lower KS2 children focus more on finding locations outside of the UK.</p>	<p>Children develop their analytical skills by comparing areas of UK with areas outside of UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p>	<p>Children deepen their understanding of the difference between human and physical geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world.</p>	<p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features overtime, for example, trade patterns.</p>



Year 6



National Curriculum Objective	Sticky Knowledge	Vocabulary	
Geographical skills and Fieldwork use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. human geography, including: types of settlement and land use	Plan and develop a town – human geography Types of settlement and land use Use symbols and a key Settlements are places where people live. Names give us clues to their past These features make building easier; flat land, local raw materials, water for drinking, washing, cooking and transport. Land that does not flood. A defensible site, eg a hilltop or river bend. Good farm land with fertile soils, so people could grow crops. Shelter, eg to protect from bad weather. Transport links, eg a ford	raw materials, defence, site, hilltop, fertile, shelter, transport	
		Key People/Places	Linked Texts
Prior Learning	Key Question(s)	Future Learning	
Year 5 topographical features knowledge	What is a settlement? What do you think attracted early settlers? What is reurbanisation?	Ks3 – settlement in urban areas. Human geography - urbanisation	
Geographical Skills			
Locational Knowledge	Place Knowledge	Human and Physical Processes	Geographical skills
Children begin to explore outside the UK and South America using maps to find these locations. Compared to lower KS2 children focus more on finding locations outside of the UK.	Children develop their analytical skills by comparing areas of UK with areas outside of UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.	Children deepen their understanding of the difference between human and physical geography. They can explain the terminology of both aspects of geography with a range of examples. They spend	Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human



		time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world.	features overtime, for example, trade patterns.
--	--	--	---

KS2 - Year 6 term 3 – Volcanoes, earthquakes Impact of trade and economy of the environment - sustainable tourism

National Curriculum Objective	Sticky Knowledge	Vocabulary	
<p>Human and physical geography</p> <p>describe and understand key aspects of: physical geography, including:, volcanoes and earthquakes,</p> <p>human geography, including: types of , economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>A volcano is an opening in the Earth's crust</p> <p>Magma, hot ash and gases escape from volcano</p> <p>Magma is molten rock - rock that is so hot it has turned into liquid. When magma reaches the surface of the Earth it is called lava and comes out of the volcano as a volcanic eruption, along with gases and ash.</p> <p>Most volcanic eruptions are caused by tectonic plates moving towards each other</p> <p>There is an average of 25 eruptions per year</p> <p>Earthquakes are caused by plates carry on moving in different directions over long periods of time, friction causes energy to build up. Eventually it becomes so great that the energy is released, which creates a shock wave - an earthquake.</p> <p>If the earthquake is beneath the ocean it can create a huge tidal wave, called a tsunami.</p> <p>There are thousands of earthquakes across the world each day</p> <p>The Richter magnitude scale is used to measure the size of earthquakes.</p> <p>Many earthquakes occur around the Pacific Ocean e.g. Japan</p> <p>Earthquakes in the UK are rare and small</p>	<p>tectonic, ash, plates, magma, volcano, molten, lava, eruption, natural disaster, injured, homeless, core,</p> <p>inner core, outer core, mantle</p> <p>crust</p>	
		Key People/Places	Linked texts



There are three different types of volcanoes: shield, cinder cone and composite.

Prior Learning	Key Question(s)	Future Learning
<p>Year 4 – Term 3 - Geography - Physical geography, climate zones</p> <p>Y5 time zones</p> <p>Biomes, vegetation belt, climate zones</p> <p>Food around the world - y3</p>	<p>How does a volcano erupt?</p> <p>Why does a volcano erupt?</p> <p>Why do people live near volcanoes?</p> <p>What is an earthquake?</p>	<p>Ks3 tectonic plates and hazards</p>
Geographical Skills		
<p>Place Knowledge</p> <p>Children develop their analytical skills by comparing areas of UK with areas outside of UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p>	<p>Human and Physical Processes</p> <p>Children deepen their understanding of the difference between human and physical geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world.</p>	<p>Locational Knowledge</p> <p>Children begin to explore outside the UK and South America using maps to find these locations. Compared to lower KS2 children focus more on finding locations outside of the UK.</p> <p>Geographical skills</p> <p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features overtime, for example, trade patterns.</p>

KS2 - Year 6 – Term 5 - Geography - Locate world's countries on a map compare physical geography. Global trade links (Global market) - Panama canal made for ease of travel

National Curriculum Objective	Sticky Knowledge	Vocabulary
-------------------------------	------------------	------------



<p>Locational knowledge</p> <p>locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>human geography, including: including trade links,</p>	<p>I can label a world map</p> <p>I know where the countries of Europe are located</p> <p>I know the countries within South America</p> <p>I know where Russia is located</p> <p>I can locate the Andes, Alps, Himalayas, Pyrenees, Appalachians, Rockies</p> <p>I can locate Congo, Amazon, Nile</p> <p>I can draw the major UK trade routes and links</p> <p>The Panama Canal was built to link Atlantic and Pacific and save journey time</p>	<p>region, latitude, longitude, equator, hemisphere, mountain, river, oceans, Panama, canal, Atlantic, Pacific</p>	
		<p>Key People/Places</p>	<p>Linked Texts</p>
		<p>Continents</p>	
<p>Prior Learning</p>	<p>Key Question(s)</p>	<p>Future Learning</p>	
<p>4 figure grid references</p> <p>Revolution</p> <p>Uk and capital cities</p> <p>Non Eu country - mexico</p> <p>Rio</p> <p>Food around the world</p> <p>Continents and oceans</p>	<p>How do you use an atlas?</p> <p>What are the definitions of: ‘human feature’ and ‘physical feature’? How are these represented on an Ordnance Survey map? How is land height shown on Ordnance Survey maps? What is a contour line?</p>	<p>Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to</p>	



enrich their locational knowledge and spatial and environmental understanding.

Geographical Skills

Locational Knowledge

Children begin to explore outside the UK and South America using maps to find these locations. Compared to lower KS2 children focus more on finding locations outside of the UK.

Place Knowledge

Children develop their analytical skills by comparing areas of UK with areas outside of UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.

Human and Physical Processes

Children deepen their understanding of the difference between human and physical geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world.

Geographical skills

Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features overtime, for example, trade patterns.