

# Curriculum Intent & Implementation Subject Overview for – Geography



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## Purpose of Study – National Curriculum

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## St Peter's Curriculum Intent Statement for Geography

- What is special about our school, our pupils and our contexts?
- How will this guide our geography curriculum?
- What is our vision for geography?

*A successful geography curriculum reflects teachers' careful thought about what is to be taught, the rationale for it, the sequencing of learning and the relationships between the forms of knowledge. With this in place, pupils are likely to know, remember and be able to do more.*

*(Research review series: Geography; published 17 June 2021)*

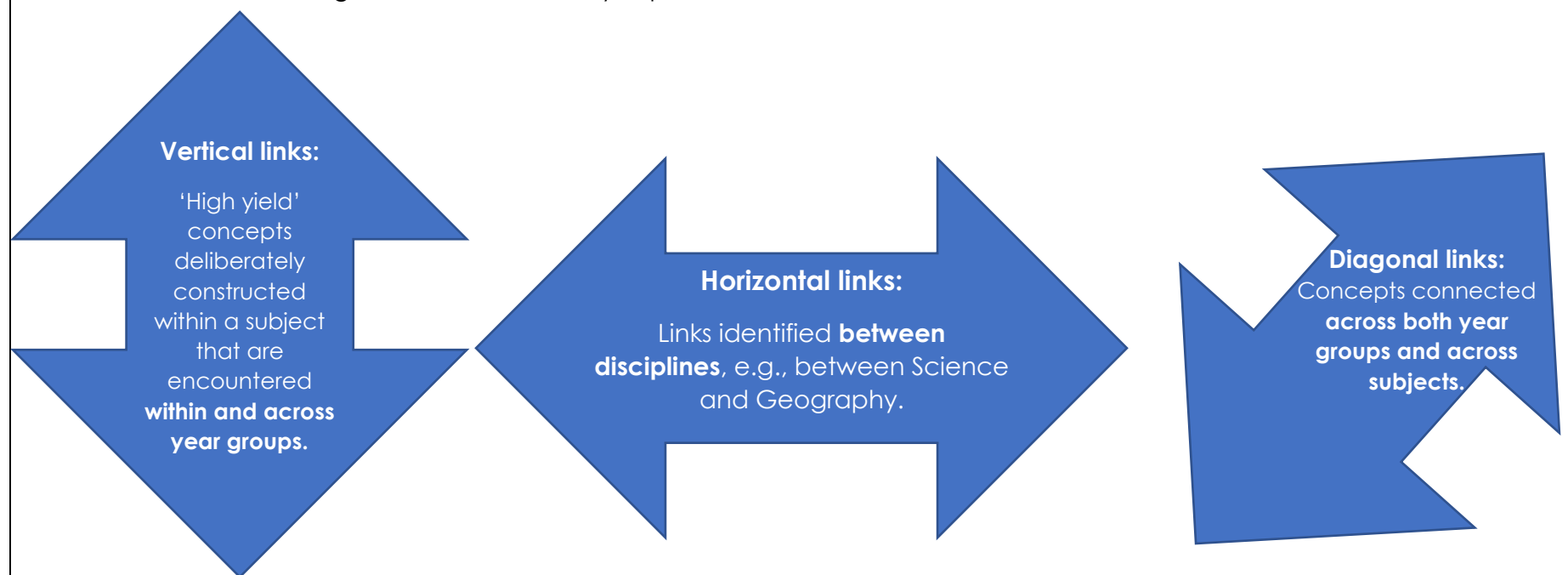
Our curriculum promotes a love and appreciation of life and learning enabling children to SHINE, realise a passion for what is possible, and enjoy life in all its fullness. We are clear that our curriculum is a collection of academic subjects in which children learn about key concepts within the subject and develop a secure understanding of the subject discipline whilst appreciating the interconnectedness of all disciplines. At the point of planning, we always ask the question, 'What will children learn about Geography through the study of the South America?' for example.

Our young geographers will acquire a curiosity and fascination about the ever-changing planet we live on. They will also develop an understanding of the vital role that geographers and their ideas have played in society; that the world is constantly evolving. In doing so, all children, regardless of their starting points, will be fully prepared for their next stage of geography education, and beyond.

Geography is taught discretely, with a focus on substantive, knowledge-rich content and the development of essential disciplinary knowledge. The National Curriculum programmes of study and Early Years Foundation Stage framework are fully adhered to and then supplemented with additional knowledge-rich content. This provides a coherent geography curriculum that both prepares children for future learning and provides them with the tools to independently investigate and explore the world further.

Core knowledge content is taught to be remembered, not just encountered. Knowledge is sequenced and mapped deliberately and coherently so, beyond the knowledge specified for each unit, there are vertical and horizontal links which ensure the construction of a secure geographical schema. There will also be opportunities to make diagonal links to other disciplines which have been explicitly planned for. Over time, these building blocks of component learning are transformed into a deep understanding of the real world.

Building a *3D curriculum* (a term defined by Clare Sealy as a curriculum that promotes remembering) is important in order to make vertical, horizontal and diagonal links, which Sealy explains below.



Through vertical, horizontal and diagonal links in learning, new generative knowledge is added to existing schema. For example, map skills are revisited multiple times throughout the year groups, with the component learning of basic map reading and drawing in Year 1 transforming into the composite learning of reading and understanding Ordnance Survey maps in Year 6.

Procedures and concepts that underpin geography are developed through the systematic focus on disciplinary knowledge. Every unit of work contains opportunities to develop the 'Disciplinary Knowledge' strand through the following:

- Asking geographical enquiry questions.
- Collecting, analysing and interpreting data through fieldwork and related activities.
- Interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.
- Analysing data and communicating geographical information in a variety of ways, including through constructing maps, charts and graphs, and writing at length.
- Critically evaluating and debate the impact of geographical processes.

Examples of disciplinary knowledge include:

- We know there is global warming by measuring temperatures, plotting graphs and analysing them.
- We know about settlement patterns by observing them in the field, drawing maps and analysing them.
- We know about the water cycle by observing elements of it in the natural world, applying scientific knowledge, and creating geographical diagrams to explain'.

Together with the careful sequencing and progression of substantive knowledge, disciplinary knowledge is identified in the geography progression map.

## Geography National Curriculum 2014 Aims and Subject Content

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

### Key Stage 1

**Pupils should develop 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.**

**Pupils should be taught to:  
Locational Knowledge**

- Name and locate the world's seven continents and five oceans.

### 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**

**Pupils should be taught to:  
Locational Knowledge**

- Locate the world's countries, using maps to focus on Europe (Including the location of Russia) and North and South America, concentrating on

- Name and locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

#### **Place Knowledge**

- 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

#### **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
  - Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop

#### **Geographical Skills and Fieldwork**

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

their environmental regions, key physical and human characteristics, countries and 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
- 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, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### **Geographical Skills and Fieldwork**

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight compass points, 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
- 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

## Essential Characteristics of Learning in Geography (The learning characteristics of the subject over time)

- An essential knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current contemporary issues in society and the environment.

## What should I teach?

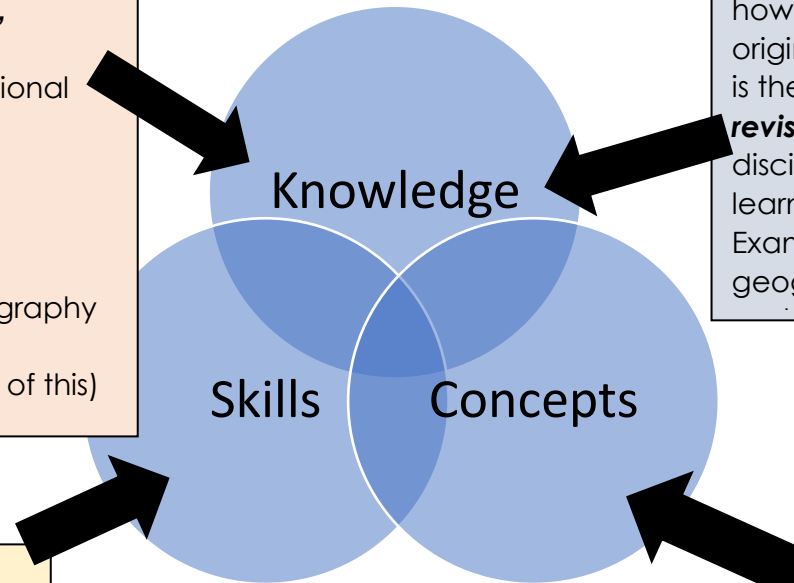
### Substantive Knowledge 1:

#### Declarative – the knowing 'what'

It sets out the content of the National Curriculum that is to be learned:

- locational knowledge
- place knowledge
- human and physical geography (the geography community also includes 'environmental' as part of this)

**Disciplinary Knowledge** - considers how geographical knowledge originates and is revised. Essentially it is the '**knowing how we know and revise what we know**'. It is through disciplinary knowledge that pupils learn the practices of geographers. Example, Ask and investigate geographical questions; evaluate



### Substantive Knowledge 2:

#### Procedural - the knowing 'how' to

It sets out the skills that are to be learned, e.g., fieldwork, how to use maps and globes, how to collect rainfall data during fieldwork.

**Key Concepts (threshold concepts) – the 'Big Ideas'** that shape children's geographical thinking: - **Investigate Places, Investigate Patterns Communicate Geographically.**



## Key Concepts (Threshold Concepts)



Our geography schema is built using 'threshold concepts' which are the 'big ideas' that shape children's thinking.





<b>Investigate Places</b>	<ul style="list-style-type: none"> <li>This concept involves understanding the geographical location of places and their physical and human features</li> </ul>
<b>Investigate Patterns</b>	<ul style="list-style-type: none"> <li>This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural</li> </ul>
<b>Communicate Geographically</b>	<ul style="list-style-type: none"> <li>This concept involves understanding geographical representations, vocabulary and techniques</li> </ul>


In addition to Threshold Concepts, the subject leader has identified subject specific **facets of knowledge (knowledge categories)**. Presenting further information to students in categories helps them relate that new information to previous knowledge and, in doing so, helps them to build a schema.

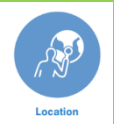



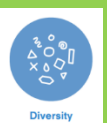
## Knowledge Categories




The following knowledge categories help to strengthen the schema (develop the schema knowledge):

 <b>Location</b>	<p>Understanding <b>geographical location</b> is an essential part of geography.</p> <p>Aspects of knowledge that may be included in this category are:</p> <ul style="list-style-type: none"> <li>continents</li> <li>oceans</li> <li>regions</li> <li>countries</li> <li>capital cities</li> <li>global position, e.g., northern and southern hemispheres, the equator and the tropics</li> <li>compass directions</li> <li>distances</li> </ul>	 <b>Physical processes</b>	<p>The world is shaped by <b>physical processes</b> which give rise to the physical features we see in spaces and environments. It is important that pupils understand that these processes sometimes take millennia to happen and that they are ongoing. Some important processes that may be included in this knowledge category are:</p> <ul style="list-style-type: none"> <li>erosion and deposition associated with rivers and coasts</li> <li>the water cycle</li> <li>ocean circulation</li> <li>climate change</li> <li>earthquakes and volcanoes.</li> </ul>
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 <p>Physical features</p>	<p><b>Physical features</b> are the naturally occurring landforms of environments. They include:</p> <ul style="list-style-type: none"> <li>• hills</li> <li>• mountains</li> <li>• valleys</li> <li>• bodies of water, e.g., streams, becks, tarns, rivers, lakes, seas, oceans, lagoons</li> <li>• natural resources, e.g., the site of copper, tin, zinc, cobalt (although mines that are created to extract them are human features).</li> </ul> <p><i>Note: features that appear natural but are put there or managed by humans (e.g., fields, trees, forests, woods, woodland and vegetation) are human features.</i></p>	 <p>Human processes</p>	<p><b>Human processes</b> both influence and are influenced by the physical features of environments which offer both possibilities for and constraints to human activity. In this knowledge category, it is important to make links between the two as often as possible so as to explore interconnection, connection and change. Some of the human processes that may be explored are:</p> <ul style="list-style-type: none"> <li>• transport</li> <li>• trade</li> <li>• migration</li> <li>• settlements</li> <li>• industry</li> <li>• travel</li> <li>• leisure and tourism</li> <li>• pollution.</li> </ul>
 <p>Human features</p>	<p><b>Human features</b> are the things made by or altered by people. They include:</p> <ul style="list-style-type: none"> <li>• urban and suburban settlements, e.g., cities and towns</li> <li>• rural settlements, e.g., hamlets and villages</li> <li>• leisure facilities</li> <li>• manufacturing facilities, e.g. factories and workshops</li> <li>• transport hubs, e.g. bus stops, stations, railway stations, airports and ferry ports</li> <li>• transport infrastructure, e.g., roads, railways and canals</li> <li>• commerce sites, e.g., offices</li> <li>• financial institutions</li> <li>• retail outlets</li> <li>• farming and agriculture</li> <li>• reservoirs and dams</li> <li>• power stations and the power grid</li> <li>• any aspects of an environment that have been put there by people, e.g., pavements, street furniture and signs.</li> </ul>	 <p>Diversity</p>	<p><b>Geographical diversity</b> involves looking at how physical, human and cultural elements are differentiated from each other. This is noticeable at a variety of scales: global to local. Even places that are relatively near to each other can have a great deal of geographical diversity. Some aspects of diversity that may be included in this knowledge category are:</p> <ul style="list-style-type: none"> <li>• <b>various physical characteristics</b> of a region or space, e.g., climate, vegetation, fauna, bodies of water, existing types of relief and landscape</li> <li>• <b>various human characteristics</b> of a region or space, e.g. population density, ethnicity, the nature of the built environment and poverty levels.</li> </ul>

 <p>Techniques</p>	<p><b>Geographical techniques</b> are a way of both finding out geographical information and communicating it. Some of the geographical techniques that may be included in this knowledge category are:</p> <ul style="list-style-type: none"> <li>• <b>fieldwork:</b> observation, measuring and recording using various types of sketch maps and more formal mapping, e.g., land use maps</li> <li>• <b>secondary geographical sources:</b> atlases and other research materials</li> <li>• <b>map reading,</b> e.g., symbols, grid references and keys</li> <li>• <b>using Geographic Information Systems (GIS),</b> e.g., applications that show cartographic data, photographic data, digital data or data in spreadsheets.</li> </ul>		
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Key Concept Development				
Key Concept (Threshold Concept) and associated Knowledge Categories	By the end of EYFS	By the end of KS1	By the end of Lower KS2	By the end of Upper KS2
<p><b>Investigate Places</b></p> <p>This concept involves understanding the geographical location of places and their physical and human features.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> Location</div> <div style="text-align: center;"> Physical features</div> <div style="text-align: center;"> Human features</div> <div style="text-align: center;"> Techniques</div> <div style="text-align: center;"> Diversity</div> </div>		<p><b>Ask and answer geographical questions</b> (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>	<p><b>Ask and answer geographical questions</b> (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>	<p><b>Collect and analyse</b> statistics and other information in order to <b>draw clear conclusions</b> about locations.</p>
		<p><b>Identify the key features of a location</b> in order to say whether it is a city, town, village, coastal or rural area.</p>	<p><b>Identify the key features of a location</b> in order to say whether it is a city, town, village, coastal or rural area.</p>	<p><b>Identify and describe how the physical features affect the human activity</b> within a location.</p>
		<p><b>Use world maps, atlases and globes</b> to identify the <b>United Kingdom</b> and its <b>countries</b>, as well as the <b>countries, continents</b> and <b>oceans</b> studied.</p>	<p><b>Use world maps, atlases and globes</b> to identify the <b>United Kingdom</b> and its <b>countries</b>, as well as the <b>countries, continents</b> and <b>oceans</b> studied.</p>	<p><b>Use a range of geographical resources</b> to give detailed descriptions and opinions <u>of the characteristic features of a location.</u></p>
		<p><b>Use simple fieldwork and observational skills</b> to study the geography <b>of the school</b> and the <b>key human and physical features of its surrounding environment.</b></p>	<p><b>Use simple fieldwork and observational skills</b> to study the geography <b>of the school</b> and the <b>key human and physical features of its surrounding environment.</b></p>	<p>Use <b>different types of fieldwork sampling</b> (random and systematic) to <b>observe, measure and record</b> the <b>human and physical features</b> in the local area. <b>Record the results in a range of ways.</b></p>
		<p>Use <b>aerial images</b> and plan perspectives to recognise landmarks and basic physical features.</p>	<p>Use <b>aerial images</b> and plan perspectives to recognise landmarks and basic physical features.</p>	<p><b>Analyse</b> and give <b>views</b> on the <b>effectiveness of different geographical representations of a location</b> (such as aerial images compared with maps and topological maps - as in London's Tube map).</p>

	<p><b>3- and 4-year-olds - Understanding the World</b></p> <ul style="list-style-type: none"> <li>Know that there are different <b>countries</b> in the world and talk about the <b>differences</b> they have experienced or seen in photos.</li> <li>Use all their senses in hands-on exploration of natural materials.</li> </ul> <p><b>Reception – Understanding the World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> </ul>	<p>Name, locate and identify characteristics of the four <b>countries</b> and <b>capital cities of the United Kingdom</b> and its surrounding seas.</p>	<p>Name, locate and identify characteristics of the four <b>countries</b> and <b>capital cities of the United Kingdom</b> and its surrounding seas.</p>	<p>Name and locate some of the <b>countries</b> and <b>cities of the world</b> and their identifying <b>human and physical characteristics</b>, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have <b>changed over time</b>.</p>
		<p>Name and locate the world's <b>continents and oceans</b>.</p>	<p>Name and locate the world's <b>continents and oceans</b>.</p>	
				<p>Name and locate the countries of <b>North and South America</b> and identify their main <b>physical and human characteristics</b>.</p>
<p><b>Investigate Patterns</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural</p>	<p><b>DM: 3- and 4-year-olds - Understanding the World</b></p> <ul style="list-style-type: none"> <li>Know that there are <b>different countries</b> in the <b>world</b> and talk about the <b>differences</b> they have experienced or seen in <b>photos</b>.</li> </ul> <p><b>Reception – U the World</b> Recognise some <b>similarities</b> and <b>differences</b> between <b>life in this country and life in other countries</b></p> <p><b>ELG Understanding the World: The Natural World</b></p> <ul style="list-style-type: none"> <li>Recognise some <b>environments</b> that are <b>different</b> to the one in which they live.</li> <li>Know some <b>similarities and differences</b> between the <b>natural world</b> around them and <b>contrasting environments</b>, drawing on their experiences and what has been read in class.</li> </ul>	<p><b>Understand</b> geographical <b>similarities and differences</b> through studying the <b>human and physical geography</b> of a <b>small area of the United Kingdom</b> and of a contrasting <b>non-European country</b>.</p>	<p><b>Describe</b> geographical <b>similarities and differences between countries</b>.</p>	<p><b>Understand</b> some of the <b>reasons</b> for geographical <b>similarities and differences between countries</b>.</p> <p>Describe <b>geographical diversity</b> across the world.</p>

resources are used and transported.	<p><b>ELG Understanding the World: The Natural World</b> Understand some important <b>processes</b> and <b>changes</b> in the <b>natural world</b> around them, including the <b>seasons</b>.</p> <p><b>DM: 3- and 4-year-olds - Understanding the World</b></p>	Identify <b>seasonal</b> and <b>daily weather patterns</b> in the <b>United Kingdom</b> and... the <b>location of hot and cold areas</b> of the world in relation to the <b>Equator and the North and South Poles</b> .	<b>Name and locate</b> the <b>Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones</b> . Describe some of the <b>characteristics</b> of these geographical areas.	<b>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</b>
	Begin to understand the need to <b>respect</b> and <b>care</b> for the <b>natural environment</b> and all <b>living things</b> .			
	<p><b>ELG Understanding the World: People, Culture and Communities</b> <b>Describe their immediate environment</b> using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	Identify <b>land use around the school</b> .	Describe how the <b>locality of the school</b> has <b>changed over time</b> .	Describe how <b>locations around the world</b> are <b>changing</b> and <b>explain</b> some of the <b>reasons</b> for change.
<p><b>Communicate Geographically</b> This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p><b>Development Matters Reception – Understanding the World</b></p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> </ul> <p><b>ELG Understanding the World: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>	<p><b>Use basic geographical vocabulary</b> to refer to: <b>key physical features</b>, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p><b>key human features</b>, including city, town, village, factory, farm, house, office and shop.</p>	<p><b>Describe key aspects of:</b> <b>physical geography</b>, including rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p><b>human geography</b>, including settlements and land use.</p>	<p><b>Describe and understand key aspects of:</b> <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p><b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy,</p>
				Describe how <b>countries</b> and geographical <b>regions</b> are <b>interconnected and interdependent</b> .

 <p>Techniques</p>  <p>Vocabulary</p>				food, minerals, and water supplies.
	<p><b>DM 3- and 4-year-olds - Mathematics:</b></p> <ul style="list-style-type: none"> <li>Understand position through words alone. For example, "The bag is under the table," – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul> <p><b>ELG – Mathematics</b> Talk about the shapes of any landmarks they see along the way</p> <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Communicate their route using positional language</li> </ul>	<p>Use <b>compass directions (north, south, east and west)</b> and locational language (e.g. near and far) to describe the <b>location of features and routes</b> on a map.</p>	<p>Use the <b>eight points of a compass, four-figure grid references, symbols and key</b> to communicate knowledge of the <b>United Kingdom and the wider world.</b></p>	<p><b>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols)</b> to communicate knowledge of the <b>United Kingdom and the world.</b></p>
	<p><b>Devise a simple map;</b> and use and construct <b>basic symbols in a key. Use simple grid references (A1, B1).</b></p>			<p><b>Create maps of locations identifying patterns</b> (such as: land use, climate zones, population densities, height of land).</p>

"Concepts are 'holding baskets' for facts. They help to make sense of multiple pieces of information, and this makes them efficient. Concepts are largely, but not exclusively expressions of important ideas within an academic discipline. Our pupils are entitled to know them and to use them. Concepts enable connections to be made across a disparate range of facts; they reside in the long-term memory and can be called on to make sense of new information. Concepts provide the intellectual architecture on to which new knowledge and insights can be pinned" (Mary Myatt)

## Long Term Plan

NC Key Stage	EYFS (2-year cycle)	Key Stage 1 (2-year cycle)	Key Stage 2 (4-year cycle)
Phase		Years 1 and 2	Years 3, 4, 5 and 6
Cycle A Autumn	Ourselfs, School & Surrounding Area		
Cycle A Spring	Mapping in Harrogate	<b>UK &amp; LONDON</b> locating and identifying countries and capital cities of the UK including London <i>(1-week block)</i>	<b>SOUTH AMERICA</b> Name and locate the countries of South America and identify their main physical (including rainforest biome) and human characteristics. <i>(2-week block)</i>
Cycle A Summer	Seasonal Change Hot (Africa) & Cold Lands Weather throughout	<b>HOT &amp; COLD</b> identify UK seasonal/daily weather patterns and hot and cold areas of the world in relation to the equator and the North and South Pole <i>(2-week block)</i>	<b>MOUNTAINS, VOLCANOES &amp; EARTHQUAKES</b> Describe and understand key aspects of Physical geography, including mountains, volcanoes and earthquakes; how these affect the human activity within a location <i>(2-week block)</i>
Cycle B Autumn	Harrogate & Local Area	<b>WHERE DO WE LIVE?</b> <i>School/surrounding area unit (fieldwork/ map skills)</i>	<b>THE JOURNEY OF A RIVER</b> Describe and understand key aspects of Physical geography/ how these affect the human activity within a location.
Cycle B Spring	Compare our lives to others	<b>HARROGATE v ABROAD</b> Understand geographical similarities and differences through studying the human and physical geography of <b>a small area of the United Kingdom and of a contrasting non-European country.</b>	Non-European small area dependent on cohort, e.g. EAL children. Ideally focused on coastal area.
Cycle B Summer	Pirate Maps/ Seas/ land	<b>AROUND THE WOLRLD</b> Investigating places – the seven continents and the five oceans	<b>EUROPE</b> – European countries and major capital cities <b>UK v GREECE</b> - including environmental regions and key aspects of human and physical geography <b>(comparison of region of Greece and region of UK)</b>



Long Term Plan			
NC Key Stage	EYFS (2-year cycle)	Key Stage 1 (2-year cycle)	Key Stage 2 (4-year cycle)
Phase		Years 1 and 2	Years 3, 4, 5 and 6

Cycle C Autumn	n/a	
Cycle C Spring		<b>SCANDINAVIA STUDY</b> – climate and human impacts on the environment
Cycle C Summer		<b>UK</b> - name and locate counties and cities of UK and identifying human and physical features.
Cycle D Autumn	n/a	<b>CLIMATE CHANGE</b> – pollution Renewable and non-renewable energy
Cycle D Spring		<b>MAPPING</b> - Geographical Skills and fieldwork – grid references & Ordnance Survey Map
Cycle D Summer		



**Geography Primary Curriculum  
Progression Map**


















Star








'Disciplinary knowledge considers how substantive knowledge originates, is debated and is revised - i.e., how we create, contest and evaluate substantive knowledge over time. Disciplinary knowledge tells us how we know what we know; it is through disciplinary knowledge that pupils learn the practices of geographers. It gives an insight into the ways that geographers think - how they question, collect, analyse, interpret, evaluate, communicate and debate, and in doing so, how the facts of geography are established and revised. In other words, **disciplinary knowledge is about understanding how to think about and find out about the world geographically**. Disciplinary knowledge enables one to **'think like a geographer'**.'








	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>DISCIPLINARY KNOWLEDGE - 'knowing how we know'</b>							
<b>Asking and Answering Questions</b>	Ask questions about aspects of their familiar world.	Ask and respond to geographical questions.		Ask and respond to geographical questions using evidence to support answers.		Ask and investigate geographical questions, suggesting enquiries to test them.	
<b>Collecting and Interpreting</b>	Draw things they see around them.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.  Understand that geographers learn about the world by observing and collecting data and information.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed.  Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed.  Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this.  Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this.  Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this.  Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.
<b>Analysing and Communicating</b>	Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.	Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.		Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.		Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.	
<b>Evaluating and Debating</b>	Describe their immediate environment and express their views about it, with support.	Express their own views about the people, places and environments studied.		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others.  Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.  Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	






Agreed Core Knowledge and Vocabulary by Unit		
Key Stage One		
Spring Term – Year A and Year C		
Unit	Knowledge Categories	The United Kingdom
First Order Concept		<b>Investigating Places</b>
National Curriculum/ Chris Quigley Threshold Concepts		<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to <u>key human features</u>, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p><b>Threshold Concept (not included in NC):</b></p> <p>Identify the <b>key features of a location</b> in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>
Agreed Core Knowledge (Substantive Knowledge)	<p><b>Geography links?</b></p> <p><b>Before:</b></p> <p><b>Next:</b></p>  <p>Location</p>  <p>Diversity</p>	<p><b>Key knowledge for this unit.</b></p> <p>I know that:</p> <ul style="list-style-type: none"> <li>• There are four countries in the UK. These are England, Scotland, Wales and Northern Ireland.</li> <li>• A city is the largest type of settlement, containing lots of buildings and lots of people.</li> <li>• Each country has a capital city.</li> <li>• The capital city of England is London.</li> <li>• The capital city of Scotland is Edinburgh.</li> <li>• The capital city of Wales is called Cardiff.</li> <li>• The capital city of Northern Ireland is Belfast.</li> <li>• The UK is surrounded by the Atlantic Ocean, Pacific Ocean, the Irish Sea and the English Channel.</li> </ul> <p>Links to other subjects? ↔ Links to other subjects in other year group?</p>

	 Physical features   Human features   Techniques	<ul style="list-style-type: none"> <li>• Some key human features in London are:</li> <li>• Houses of parliament, Big Ben, Buckingham palace, London Bridge</li> <li>• A key physical feature in London is:</li> <li>• River Thames</li> <li>• A map shows us what a specific area looks like and the key features of that place.</li> <li>• A key show what the symbols on the map represent.</li> <li>• The UK is home to people from all over the world. Some were born here while others have migrated from other parts of the world. Some people are refugees while others travel to the UK for work or tourism.</li> </ul> <p>I know how to:</p> <ul style="list-style-type: none"> <li>• (Y1 With support), locate a UK country, ocean or continent on a world map, atlas or globe.</li> <li>• (Y1 With support), use aerial photographs to recognise landmarks and basic human and physical feature</li> </ul>
Agreed Disciplinary Knowledge	 Techniques   Vocabulary	<ul style="list-style-type: none"> <li>• Understand that geographers learn about the world by observing and collecting data and information.</li> <li>• With support, ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Express my own view about the people, place and environments in the UK.</li> <li>• Observe and collect information about the UK - from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.</li> <li>• Create simple maps and labelled diagrams to communicate geographical information.</li> <li>• (Y1 With support) use Geographical vocabulary when I speak and write about location and physical and human features.</li> </ul>
Agreed Vocabulary	 Vocabulary	Place, location, Human Features, Physical Features, Map, key, symbol, atlas, Aerial photo, globe, landmark, Country, England, Scotland, Wales and Northern Ireland, Capital city, London, Edinburgh, Cardiff and Belfast, Atlantic Ocean, Pacific Ocean, Irish Sea, Continent Ocean, city, town, village, landmark, observe, data, information




Summer Term – Year A and Year C		
Hot and Cold		
First Order Concept		Investigating patterns – Hot and Cold
National Curriculum/ Chris Quigley Threshold Concepts		<ul style="list-style-type: none"> <li>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.</li> <li>Use basic geographical vocabulary to refer to: <b>Key physical features</b>, including: beach, cliff <b>coast</b>, forest, hill, mountain, <b>sea, ocean</b>, river.</li> <li>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</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</li> </ul> <p><b>Threshold Concept (not NC):</b>            Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>
Agreed Core Knowledge (Substantive Knowledge)	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <p style="margin-left: 5px;">Location</p> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <p style="margin-left: 5px;">Physical features</p> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <p style="margin-left: 5px;">Human features</p> </div> <div style="display: flex; align-items: center;">  <p style="margin-left: 5px;">Physical processes</p> </div> </div>	<div style="text-align: center; margin-bottom: 20px;"> <p><b>Geography links?</b></p> <p><b>Before:</b>  <b>Next:</b> </p> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-bottom: 20px;"> <div style="text-align: center;"> <p>Links to other subjects?</p>  </div> <div style="text-align: center;"> <p>Links to other subjects in other year group?</p>  </div> </div> <p><b>Key knowledge for this unit.</b></p> <p>I know that:</p> <ul style="list-style-type: none"> <li>The UK has many different weather types throughout the year.</li> <li>Four types of weather that happen in the UK are sunshine, wind, rain and snow.</li> <li>We have four seasons each year in the UK. They are spring, summer, autumn and winter.</li> <li>The weather affects what clothes we wear and the things we do.</li> <li>I know these 3 weather symbols. They are... </li> <li>climate is the weather in a location over a long period of time.</li> <li>Extreme weather such as flooding, droughts, heatwaves and blizzards can be dangerous.</li> <li>Extreme weather can harm buildings, people, nature and our environment.</li> <li>Countries can have different climates which can be hot or cold.</li> <li>An example of a hot country is Jamaica, and a cold country is the Artic.</li> </ul>








	 Human processes   Diversity   Techniques   Human features	<ul style="list-style-type: none"> <li>• The Earth's Equator is the imaginary line that runs around the centre of the globe. It is an equal distance between the North and South Poles.</li> <li>• The Arctic is the area around the Earth's North Pole.</li> <li>• An Arctic animal is a/an _____ (reindeer/caribou, Arctic hare, seal, husky, polar bear and snowy owl).</li> </ul> <p>I know how to:</p> <ul style="list-style-type: none"> <li>• Locate the equator, the North Pole and the South Pole.</li> <li>• Locate a country or region on a world map.</li> </ul>
<p>Agreed Disciplinary Knowledge</p>	 Techniques   Vocabulary	<ul style="list-style-type: none"> <li>• Understand that geographers learn about the world by observing and collecting data and information.</li> <li>• With support, ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Express my own view about the people, place and environments I learn about.</li> <li>• Observe and collect information about the weather - from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.</li> <li>• Create simple maps and labelled diagrams to communicate geographical information.</li> <li>• (Y1 With support) use Geographical vocabulary when I speak and write.</li> </ul>
<p>Agreed Vocabulary</p>	 Vocabulary	<p>Human Features, Physical Features, Weather, Climate, Forecast, Symbol, Sign, Compare, Growth,</p> <ul style="list-style-type: none"> <li>• Darker, Earlier, Lighter, later Weather, the UK, North Yorkshire, Harrogate, changes, seasons, daily/ day to day, weather recording, observation (looking), temperature/thermometer, sun, rain, thunder, snow, wind</li> <li>• Seasons, change, months of the year, autumn, winter, spring, summer, affect, clothes, lives</li> </ul> <p>Dangerous/danger, extreme, flooding, drought, hurricane, blizzards, heatwave, protect</p>


Spring Term – Year B and Year D		
Our Planet Earth		
First Order Concept		Investigating places
National Curriculum/ Chris Quigley Threshold Concepts		<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>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.</li> </ul> <p><b>Threshold Concept (not NC):</b>            Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>
Agreed Core Knowledge (Substantive Knowledge)	 Location  Physical features  Human features  Physical processes  Human processes  Diversity	<div style="text-align: center;"> <p> <b>Geography links? Before:</b> <span style="margin-left: 100px;"><b>Links to other subjects?</b></span> <span style="margin-left: 100px;"><b>Links to other subjects in other year group?</b></span> </p> <p>Year A, Spring term of the UK</p> </div> <p><b>Next:</b></p> <p><b>Key knowledge for this unit.</b></p> <p>I know that:</p> <p>Earth is the planet on which we live. It is a sphere.            Earth is also called the 'world'.</p> <ul style="list-style-type: none"> <li>Earth has a core, mantle and crust.</li> <li>The crust is the rock that covers the entire surface of the Earth.</li> <li>Some of the crust is submerged by the oceans of the world.</li> <li>Under the oceans there are some high mountains and deep trenches that cannot be seen from the land.</li> <li>The part of the crust that is not submerged by the oceans is called land.</li> <li>Land is divided into continents, which are very large areas of land. Continents usually have many countries within them, apart from Australia which is a continent and a country.</li> </ul> <div style="text-align: right;">  </div>

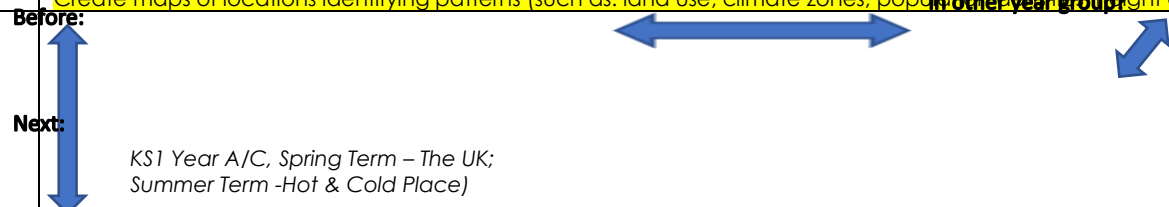
	 <small>Techniques</small>	<p><u>Continents Mnemonic Device</u></p> <table border="0"> <tr><td>North America</td><td>Never</td></tr> <tr><td>Europe</td><td>Ever</td></tr> <tr><td>South America</td><td>Smile</td></tr> <tr><td>Africa</td><td>At</td></tr> <tr><td>Asia</td><td>An</td></tr> <tr><td>Australia</td><td>Angry</td></tr> <tr><td>Antarctica</td><td>Alligator!</td></tr> </table>  <p>There are seven continents:        North America,        Europe,        South America,        Africa,        Asia,        Australia (Australasia/ Oceania) and        Antarctica.</p> <p>The biggest continent is Asia, and the biggest ocean is the Pacific.        Oceans are made up of saline water and cover about three quarters of the Earth's surface.        Oceans contain hundreds of thousands of known species.        Oceans that are enclosed are called seas.</p> <p>I know how to:</p> <ul style="list-style-type: none"> <li>• Locate the equator, the northern hemisphere and the southern hemisphere and the North Pole and the South Pole.</li> <li>• Locate a country or region on a world map.</li> </ul>	North America	Never	Europe	Ever	South America	Smile	Africa	At	Asia	An	Australia	Angry	Antarctica	Alligator!
North America	Never															
Europe	Ever															
South America	Smile															
Africa	At															
Asia	An															
Australia	Angry															
Antarctica	Alligator!															
<p>Agreed Disciplinary Knowledge</p>	 <small>Techniques</small>   <small>Vocabulary</small>	<ul style="list-style-type: none"> <li>• Understand that geographers learn about the world by observing and collecting data and information.</li> <li>• With support, ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Express my own view about the people, place and environments I learn about.</li> <li>• Observe and collect information and data about the weather - from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.</li> <li>• Create simple maps and labelled diagrams to communicate geographical information.</li> <li>• (Y1 With support) use Geographical vocabulary when I speak and write.</li> </ul>														
<p>Agreed Vocabulary</p>	 <small>Vocabulary</small>	<p>continent: a large area of land ocean: a large area of saline water saline: salty species: plants or animals enclosed: surrounded by something seas: smaller, enclosed or partly enclosed areas of saline water magma: hot, liquid rock submerged: covered by water</p>														










Summer Term – Year B and Year D		
<b>Unit</b>		<b>Contrasting localities (non-European)</b> <b>Understanding the key human and physical features of different places within the UK.</b>
National Curriculum/ Chris Quigley Threshold Concepts		<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a <b>small area of the United Kingdom</b>, and of a <b>small area</b> in a contrasting <b>non-European country</b>.</li> <li>Use basic geographical vocabulary to refer to:  <b>Key physical features</b>, including beach, cliff coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  <b>Key human features</b>, including city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>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</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</li> <li>Devise a simple map; and use and construct basic symbols in a key</li> <li>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</li> </ul> <p><b>Threshold Concept (Not NC):</b>            Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.            Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).            Use simple grid references (A1, B1)</p>
First Order Concept		Investigating patterns
Agreed Core Knowledge (Substantive Knowledge)	<p><b>Geography links?</b></p> <p><b>Before:</b></p> <p><b>Next:</b></p> <div style="display: flex; align-items: center; gap: 10px;">  <p>Location</p>  <p>Physical features</p> </div> <p><b>Key knowledge for this unit.</b></p>	<p style="text-align: center;"> <b>Links to other subjects?</b> ← <b>Links to other subjects in other year group?</b> </p> 

	 <p>Physical processes</p>  <p>Human processes</p>  <p>Diversity</p>  <p>Techniques</p>  <p>Human features</p>  <p>Vocabulary</p>	<p>I know how to: (Y1 With support),</p> <ul style="list-style-type: none"> <li>• draw a simple map; and use basic symbols in a key.</li> <li>• use simple grid references (A1, B1)</li> <li>• explain what is the same/different about two places.</li> <li>• use aerial photographs to recognise landmarks and basic human and physical features.</li> </ul> <p>use Geographical vocabulary when I speak and write.</p>
<p>Agreed Disciplinary Knowledge</p>	 <p>Techniques</p>	<p>(Y1 With support)</p> <ul style="list-style-type: none"> <li>• Understand that geographers learn about the world by observing and collecting data and information.</li> <li>• With support, ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Express my own view about the people, place and environments I learn about.</li> <li>• Observe and collect information and data about continents and oceans - from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.</li> <li>• Create simple maps and labelled diagrams to communicate geographical information.</li> </ul>







		<ul style="list-style-type: none"><li>• Use Geographical vocabulary when I speak and write.</li></ul>
Agreed Vocabulary		<b>TO BE COMPLETED</b>

Agreed Knowledge, Skills and Vocabulary by Unit	
Key Stage Two	
Spring Term – Year A	
Unit	<b>Geographical Similarities and differences between South American Region (Amazon Rainforest) and UK Region -???</b> <a href="http://RoyalGeographicalSociety-Resourcesforschools(rgs.org)">Royal Geographical Society - Resources for schools (rgs.org)</a>
First Order Concept	Investigating places
	Investigating patterns
National Curriculum/ Chris Quigley Threshold Concepts	<ul style="list-style-type: none"> <li>Years 3/4 Name and locate... Years 5/6 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)</li> <li>Years 5/6 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America</li> <li>Describe and understand key aspects of physical geography, including climate zones.</li> </ul> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li><b>physical geography</b>, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li><b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b>Threshold Concept (not NC):</b></p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics. links to. Name and locate some of the countries and cities <b>of the world</b> and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). Describe geographical diversity across the world.</p> <ul style="list-style-type: none"> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul> <p><b>Geography links?</b> how countries and geographical regions are interconnected and interdependent. <b>Links to other subjects?</b> links to other subjects</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). <b>In other year groups?</b></p>
Agreed Core Knowledge (Substantive Knowledge)	<p><b>Before:</b></p>  <p><b>Next:</b></p> <p>KS1 Year A/C, Spring Term – The UK; Summer Term -Hot &amp; Cold Place)</p>


 <p>Location</p>  <p>Physical features</p>  <p>Human features</p>  <p>Physical processes</p>  <p>Human processes</p>  <p>Diversity</p>  <p>Techniques</p>	<p><b>Key knowledge for this unit.</b></p> <p>To know that:</p> <ul style="list-style-type: none"> <li>• the equator, the tropic of Cancer and the tropic of Capricorn are lines of latitude.</li> <li>• the lines of longitude run from North to South pole, and lines of latitude run horizontally around the Earth.</li> <li>• the Greenwich Meridian (or Prime Meridian) line is a line of longitude at 0 degrees.</li> <li>• South America is in both the Northern and Southern Hemisphere, with the Equator running directly through the continent. The Tropic of Capricorn also runs through South America.</li> <li>• The Pacific Ocean is to the west of South America and the Atlantic Ocean is to the north and east.</li> <li>• South America contains twelve countries in total. These include Argentina, Bolivia, Brazil and Chile.</li> <li>• South America has the world's largest river system, the Amazon River basin, flowing through the Amazon rainforest.</li> <li>• South America can be divided into three geographical regions: mountains and highlands, river basins, and coastal plains.</li> <li>• South America has three major biomes: the tropical <b>rainforest</b> (in the river basin regions), the Atlantic <b>Forest</b> (in the mountain regions), and the Cerrado <b>savannah</b> (in the coastal plains regions).</li> <li>• There is a hot and wet climate in the Amazon rainforest, and it is full of biodiversity. The rainforest spreads over four different nations and it is around twenty five times the size of the United Kingdom.</li> <li>• The different layers of the rainforest are: forest floor, understory, canopy, and the emergent layer.</li> <li>• Different plants and animals are adapted for life in different layers of the rainforest.</li> <li>• There are many indigenous communities living in the rainforest today.</li> <li>• The Andes Mountain range is the longest mountain range on Earth. It runs along the western coast of South America.</li> <li>• Brazil is the largest country in South America and has the largest population.</li> <li>• There are many ports in South America which are important for trade and the economy.</li> <li>• Deforestation is a major threat to the World's climate. There are a number of ways we can help to support the rainforests for example, buying Fairtrade products or adopting an animal.</li> </ul> <p>I know how to:</p> <ul style="list-style-type: none"> <li>• locate Equator, Tropics of Cancer and Capricorn and Greenwich Meridian on a globe or atlas.</li> <li>• locate South America on a world map and to name at least 3 countries within it</li> <li>• locate where the Amazon rainforest and Amazon River are on a map</li> </ul>
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<p>Agreed Disciplinary Knowledge</p>	 <p>Techniques</p>	
<p>Agreed Vocabulary</p>	 <p>Vocabulary</p>	<p>Longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, Prime/Greenwich Meridian, Rainforest, South America, country, continent, biome, habitat.</p>

		Summer Term – Year A
Unit	Mountains, Earthquakes and Volcanoes	
First Order Concept	Investigating patterns	
National Curriculum/ Chris Quigley Threshold Concepts	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li><b>Y3-6</b> Use the eight compass points, 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</li> <li>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</li> <li>Y34 Identify the position and Y56 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)</li> <li>Describe and understand key aspects of: Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Threshold Concept (not NC):</b>          Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).          Describe geographical diversity across the world.</p>	
Agreed Core Knowledge (Substantive Knowledge)	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p><b>Geography links? Before:</b></p> <p><i>KS1 Spring Term (Year A/C, – The UK)</i></p> <p><b>Next:</b></p> </div> <div style="text-align: center;"> <p><b>Links to other subjects?</b></p> </div> <div style="text-align: center;"> <p><b>Links to other subjects in other year group?</b></p> </div> </div> <p style="text-align: center;"><i>(Note: Blue arrows indicate connections between these elements)</i></p> <p><b>Key knowledge for this unit.</b>          To know that:</p> <ul style="list-style-type: none"> <li>The Earth consists of four layers: crust, mantle, outer core and inner core.</li> <li>The crust has 'cracks' in it, so it is divided into pieces called tectonic plates.</li> <li>The plates move very slightly – between 1 and 10 centimetres a year – and when they do, earthquakes occur, and volcanoes form or erupt.</li> <li>A fold mountain is created when two continental, tectonic plates collide, and they force the ground up where they meet.</li> <li>An ocean trench is created when a continental and an oceanic tectonic plate collide.</li> <li>A volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape.</li> <li>The Pacific Ring of Fire is an arc around the Pacific Ocean where most of the world's volcanoes and earthquakes are formed.</li> </ul>	

	 Human features  Physical processes  Human processes  Diversity  Techniques	<ul style="list-style-type: none"> <li>• When plates move towards or past each other, we can experience earthquakes.</li> <li>• When a natural disaster has happened, it can affect society, the environment and the economy.</li> <li>• Immediate effects include the death, injury or disappearance of people.</li> <li>• Secondary effects include (name one of the following): Heavy rain causing landslides; hunger due to crops being destroyed; Disruption to travel and farming, which will cost the government money.</li> <li>• Immediate responses include: Search and rescue teams clear roads to rescue people; Water, food, medical care and tents provided; Evacuation.</li> <li>• Secondary responses include: Education and evacuation drills; New and improved emergency response systems, Rebuilding infrastructure</li> <li>• People may live in potentially dangerous areas because, for example, the land is fertile.</li> <li>• Harm-reduction means putting measures in place to protect people from harm.</li> <li>• Steel frames are used as a harm-reduction measure because they are stiff, so add increased protection to the building.</li> </ul> <p>I know how to:</p> <ul style="list-style-type: none"> <li>• Use geographical vocabulary to talk about physical and human features</li> <li>• Use an atlas to name and locate some of the countries of the world and their physical characteristics such as mountain ranges.</li> </ul>
<p>Agreed Disciplinary Knowledge</p>	 Techniques	<p>As a geographer, I can...</p> <ul style="list-style-type: none"> <li>• Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information. Ask and answer geographical questions...           <ul style="list-style-type: none"> <li>- Y3/4 using evidence to support answers.</li> <li>- Y5/6 suggesting enquiries to test them.</li> </ul> </li> <li>• Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed (Y5/6 and provide reasons for this)</li> <li>• Analyse, communicate and explain geographical information by... constructing maps with keys, using labelled diagrams and age-appropriate graphs, and through writing at length using appropriate geographical vocabulary. (Y5/6 Choose an appropriate method to communicate information and give reasons for this)</li> </ul>



		<ul style="list-style-type: none"> <li>• Express my views about people, places and environments in Mountain/Volcano/Earthquake regions, giving reasons.</li> <li>• Compare my views with others. (Y6/5/6 and understand that some geographical knowledge is open to debate, challenge and discussion).</li> <li>• Reach geographical conclusions...</li> <li>• Y3/4 and begin to...</li> <li>• Y5/6 give reasons and critically evaluate and... ... debate the impact of geographical processes and human effects on the world, from given evidence.</li> </ul>
<p>Agreed Vocabulary</p>		<p>Earth, Sphere, Structure, Out/ inner crust, Mantle, Crust, Tectonic plates, Earthquake, Volcano, Fold mountain, Erupt, Continent, Continental crust/plate, Oceanic crust/ plate, Out/ inner crust, Mantle, Crust, Tectonic plates, Volcano, Erupt, Continent, magma, chamber, crater, lava, flow, ash cloud, secondary vent, volcanic bomb, throat main event, layers of lava and ash fumarole, gas carbon dioxide, earthquake, tectonic plates, Richter Scale, Convection currents, pressure, epicentre</p>

		Autumn Term – Year B
Unit		The Journey of a River Environmental Changes
First Order Concept		Physical Processes
		<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li><b>Y3-6</b> Use the eight compass points, 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</li> <li>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</li> <li>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 <b>rivers</b>), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>Describe and understand key aspects of:            Physical geography, including climate zones, biomes and vegetation belts, <b>rivers</b>, mountains, volcanoes and earthquakes, <b>and the water cycle</b>            Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals            Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul> <p><b>Threshold Concept (not NC):</b></p> <ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> </ul> <p>Describe geographical diversity across the world.</p>
Agreed Core Knowledge (Substantive Knowledge)	<p><b>Geography links?</b></p> <p><b>Before:</b> ↑</p> <p><b>Next:</b> ↓</p>	<p><b>Links to other subjects?</b> ↔</p> <p><b>Links to other subjects in other year group?</b> ↕</p> <p>PlanBee – Investigating Rivers</p> <ol style="list-style-type: none"> <li>to understand and explain the water cycle.</li> <li>to find out how rivers erode, transport and deposit materials.</li> </ol>



Physical features



Human features



Physical processes



Diversity

3. to find out why rivers are important – human geography.
4. to find out about the causes of river pollution and the effect it has on the environment
5. Case study – investigate the River Nidd (Dales Rivers Trust) <http://uppernidderdale.org.uk/discovery-learning/educational-resources/water-the-valley/>
6. Conduct a geographical enquiry (Y3/4 group/class led & Y5/6 paired/ individually led)




### **Science Key knowledge for this unit.**




*To know that:*






- The study of the water cycle is part of the discipline of science.
- the term for each part of the water cycle: evaporation, condensation, precipitation, runoff
- evaporation is when water changes from a liquid to vapour (gas) as a result of becoming hotter.
- Water becomes vapour at 100 °C as it is the boiling point of water.
- we measure temperature using degrees Celsius (°C) and in many countries they use a Fahrenheit scale.
- condensation is the name of the process when water vapour changes into liquid through cooling.
- condensation also refers to the liquid as it appears on windows on a cold day.
- as water condenses, clouds form in the sky. When it is cool enough, and a vast amount of water has formed, it falls in the form of rain and is called precipitation.
- water will change from a liquid to a solid when cooled to 0°C and that this is the freezing process.
- When ice melts, it becomes liquid which becomes part of the water cycle again.
- about 70% of the earth's surface is water.
- about 96% of earth's water is stored in the oceans.
- the remaining 4% is stored in rivers, lakes, ice caps, glaciers, water vapour in the air, in the soil and even in animals.




### **Geography Key knowledge for this unit:**



- a river is large natural stream of water flowing in a channel to the sea, a lake, or another river
- water always flows downstream, which means it flows downhill towards the sea.
- a stream is a small, narrow river.
- a canal is a man-made waterway.
- an estuary is where a river meets the ocean and the river and ocean mix.
- the mouth of a river is the end of it, where it meets the sea, a lake or another river.
- the source of a river is where it starts.
- a tributary is a small river or stream that joins a bigger river.
- the riverbed is the bottom of the river, and it is usually made of sand, rocks or mud.
- the current is the strength and speed of a river.
- the riverbank is land at the side of a river.

	 Techniques	<ul style="list-style-type: none"> <li>- Erosion is a process that wears away the riverbeds, rocks and banks of rivers.</li> <li>- A river deposition is a process that occurs when the river loses its energy and deposits the load it was carrying. Deposition happens when the velocity (speed) of the river falls.</li> <li>- the five longest rivers in the UK: River Severn, River Thames, River Trent, River Great Ouse and River Wye.</li> </ul> <p>I know how to:</p> <ul style="list-style-type: none"> <li>- Use arrows on a map of UK rivers to show the direction of water flow.</li> <li>- Plot River Severn, River Thames, River Trent, River Great Ouse and River Wye on a map of the UK.</li> </ul>
Agreed Disciplinary Knowledge	 Techniques	<p>As a geographer, I can...</p> <ul style="list-style-type: none"> <li>• Understand that geographers learn about the world by observing and collecting data and information.</li> <li>• Understand that knowledge about the world can be revised as we collect new data and information.</li> <li>• Ask and answer geographical questions...             <ul style="list-style-type: none"> <li>- Y3/4 using evidence to support answers.</li> <li>- Y5/6 suggesting enquiries to test them.</li> </ul> </li> <li>• Observe and collect information and data from <del>fieldwork</del>, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed (Y5/6 and provide reasons for this)</li> <li>• Analyse, communicate and explain geographical information by... constructing maps with keys, using labelled diagrams and age-appropriate graphs, and through writing at length using appropriate geographical vocabulary. (Y5/6 Choose an appropriate method to communicate information and give reasons for this)</li> <li>• Express my views about people, places and environments in Mountain/Volcano/Earthquake regions, giving reasons.</li> <li>• Compare my views with others. (Y5/6 and understand that some geographical knowledge is open to debate, challenge and discussion).</li> <li>• Reach geographical conclusions...             <ul style="list-style-type: none"> <li>• Y3/4 and begin to...</li> <li>• Y5/6 give reasons and critically evaluate and...                 <ul style="list-style-type: none"> <li>... debate the impact of geographical processes and human effects on the world, from given evidence.</li> </ul> </li> </ul> </li> </ul>
Agreed Vocabulary	 Vocabulary	<p>Meander, channel, floodplain, erosion, mouth, tributary, deposition, estuary, catchment, source, riverbed, bank, environment, pollution, River Nidd</p>

Summer Term – Year B		
Unit		<b>European countries and major capital cities including environmental regions and key aspects of human and physical geography (comparison of region of Greece and region of UK)</b>
First Order Concept		<b>Investigating patterns</b>
		<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a <b>region of the United Kingdom, a region in a European country, and a region within North or South America</b></li> <li>Locate the world's countries, using maps to focus on <b>Europe (Including the location of Russia)</b> concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Y3-6 Use the eight compass points, 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</li> <li>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</li> <li>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</li> </ul> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li><b>physical geography</b>, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li><b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <p><b>Threshold Concept (not NC):</b></p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>Describe geographical diversity across the world. Understand some of the reasons for geographical similarities and differences between countries.</p>
Agreed Core Knowledge (Substantive Knowledge)	<p>Before:</p> <p>Next:</p> 	<p style="text-align: center;">Links to other subjects?</p> <p style="text-align: center;">in other year group?</p>  

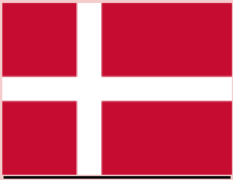


 <p>Location</p>  <p>Physical features</p>  <p>Human features</p>  <p>Diversity Physical processes</p>  <p>Human processes</p>	<p><b>Key knowledge for this unit.</b></p> <p><b>To know that:</b></p> <p>Greece is located within the continent of Europe.</p> <p>Greece is the southernmost country in Europe.</p> <p>Greece is located in Southern Europe in a region called the Mediterranean. the region is called this, as it surrounds the Mediterranean Sea.</p> <p>the flag of Greece and recognise to the national anthem. <a href="http://anthemworld.com/Greece.html">http://anthemworld.com/Greece.html</a></p> <p>Greece is in the Northern Hemisphere and is nearer the equator than the UK.</p> <p>Greece is warmer than the UK as it is further South and closer to the equator.</p> <p>Greece is divided into three geographical regions: the mainland, the islands, and Peloponnese (which is a peninsula of mainland Greece)</p> <p>mainland has rugged mountains, forests, and lakes.</p> <p>there are thousands of islands dotting the Aegean Sea to the east, the Mediterranean Sea to the south, and the Ionian Sea to the west. Greece is famous for these islands and millions of tourists visit them each year.</p> <p>Due to its islands, Greece has the longest coastline in Europe.</p> <p>the Pindus Mountain range on the mainland contains one of the world's deepest gorges, Vikos Gorge, which plunges 1,100 metres.</p> <p>Mount Olympus is the highest mountain in Greece at 2,917 metres.</p> <p>Human Geography</p> <p>the capital city of Greece is Athens.</p> <p>Greek people speak Greek.</p> <p>93% of people follow the Christian religion (many following Greek Orthodox church, a branch of Christianity) .</p> <p>there are over 10 million people living in Greece; this is known as the population - significantly less than the 66million people who live in the UK.</p> <p>80% of the land in Greece is mountainous. This made it difficult for Ancient Greeks to farm crops or travel overland. However, Greece has around 8500 miles of coastline, so they were able to use the sea for transportation. The geography of the land determined the economic activity that developed in the region.</p> <p>the economy of Greece includes the following:</p> <p>Tourism (the rich culture and history of Greece attracts many tourists along with the warm climate)</p> <p>Shipping (largest merchant navy in the world, extensive shipping industry)</p> <p>Mining (marble, aluminium, gold)</p>
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	 <p>Techniques</p>	<p>Agriculture (cotton, pistachio, rice and olive production and a large fishing industry)</p> <p><b>To know how to:</b></p> <p>to use an atlas and map reading to locate Greece and the Mediterranean Sea on a map of Europe.</p> <p>use an atlas and map reading to locate the Aegean, Ionian and Mediterranean Islands.</p>
<p>Agreed Disciplinary Knowledge</p>	 <p>Techniques</p>	<p>As a geographer, I can...</p> <ul style="list-style-type: none"> <li>• Understand that geographers learn about the world by observing and collecting data and information.</li> <li>• Understand that knowledge about the world can be revised as we collect new data and information.</li> <li>• Ask and answer geographical questions... <ul style="list-style-type: none"> <li>- Y3/4 using evidence to support answers.</li> <li>- Y5/6 suggesting enquiries to test them.</li> </ul> </li> <li>• Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed (Y5/6 and provide reasons for this) <ul style="list-style-type: none"> <li>• Analyse, communicate and explain geographical information by... constructing maps with keys, using labelled diagrams and age-appropriate graphs, and through writing at length using appropriate geographical vocabulary. (Y5/6 Choose an appropriate method to communicate information and give reasons for this)</li> <li>• Express my views about people, places and environments in Greece, giving reasons.</li> <li>• Compare my views with others. (Y6/6 and understand that some geographical knowledge is open to debate, challenge and discussion).</li> </ul> </li> <li>• Reach geographical conclusions... <ul style="list-style-type: none"> <li>• Y3/4 and begin to...</li> <li>• Y5/6 give reasons and critically evaluate and...</li> </ul> </li> </ul> <p>... debate the impact of geographical processes and human effects on the world, from given evidence.</p>
<p>Agreed Vocabulary</p>	 <p>Vocabulary</p>	

Spring Term – Year C		
Unit		Place knowledge - Scandinavia Study – climate and human impacts on the environment
First Order Concept		
		<ul style="list-style-type: none"> <li>Y34 Name and locate/ Y56 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)</li> <li>Y3-6 Describe and understand key aspects of:               <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including</li> </ul> </li> <li>Describe and understand key aspects of physical geography, including climate zones</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b>Threshold Concept (not NC):</b>          Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).          Describe geographical diversity across the world.</p> <ul style="list-style-type: none"> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>
Agreed Core Knowledge (Substantive Knowledge)	<p><b>Geography links?</b></p> <p><b>Before:</b> ↑</p> <p><b>Next:</b> ↓</p>  <p>Location</p>  <p>Physical features</p>	<p><b>Links to other subjects?</b> ↔</p> <p><b>Links to other subjects in other year group?</b> ↕</p> <p>I know that:</p> <ul style="list-style-type: none"> <li>- Scandinavia is located within the Arctic Circle, in Northern Europe.</li> <li>- Three countries (Norway, Denmark and Sweden) make up Scandinavia.</li> <li>- Scandinavian countries are colder than the UK as they are further North, away from the equator.</li> </ul>















	<u>Denmark (Kingdom of Denmark)</u>	<u>Norway (Kingdom of Norway)</u>	<u>Sweden (Kingdom of Sweden)</u>
<u>Flag</u>			
<u>Capital City</u>	<b>Copenhagen</b>	<b>Oslo</b>	<b>Stockholm</b>
<u>Language</u>	<b>Danish.</b>	<b>Norwegian</b>	<b>Swedish</b>
<u>Population</u>	5.5 million people	5.08 million people	9.5 million people
<u>Location</u>	Shares a land border with Germany and is connected to Sweden by a bridge. Also includes the self-governing territories of the Faroe Islands and Greenland in the north Atlantic Ocean.	Shares a border with Russia, Finland and Sweden.	Shares a land border with Finland and Norway, and is connected to Denmark by a bridge.
<u>Environment</u>	A flat country. Around 65% of Denmark is farmland and 11% woodlands. Denmark also has many beautiful beaches around its coastline.	Fjords and mountainous terrain. Fjords are narrow <b>inlets</b> from the sea, with steep mountains on either side. An inlet is a long, narrow bit of water that goes from the sea to land.	Forests cover over 50% of Sweden. There are also around 100,000 lakes and over 24,000 islands throughout the country. The largest lake is Lake Vanern.












I know how to:



- use an atlas and map reading to locate Scandinavian countries on a map of Europe.

Agreed Disciplinary Knowledge	 <small>Techniques</small>	<p>As a geographer, I can...</p> <ul style="list-style-type: none"> <li>• Understand that geographers learn about the world by observing and collecting data and information.</li> <li>• Understand that knowledge about the world can be revised as we collect new data and information.</li> <li>• Ask and answer geographical questions...           <ul style="list-style-type: none"> <li>- Y3/4 using evidence to support answers.</li> <li>- Y5/6 suggesting enquiries to test them.</li> </ul> </li> <li>• Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed (Y5/6 and provide reasons for this)           <ul style="list-style-type: none"> <li>• Analyse, communicate and explain geographical information by... constructing maps with keys, using labelled diagrams and age-appropriate graphs, and through writing at length using appropriate geographical vocabulary. (Y5/6 Choose an appropriate method to communicate information and give reasons for this)</li> <li>• Express my views about people, places and environments in South America, giving reasons.</li> <li>• Compare my views with others. (Y5/6 and understand that some geographical knowledge is open to debate, challenge and discussion).</li> <li>• Reach geographical conclusions...               <ul style="list-style-type: none"> <li>• Y3/4 and begin to...</li> <li>• Y5/6 give reasons and critically evaluate and...</li> </ul> </li> </ul> </li> </ul> <p>... debate the impact of geographical processes and human effects on the world, from given evidence.</p>
Agreed Vocabulary	 <small>Vocabulary</small>	<p><b>TO BE COMPLETED</b></p>

Summer Term – Year C		
Unit	Locational Knowledge – name and locate counties and cities of UK and identifying human and physical features	
First Order Concept	<ul style="list-style-type: none"> <li>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.</li> </ul>	
Agreed Core Knowledge (Substantive Knowledge)	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p><b>Geography links?</b></p> <p>Before:</p> <p>Next:</p> </div> <div style="text-align: center;"> <p><b>Links to other subjects?</b></p> </div> <div style="text-align: center;"> <p><b>Links to other subjects in other year group?</b></p> </div> </div> <div style="display: flex;"> <div style="flex: 1;"> <ul style="list-style-type: none"> <li> Location</li> <li> Physical features</li> <li> Human features</li> <li> Physical processes</li> <li> Human processes</li> </ul> </div> <div style="flex: 4; padding-left: 10px;"> <p><a href="http://rgs.org">Royal Geographical Society - Resources for schools (rgs.org)</a></p> <p>Step 1 - Building a picture of the UK (review KS1 knowledge and deepen)- Country groupings of 'British Isles', 'United Kingdom' and 'Great Britain'. Capital cities of UK. Names of surrounding seas.</p> <p>Step 2 – Scaling Geographical heights - deepening pupils' understanding of the physical and human geography of the UK. Aerial photography to identify patterns of topography (mountains, coasts, rivers) and human land use (settlement, economic activity).</p> <p>Step 3 – Trace the Taste - look at the influence of farming on the economic prosperity of different parts of the UK. Why specific food items are produced in certain zones within the UK (climate, soil, historical factors).</p> <p>Step 4 - Famous football cities - insight into the industrial origin of settlements in the UK.</p> <p>Step 5 – B &amp; B Cities of contrast - exploring the historical development of two contrasting UK cities: Blackpool's seaside/ tourism/services and Birmingham's industry/transport/business.</p> <p>Step 5 Best of British - multicultural Britain and examines the values of democracy, the rule of law and tolerance within society.</p> </div> </div>	

	 <p>Diversity</p>	
<p>Agreed Disciplinary Knowledge</p>	 <p>Techniques</p>	<p>As a geographer, I can...</p> <ul style="list-style-type: none"> <li>• Understand that geographers learn about the world by observing and collecting data and information.</li> <li>• Understand that knowledge about the world can be revised as we collect new data and information.</li> <li>• Ask and answer geographical questions... <ul style="list-style-type: none"> <li>- Y3/4 using evidence to support answers.</li> <li>- Y5/6 suggesting enquiries to test them.</li> </ul> </li> <li>• Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed (Y5/6 and provide reasons for this) <ul style="list-style-type: none"> <li>• Analyse, communicate and explain geographical information by... constructing maps with keys, using labelled diagrams and age-appropriate graphs, and through writing at length using appropriate geographical vocabulary. (Y5/6 Choose an appropriate method to communicate information and give reasons for this)</li> <li>• Express my views about people, places and environments in South America, giving reasons.</li> <li>• Compare my views with others. (Y6/5/6 and understand that some geographical knowledge is open to debate, challenge and discussion).</li> </ul> </li> <li>• Reach geographical conclusions... <ul style="list-style-type: none"> <li>• Y3/4 and begin to...</li> <li>• Y5/6 give reasons and critically evaluate and...</li> </ul> </li> </ul> <p>... debate the impact of geographical processes and human effects on the world, from given evidence.</p>
<p>Agreed Vocabulary</p>	 <p>Vocabulary</p>	<p><b>TO BE COMPLETED</b></p>

		Autumn Term – Year D	
Unit		Investigating patterns - Climate change – pollution Renewable and non-renewable energy	
First Order Concept			
Agreed Core Knowledge (Substantive Knowledge)	<ul style="list-style-type: none"> <li> Location</li> <li> Physical features</li> <li> Human features</li> <li> Physical processes</li> <li> Human processes</li> <li> Diversity</li> <li> Techniques</li> </ul>	<p> <b>Geography links?</b>  <b>Before:</b>    <b>Next:</b>  </p> <p> <b>Links to other subjects?</b>  </p> <p> <b>Links to other subjects in other year group?</b>  </p>	

<p>Agreed Disciplinary Knowledge</p>	 Techniques	<p>As a geographer, I can...</p> <ul style="list-style-type: none"> <li>• Understand that geographers learn about the world by observing and collecting data and information.</li> <li>• Understand that knowledge about the world can be revised as we collect new data and information.</li> <li>• Ask and answer geographical questions...             <ul style="list-style-type: none"> <li>- Y3/4 using evidence to support answers.</li> <li>- Y5/6 suggesting enquiries to test them.</li> </ul> </li> <li>• Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed (Y5/6 and provide reasons for this)</li> <li>• Analyse, communicate and explain geographical information by... constructing maps with keys, using labelled diagrams and age-appropriate graphs, and through writing at length using appropriate geographical vocabulary. (Y5/6 Choose an appropriate method to communicate information and give reasons for this)</li> <li>• Express my views about people, places and environments in South America, giving reasons.</li> <li>• Compare my views with others. (Y6/5/6 and understand that some geographical knowledge is open to debate, challenge and discussion).</li> <li>• Reach geographical conclusions...             <ul style="list-style-type: none"> <li>• Y3/4 and begin to...</li> <li>• Y5/6 give reasons and critically evaluate and...</li> </ul> </li> </ul> <p>... debate the impact of geographical processes and human effects on the world, from given evidence.</p>
<p>Agreed Vocabulary</p>	 Vocabulary	<p><b>TO BE COMPLETED</b></p>

When introducing new human and physical features, and new locations, following this routine is a good way of ensuring that children's map skills are developed well:

Identify in photographs.

Visit in real life if possible.

Identify in aerial photographs (Google Earth)

Identify on a map (OS map symbols)

Locate on a map of the UK or the world.

Describe its location in relation to other places or features studied.

Locate in an atlas.