

Geography at Richmond Hill Primary Academy



Below are the Key Strands that our whole curriculum is designed around. Our geography curriculum supports children to develop Strands 1, 2, 3 and 5 through a curriculum considering all 4 geography components that are sequenced from EYFS to year 6.

Strand 1- Developing Resilient & Aspirational Learners	Strand 2 – Developing Self-Regulated Learners	Strand 3 – Developing an Understanding of Equality, Diversity and Creating Culturally Rich Learners	Strand 4 – Developing Risk Assured Learners	Strand 5 – Developing Environmental and Sustainability Aware Learners
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How Our Geography Curriculum Has Been Designed

At Richmond Hill we want our children to feel curious about the world around them, wanting to explore it! This subject gives us the opportunity to help children understand our amazing planet and all the different places and people in it. Our curriculum is designed to be sequential in all 4 geographical components learning about our world in ways that make sense.

As reported in the 'Getting our bearings: geography subject report' (2023), The Royal Geographical Society says that geography, "helps us understand the big environmental and social problems happening in our world and gives us ideas about how to solve them." Learning about geography is super important right now - maybe more important than ever before.

Our rationale for deciding on the places to be studied links directly with our reading curriculum. The places we study in geography feature in high quality texts.

Ofsted's 'Research Review Series: Geography' (February 2021) reports that a high quality geography curriculum should provide appropriate content breadth and depth. At Richmond Hill geographic education should progress annually from early years, building expertise. Curriculum organisation builds knowledge sequentially for future learning, enabling pupils to apply generalisations. Teachers use their subject knowledge to select curriculum content carefully, considering how geographical knowledge develops over time. Geographical expertise is built on substantive knowledge across concepts that unify different aspects of the subject. Teachers break content into components, based on pupils' prior knowledge and experiences to ensure learning is remembered.

Substantive knowledge sets out the content that is to be learned. The national curriculum and other geography education literature presents this through 4 interrelated forms:

- Locational knowledge
- Place knowledge
- Human and physical processes (the geography community also includes 'environmental' as part of this)
- Geographical skills.

Disciplinary knowledge considers how geographical knowledge originates and is revised. Disciplinary knowledge represents the way geographers view their subject. We:

- Ask geographical enquiry questions.
- Collect, analyse and interpret data through fieldwork and related activities.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.
- Analyse data and communicate geographical information in a variety of ways, including through constructing maps, charts and graphs.

- Critically evaluate and debate the impact of geographical processes.



‘Geography in the Early Years: Guidance for doing wonderful and effective geography with young pupils’ Paula Owens, Emily Rotchell, Sarah Sprake and Sharon Witt on behalf of the GA Early Years and Primary Phase Committee suggests that Geography in Early Years education helps young children understand their place in the world through exploration, play, and guided inquiry. It develops spatial skills, environmental awareness, and a sense of belonging while building foundations for key geographical concepts like place, space, and interconnectedness.

In EYFS at Richmond Hill we plan opportunities to spark curiosity promoting the phrase, ‘I wonder...’ in each project. Our first project ‘Let’s Explore’ teaches children about the environments that they share with others, including their homes, school and places in the local community.

As the ‘Getting our bearings: geography subject report’ 2023, states, ‘Changes in the EYFS have led to much more geographical content being introduced to younger children. This was particularly true of geographical vocabulary.’

From the beginning of the term we support children to notice and begin to name different human-made features in the immediate environment, including the school grounds, local streets and the place they live. By working with parents we use the children’s own experiences we learn that the weather, environment and living things are different in different places around the world and that people live in and visit lots of different places around the world.

We use high quality texts to support our learning.



Throughout the year we take opportunities to observe the weather and local environment changes with the seasons. We call on their own experiences and use questions such as, ‘When you started school in September, it was the end of summer. It was still warm and sunny. How has the weather changed since then?’ to ignite prior knowledge and prompt discussions. As the Ofsted review states, *‘personal experiences of geography’ is recognised in research as highly influential when pupils are learning geography*. Our exploration of The Natural World and People, Cultures and Communities within our EYFS curriculum provides an excellent foundation to build, connect and remember different aspects of the curriculum in the long term.

The Statutory guidance, ‘National curriculum in England: Geography programmes of study’ says its purpose is to form a high quality geography education that should spark lifelong curiosity about our world, teaching pupils about diverse places, people, resources, and environments. It should develop understanding of Earth’s physical and human processes, their interactions, and how landscapes form and change over time, providing a framework to explain how Earth’s features are interconnected across scales.

We plan procedural knowledge into the curriculum in the same way as we do substantive knowledge, so that pupils make progress in their ability to use different geographical skills. Procedural knowledge represents the skills required to think and act like a geographer. These skills inform our planning of geography and allow children to deepen their knowledge throughout the year, and build on concepts from previous years.

Pedagogical Strategies

At Richmond Hill geography lessons include elements of retrieval practice. Pupils recall knowledge and apply this knowledge in a new context. Pupils are often given geographical information (such as graphs, pictures, texts and maps), and in partners, groups or whole classes they draw conclusions from them. Children are given the opportunity to apply new knowledge and skills in independent activities. Discussion and partner work is used to deepen understanding.

Whole School Geography Topics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Bright Lights Big City Enquiry Question: What are the physical and human characteristics of the United Kingdom, and what distinguishes London as its capital city?	Coastline Enquiry Question: What are the physical and human features of coastal regions in the United Kingdom, with a specific focus on the historic coastal town of Whitby in Yorkshire?	One Planet, Our World Enquiry Question: What are the significant places in the United Kingdom, and conducting local fieldwork to examine land use?	Interconnected World Enquiry Question: How can we use mapping skills and data collection to explore the geographical diversity and interconnections between the United Kingdom and the Americas?	Investigating our World Enquiry Question: How do geographical features, time zones, and human settlements connect to create our understanding of the world?	Our Changing World Enquiry Question: How do maps, geography, and human activities help us understand our interconnected world?
Our Wonderful World Enquiry Question: What physical and human features can we identify in our local area, and how do they connect to the wider geography of the United Kingdom and the world?	Let’s Explore the World Enquiry Question: Using atlases, maps, and compass points, how do the characteristics of the United Kingdom and Somalia, compare?	Rocks, Relics and Rumbles Enquiry Question: How can we explore the uncovering the intricate layers of the Earth and investigating the dynamic processes of volcanic eruptions, tectonic movements, and seismic activities?	Misty Mountains, Winding Rivers Enquiry Question: How do rivers and mountain ranges shape ecosystems and landscapes around the world, uncovering their unique characteristics and environmental processes?	Sow, Grow and Farm Enquiry Question: How do different agricultural landscapes shape and reflect the environmental characteristics of our world?	Frozen Kingdoms Enquiry Question: How do the unique environmental conditions of polar regions shape life and landscapes at the ends of the Earth?

Locational Knowledge

Locational knowledge gives children a firm grounding in the basics of local, national and world geography. It's knowing the names and locations of key geographical features like continents, oceans, countries, and significant lines of latitude and longitude.

Location - EYFS	
Substantive Knowledge	
Nursery: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Winter Wonderland – Where is it always cold? Big Wide World – Let's Travel, wish you were here. All around the world, Maps and Plans Let's Explore - Where shall we go, where have you been? On the Beach – Seas and Oceans	Reception: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. Big Wide World – 6 lessons Let's Explore – Where shall we go? On the Beach – Seas and Oceans
Disciplinary Knowledge	
Look at simple maps and globes identifying land types and the sea	

Location – KS1	
Substantive knowledge	
Year 1	Year 2
<p>Programme of Study: Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Our Wonderful World Lesson 1 Continents and Oceans Skill: Name and locate the world's seven continents and five oceans on a world map. Core knowledge:</p> <ul style="list-style-type: none"> • A continent is a very large area of land. • The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. • The five oceans are the Arctic, Atlantic, Indian, Pacific and Southern Ocean. <p>Lesson 1 4 Countries of the UK Skill Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. Core knowledge</p> <ul style="list-style-type: none"> • The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. • A capital city is a city that is home to the government and ruler of a country. • The capital city of England is London. • The capital city of Northern Ireland is Belfast. <p>Bright Lights, Big City Lesson 1 The United Kingdom Skill: Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. Lesson 1 Fact Files</p>	<p>Programme of Study: Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Coastline Lesson Introductory Knowledge Skill: Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. Core knowledge: An ocean is a large sea. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. Other world seas include the Black Sea, the Red Sea and the Caspian Sea.</p> <p>Let's Explore the World Lesson 1 Using an Atlas Skill: Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. Core knowledge: An ocean is a large sea. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. Other world seas include the Black Sea, the Red Sea and the Caspian Sea.</p> <p>Skill: Identify characteristics of the four countries and major cities of the UK. Core knowledge: England has many famous physical features, such as the White Cliffs of Dover in the south, Cheddar Gorge in the west and lakes and mountains in the Lake District.</p>

Skill: Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.	Northern Ireland has many famous physical features, including huge columns made of rock called the Giant's Causeway in the north and Lough Neagh, the largest lake in the United Kingdom. Scotland has many famous physical features, such as the extinct volcano Arthur's Seat in Edinburgh, and the lake Loch Lomond. Wales has many famous features including Mount Snowden and the River Severn.
Disciplinary knowledge	
Year 1	Year 2
Understand that maps and the globe are used to locate key places around the world	Understands that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth Know and use the terminologies: left and right; below, next to

Location – LKS2	
Substantive Knowledge	
Year 3	Year 4
<p>Programme of Study: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>One Planet, Our World Lesson 5 Skill: Locate countries and major cities in Europe (including Russia) on a world map. Core knowledge: Europe is a continent in the Northern Hemisphere. It has over 50 countries, including transcontinental countries such as Russia. European countries include France, Greece, Italy, Romania and Russia</p> <p>Lesson 2 UK Countries Skill: Name, locate and describe some major counties and cities in the UK. Core knowledge: Counties in the UK include Yorkshire, Suffolk, Pembrokeshire, Inverness-shire and County Armagh.</p> <p>Lesson 3 UK Cities Skill: Name, locate and describe some major counties and cities in the UK. Core knowledge: Cities in the UK include Edinburgh in Scotland, Belfast in Northern Ireland, St Davids</p>	<p>Programme of Study: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Interconnected World Lesson 2 Countries in North and South America Skill: Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. Core knowledge: The North American continent includes the countries of: USA, Canada, Mexico as well as the Central American countries of: Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of: Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. Major cities in North America include Washington and New York in the United States of America and Toronto in Canada. Major cities in central America include San José in Costa Rica, San Salvador in El Salvador and Managua in Nicaragua. Major cities in South America include Sao Paulo in Brazil, Buenos Aires in Argentina, Bogota in Colombia and Lima in Peru.</p> <p>Lesson 4 Geographical Characteristics of North and South America</p>

<p>in Wales and Birmingham, Manchester and London in England.</p> <p>Lesson 3 Latitude and Longitude Skill: Locate significant places using latitude and longitude. Core knowledge: Latitude is a coordinate that specifies the north or south position of a point on the surface of the Earth. Latitude is given as an angle that ranges from -90° at the south pole to 90° at the north pole, with 0° at the equator. Longitude is the distance east or west of the Prime Meridian.</p> <p>Rocks, Relics and Rumbles Lesson 2 Ring of Fire Skill: Name and locate significant volcanoes and plate boundaries and explain why they are important. Core knowledge: The Ring of Fire is a large area around the Pacific Ocean where many earthquakes and volcanic eruptions occur. Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia.Name and locate significant volcanoes and explain why they are important.</p> <p>Step 2 Innovate Significant Places Skill: Name and locate significant volcanoes and plate boundaries and explain why they are important. Core knowledge The Ring of Fire is a large area around the Pacific Ocean where many earthquakes and volcanic eruptions occur. Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia.</p> <p>Lesson 4 Latitude and Longitude Step 1 Innovate Red Alert! Skill: Locate significant places using latitude and longitude. Core knowledge: Latitude is a coordinate that specifies the north or south position of a point on the surface of the Earth. Latitude is given as an angle that ranges from -90° at the south pole to 90° at the north pole, with 0° at the equator. Longitude is the distance east or west of the Prime Meridian.</p>	<p>Skill: Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. Core knowledge: The North American continent includes the countries of: USA, Canada, Mexico as well as the Central American countries of: Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of: Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. Major cities in North America include Washington and New York in the United States of America and Toronto in Canada. Major cities in central America include San José in Costa Rica, San Salvador in El Salvador and Managua in Nicaragua. Major cities in South America include Sao Paulo in Brazil, Buenos Aires in Argentina, Bogota in Colombia and Lima in Peru.</p> <p>Lesson 5 Life in North and South America Skill: Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. Core knowledge: The North American continent includes the countries of: USA, Canada, Mexico as well as the Central American countries of: Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of: Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. Major cities in North America include Washington and New York in the United States of America and Toronto in Canada. Major cities in central America include San José in Costa Rica, San Salvador in El Salvador and Managua in Nicaragua. Major cities in South America include Sao Paulo in Brazil, Buenos Aires in Argentina, Bogota in Colombia and Lima in Peru.</p> <p>Misty Mountains. Winding Rivers Lesson 4 Rivers of the World Skill: Name, locate and explain the importance of significant mountains or rivers. Core knowledge: Significant world rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze.</p> <p>Lesson 5 Mountains of the World Skill: Name, locate and explain the importance of significant mountains or rivers. Core knowledge: Significant mountain ranges of the world include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada.</p> <p>Lesson 3 Topography and Contour Lines Skill: Identify the topography of an area of the UK using contour lines on a map. Core knowledge: Topography is the arrangement of the natural and artificial physical features of an area.</p>
Disciplinary Knowledge	
Year 3	Year 4
Understands that countries have defined borders and that each country has its own government or equivalent	Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate.

Location – UKS2	
Substantive Knowledge	
Year 5	Year 6
<p>Programme of Study: Children can use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Investigating our World Lesson 6 World Cities Skill: Name, locate and describe major world cities.</p> <p>Sow Grow and Farm Lesson 4 Coffee Growing in Peru Skill: Identify some of the problems of farming in a developing country and report on ways in which these can be supported. Core knowledge: Developing countries such as Peru offer farming opportunities due to a tropical climate and rich soils but also face challenges such as lack of farming technology, labour shortages, fluctuating prices and transport issues.</p> <p>Programme of Study: They can name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time.</p> <p>Investigating our World Lesson 1 Relative Locations and Distances Skill: Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features. Core knowledge: The relative distance between major cities of the UK including: North to south, Dundee to Plymouth 675km and Liverpool to London 300km; west to east, Belfast to Liverpool 225km, Cardiff to Birmingham 150km and Wolverhampton to Norwich 225km.</p> <p>Programme of Study: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p> <p>Investigating our World Lesson 1 Time Zones Skill: Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night). Core knowledge: The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.</p>	<p>Programme of Study: Children can use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Our Changing World Lesson 3 Trade Around the World Skill: Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world. Core knowledge: Countries worldwide trade with each other. They export and import goods, such as fossil fuels, metal ores and food. North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).</p> <p>Programme of Study: They can name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time.</p> <p>Our Changing World Lesson 3 Human Settlement Patterns <i>and</i> Lesson Local Settlement Patterns Enquiry – Innovate Skill: Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world. Core knowledge: Settlements can be rural or urban. Settlement patterns include linear, circular, Y-shaped, T-shaped and cross-shaped. Settlements can be compact or dispersed. A settlements can grow due to factors such as migration, the building of new facilities such as homes or universities and new roads or transport links being made.</p> <p>Programme of Study: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p> <p>Frozen Kingdoms Lesson Introductory Knowledge Skill: Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p>

<p>Key Vocabulary in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>	<p>Core knowledge: Latitude and longitude help identify locations in relation to the equator and the Prime Meridian.</p> <p>Latitude and longitude are measured in degrees.</p> <p>There are five major lines of latitude: Equator (0°), Tropic of Cancer (23.5°N), Tropic of Capricorn (23.5°S), Arctic Circle (66.5°N) and Antarctic Circle (66.5°S).</p> <p>The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.</p> <p>Lesson 2 Polar day and night</p> <p>Skill: Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p> <p>Core knowledge: The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced.</p> <p>When the Earth tilts towards the Sun it create near-constant daylight, known as polar day or Midnight Sun.</p> <p>When the Earth tilts away from the Sun it creates near-constant darkness, known as polar night.</p> <p>Our Changing World</p> <p>Lesson 2 Time Zones</p> <p>Skill: Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p> <p>Core knowledge: The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced.</p> <p>When the Earth tilts towards the Sun it create near-constant daylight, known as polar day or Midnight Sun.</p> <p>When the Earth tilts away from the Sun it creates near-constant darkness, known as polar night.</p> <p>Key vocabulary in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>
Disciplinary Knowledge	
Year 5	Year 6
<p>Appreciate that most countries have capital cities from where their government operates but these can sometime change.</p>	<p>Appreciate how historically there have been changes to many countries across the world, including changes in names.</p>

Place Knowledge

Pupils encounter the same places at different times and in different contexts as our class texts are linked to our place knowledge in each year group.

Place	
Substantive Knowledge	
Nursery	Reception

<p>Nursery: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Winter Wonderland</p> <p>Big Wide World</p> <p>Let's Explore</p> <p>On the Beach</p>	<p>Reception: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p> <p>Big Wide World</p> <p>Let's Explore</p>
Disciplinary Knowledge	
<ul style="list-style-type: none"> • Uses comparative language to describe objects as near or far away • Describes from photographs different environments around the world • Describes where they live and the surrounding area – shops, roads, parks etc 	

Place	
Substantive Knowledge	
Year 1	Year 2
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	
<p>Bright Lights, Big City</p> <p>Lesson 9: Comparing Capital Cities</p> <p>Skill: Identify the similarities and differences between two places.</p> <p>Our Wonderful World</p> <p>Lesson 2 Hot and Cold Places</p> <p>Skill</p> <p>Identify the similarities and differences between two places.</p> <p>Core knowledge</p> <p>Hot places are close to the equator and cold places are far away from the equator.</p>	<p>Let's Explore the World</p> <p>Lesson 2 Comparing Places</p> <p>Skill Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p> <p>Core knowledge</p> <p>Somalia is a country on the east coast of Africa.</p> <p>The equator crosses through Somalia, so the climate is very hot and dry.</p> <p>Like the UK, Somalia has four seasons.</p> <p>The capital city of Somalia is called Mogadishu.</p>
Disciplinary Knowledge	
Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.	Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons.

Place	
Substantive Knowledge	
Year 3	Year 4
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.	
<p>One Planet, Our World</p> <p>Lesson 2 Human and Physical Features</p> <p>Skill: Classify, compare and contrast different types of geographical feature.</p> <p>Rocks, Relics and Rumbles</p> <p>Lesson 5 Fact Finder</p> <p>Skill: Classify, compare and contrast different types of geographical feature.</p> <p>Core knowledge: A volcano is a physical feature, typically a conical mountain or hill that has a crater</p>	<p>Misty Mountains. Winding Rivers</p> <p>Introductory Knowledge</p> <p>Skill: Describe and compare aspects of physical features.</p> <p>Core knowledge: A river is a body of water that flows downhill, usually to the sea.</p> <p>The place where a river starts is called the source.</p> <p>Tributaries are small rivers or streams that flow into larger rivers or lakes.</p> <p>The place where a river flows into the sea is called the mouth.</p>

<p>or vent through which lava, rock fragments, hot vapour, and gas erupt or have erupted. A volcano can be active, dormant or extinct.</p>	<p>Lesson 1 Journey of a River Skill: Describe and compare aspects of physical features. Core knowledge: A river is a body of water that flows downhill, usually to the sea. The place where a river starts is called the source. Tributaries are small rivers or streams that flow into larger rivers or lakes. The place where a river flows into the sea is called the mouth.</p> <p>Lesson 1 What are Mountains Skill: Describe and compare aspects of physical features. Core knowledge: A mountain is a natural elevation of the Earth's surface, rising to a summit. Mountains have an elevation greater than that of a hill, usually greater than 610m.</p>
Disciplinary Knowledge	
Compare and contrast two regions within the UK that are very different be begin to appreciate why physical and human features will be different in these places	Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.

Place	
Substantive Knowledge	
Year 5	Year 6
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	
<p>Investigating our World Lesson 5 Human Geography Skill: Identify and describe the similarities and differences in physical and human geography between continents. Core knowledge: The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate.</p>	<p>Frozen Kingdom Memorable Experience Skill: Describe the climatic similarities and differences between two regions. Core knowledge: Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.</p> <p>Lesson 1 Polar Climates Skill: Describe the climatic similarities and differences between two regions. Core knowledge: Antarctica is the coldest, windiest and driest place on Earth.</p>
Disciplinary Knowledge	
Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features.	Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with

Human and Physical Knowledge

How Human and Physical Geography knowledge builds throughout Richmond Hill:

In Nursery our children notice and begin to name different human-made features in the immediate environment, including the school grounds, local streets and the place they live. In Reception we name and talk about human-made features in the local environment, including shops, houses, streets and parks. In Year 1, during 'Bright Lights, Big City' we name and describe the **purpose** of human features and landmarks looking at famous landmarks in our capital city, London. In Year 2 we use geographical vocabulary to describe **how and why** people use a range of human features. We look human features in Doncaster and explore our closest lifeboat stations using maps.

In Year 3 children describe the **type, purpose and use** of different buildings, monuments, services and land, and identify reasons for their location. We look at Stonehenge as a historical site and look at a wider range of human and physical features to promote igniting prior knowledge, discussion and debate. In Year 4 children describe a range of human features and their location and explain how they are **interconnected**. We talk about their own experiences of trains and railways with Doncaster being on the East coast main line then look at routes around us and how places are connected by the rail system.

In Year 5 children go on to describe and explain the location, purpose and use **of transport networks across the UK and other parts of the world**. We explore the journey of our food, how far it has travelled and how. In Year 6 we **explain** how humans function in the place they live. They consider how people have adapted to live in The Arctic, what human and physical features are found across Africa and other settlements.

Human and Physical	
Substantive Knowledge	
Nursery	Reception
<p>Nursery: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Let's Explore: Memorable Experience, Marvellous Maps, Where we Live.</p>	<p>Reception: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Me and my Community: People who help us.</p> <p>Let's Explore: Where we Live.</p> <p>Big Wide World: Fantastic Journeys.</p>
Disciplinary Knowledge	
<ul style="list-style-type: none"> Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches) Describes vegetation in a variety of different photographs from around the world and comments on sizes, shapes and weather 	

Human and Physical	
Substantive Knowledge	
Year 1	Year 2
<p>Programme of Study: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Bright Lights, Big City</p> <p>Lesson 5 Weather in the UK</p> <p>Skill: Identify patterns in daily and seasonal weather.</p> <p>1 Innovate</p> <p>Skill: Identify patterns in daily and seasonal weather.</p> <p>Our Wonderful World</p> <p>Hot & Cold Places</p> <p>Skill: Locate hot and cold areas of the world in relation to the equator.</p> <p>Core knowledge: The equator is an imaginary line around the middle of the Earth.</p> <p>Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator.</p> <p>Programme of study: 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.</p> <p>Bright Lights, Big City</p> <p>Lesson 2 Physical Features in the UK</p> <p>Skill Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p>	<p>Programme of Study: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Let's Explore the World</p> <p>Lesson 1 Locating the equator</p> <p>Skill: Locate the equator and the North and South Poles on a world map or globe.</p> <p>Core knowledge: The Northern Hemisphere is north of the equator and the Southern Hemisphere is south of the equator.</p> <p>The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p> <p>Lesson 2: Hot, temperate and cold places</p> <p>Skill: Describe simple weather patterns of hot and cold places.</p> <p>Core knowledge: Hot places are close to the equator and cold places are far away from the equator. Temperate places are between the hot and cold places.</p> <p>A temperate place is never extremely hot or extremely cold. The UK has a temperate climate.</p> <p>Programme of Study: 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.</p> <p>Coastline</p> <p>Lesson 4 Saltwick Nab</p> <p>Skill: Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p>Core knowledge: Physical features include beaches, stacks, cliffs, arches, rivers, lakes and woodland.</p>

<p>Our Wonderful World Lesson 1 What is Geography? Skill: Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. Core knowledge: Physical features are made by nature. They include hills, mountains, beaches and oceans.</p> <p>Programme of study: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Bright Lights, Big City Lesson 3 What is a city? Skill: Identify the characteristics of a settlement. Lesson 1: This is London Skill: Identify the characteristics of a settlement. Lesson 2: London landmarks Skill: Name and describe the purpose of human features and landmarks.</p> <p>Our Wonderful World Skill: Name and describe the purpose of human features and landmarks. Core knowledge: Human features have been made by people and include houses, bridges and roads. Lesson 2 Different types of settlement Skill: Identify the characteristics of a settlement. Core knowledge: The three main types of human settlement include cities, towns and villages.</p>	<p>A stack is a physical feature of a coastline. Stacks are formed when waves crash against the rocks of a cliff face. The force of the water causes the rocks to collapse, forming stacks.</p> <p>Step 4 Innovate Skill: Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. Core knowledge: Physical features include beaches, stacks, cliffs, arches, rivers, lakes and woodland. A stack is a physical feature of a coastline. Stacks are formed when waves crash against the rocks of a cliff face. The force of the water causes the rocks to collapse, forming stacks.</p> <p>Programme of Study: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Step 3 Innovate Coastline Skill :Use geographical vocabulary to describe how and why people use a range of human features. Core knowledge: Human features have been made by people and include houses, bridges and roads. People use human features for work, travel, entertainment and living in. Step 5 Innovate Skill: Use geographical vocabulary to describe how and why people use a range of human features. Core knowledge: Human features have been made by people and include houses, bridges and roads. People use human features for work, travel, entertainment and living in.</p>
<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Begin to appreciate the different weather patterns in the UK • Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles 	<ul style="list-style-type: none"> • Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people

Human and Physical Substantive Knowledge	
Year 3	Year 4
<p>Programme of Study: Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>One Planet, Our World Lesson 1 Earth Skill: Name and describe properties of the Earth’s four layers. Core knowledge: The Earth is made of four different layers: inner core, outer core, mantle and crust.</p>	<p>Programme of Study: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Interconnected World Lesson 3 Contrasting Climates Skill : Explain climatic variations of a country or continent. Core knowledge: Countries in the continents of North and South America have contrasting climates, which means that the typical weather conditions can be very different.</p>

Lesson 2: Plate tectonics

Skill Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).

Core knowledge: The crust of the Earth is divided into tectonic plates that move.

Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes, valleys and earthquakes.

Lesson 4: Climate zones

Skill: Identify the five major climate zones on Earth.

Core knowledge: The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.

Lesson 5 Weather and the local environment

Skill: Explain how the weather affects the use of urban and rural environments.

Core knowledge: The weather can affect what people do, the natural and built environment.

Rocks, Relics and Rumbles

Skill: Name and describe properties of the Earth's four layers.

Core knowledge: The Earth is made of four different layers: inner core, outer core, mantle and crust.

Memorable Experience

Option 1: Let's rock!

Skill: Name and describe the types, appearance and properties of rocks.

Core knowledge

- There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic.
- Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils.
- Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals.
- Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny.

Option 2: Alternative start

Skill: Name and describe the types, appearance and properties of rocks.

Core knowledge

- There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic.
- Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils.
- Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals.

Misty Mountains, Winding Rivers

Lesson 3 Changing Landscapes

Skill: Describe and explain the transportation of materials by rivers.

Core knowledge

- Rivers transport materials in four ways.
- Solution is when minerals are dissolved and carried in the water.
- Suspension is when fine, light material is carried.
- Saltation is when small pebbles and stones are carried along the riverbed.

*Traction is when large boulders and rocks are rolled along the riverbed.

Lesson 2: Mountain types

Skill: Identify, describe and explain the formation of different mountain types.

Core knowledge: Mountains are made when the Earth's tectonic plates push together, move apart or when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.

Lesson 1: The water cycle

Skill: Use specific geographical vocabulary and diagrams to explain the water cycle.

Core knowledge: Water is constantly recycled through the water cycle.

The four stages of the water cycle are: evaporation, condensation, precipitation and collection.

Lesson 3: Comparing habitats

Skill: Describe altitudinal zonation on mountains.

Core knowledge: The four altitudinal zones from highest to lowest are: glacier, tundra and meadow, coniferous and deciduous forest and subtropical rainforest

Lesson 6: Importance of soil

Skill: Describe the properties of different types of soil.

Core knowledge

- The properties of soil include texture, structure, porosity, chemistry and colour.
- Loam is a soil type with roughly equal amounts of sand, silt and clay particles.
- Loam is good for plant growth.

Programme of Study: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Interconnected World

Lesson 2 Renewable energy

Skill: Describe how natural resources can be harnessed to create sustainable energy.

Core knowledge

- Renewable energy includes solar power, wind power, hydropower, geothermal energy and bioenergy.
- Humans use natural resources to make energy. Natural resources such as coal and oil cannot be replaced and are non-renewable.

Lesson 3: National Rail network

Skill: Describe a range of human features and their location and explain how they are interconnected.

Core knowledge: Britain's railway network links major towns and cities across Britain and are sometimes linked to ferry interchanges and airports.

Lesson 4: Canals of Britain

- Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny.

Lesson 1: Plate tectonics

Skill Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).

Core knowledge: Convergent tectonic plates push together. Divergent tectonic plates pull apart. Transform tectonic plates slide past each other.

Lesson 3: Features of volcanoes

Skill Describe the parts of a volcano or earthquake.

Core knowledge

- A volcano is a mountain or hill with an opening in the Earth's crust that allows magma, gas and ash to reach the surface.
- Volcanoes are either active, dormant or extinct.
- There are four main types of volcano: shield, stratovolcano, cinder cone and lava dome.
- The two types of volcanic eruption are effusive and explosive.
- When an explosive eruption occurs hot air, ash and rocks rush downhill like an avalanche. This is called a pyroclastic flow and is extremely dangerous.

Lesson 7: Volcanologist's report

Skill: Describe how a significant geographical activity has changed a landscape in the short or long term.

Core knowledge: Volcanic eruptions are an example of significant geographical activity and can destroy habitats, homes and businesses and can change the landscape.

Lesson 2: Earthquake activity

Skill Describe how a significant geographical activity has changed a landscape in the short or long term.

Core knowledge: Earthquakes are an example of significant geographical activity and can destroy habitats, homes and businesses and can change the landscape.

Step 5 Innovate

Skill: Describe how a significant geographical activity has changed a landscape in the short or long term.

Core knowledge

- Short-term problems from earthquakes or volcanoes include fear, injury from falling debris and loss of personal items.
- Long-term problems include loss of homes, lack of water and sanitation, damaged roads and transport networks and loss of jobs and services.

Step 6 Innovate

Skill: Describe the parts of a volcano or earthquake.

Core knowledge

- A volcano is a mountain or hill with an opening in the Earth's crust that allows magma, gas and ash to reach the surface.
- Volcanoes are either active, dormant or extinct.
- There are four main types of volcano: shield, stratovolcano, cinder cone and lava dome.
- The two types of volcanic eruption are effusive and explosive.

Skill: Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.

Core knowledge

- A canal is a managed waterway. In Britain, canals were built during the Industrial revolution to transport raw goods.
- The use of canals declined as railways and roads were developed. Today, canals are mostly used for recreation and leisure.

Misty Mountain, Winding River

Lesson 5 Uses of Rivers

Skill Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.

Core knowledge: A river is a natural flowing watercourse. A river can be used by humans for farming, leisure and transport.

Step 5 Innovate

Skill: Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.

Core knowledge: Rivers and lakes are used for leisure.

- When an explosive eruption occurs hot air, ash and rocks rush downhill like an avalanche. This is called a pyroclastic flow and is extremely dangerous.

Lesson 2 Uses of rock

Skill: Name and describe the types, appearance and properties of rocks.

Core knowledge

- There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic.
- Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils.
- Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals.
- Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny.

Lesson 3: Model volcanoes – Breadth and depth

Skill: Describe the parts of a volcano or earthquake.

Core knowledge

- A volcano is a mountain or hill with an opening in the Earth's crust that allows magma, gas and ash to reach the surface.
- Volcanoes are either active, dormant or extinct.
- There are four main types of volcano: shield, stratovolcano, cinder cone and lava dome.
- The two types of volcanic eruption are effusive and explosive.
- When an explosive eruption occurs hot air, ash and rocks rush downhill like an avalanche. This is called a pyroclastic flow and is extremely dangerous.

Programme of Study: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

One Planet, Our World

Lesson 1 UK Human and Physical Features

Skill: Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.

Core knowledge

- Most human made features such as shops, houses and places of worship are located in populated settlements.
- Some human features such as supermarkets and airports are located out of populated areas and are connected by roads and railways.

Lesson 3: UK cities

Skill: Describe the type and characteristics of settlement or land use in an area or region.

Core knowledge: Cities are characterised by factors such as size, population, location and their physical and human features.

Lesson 4: Carbon footprint

Skill: Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.

<p>Core knowledge: People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products.</p> <p>Lesson 6: Land use in the UK Skill: Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.</p> <p>Lesson 6: Land use in the UK Skill: Describe the type and characteristics of settlement or land use in an area or region.</p> <p>Core knowledge: There are five main types of land use including agricultural, commercial, recreational, residential and transportation.</p>	
Disciplinary Knowledge	
<ul style="list-style-type: none"> • Recognise how human geographical features change over time • Understand what is meant by being environmentally friendly 	<ul style="list-style-type: none"> • Understand how ideal settlements may have changed over time • Understand some of the arguments put forward in relation to green energy

Human and Physical	
Substantive Knowledge	
Year 5	Year 6
<p>Programme of study: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Investigating Our World</p> <p>Lesson 2: Climate zones</p> <p>Skill: Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p> <p>Core knowledge: Climate zones are areas with distinct climates, weather patterns, latitude, plants and animals.</p> <p>Lesson 3: Vegetation belts</p> <p>Skill: Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p> <p>Core knowledge: Vegetation belts are areas where certain species of plant grow.</p> <p>Lesson 4: Biomes</p> <p>Skill: Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p> <p>Core knowledge: Biomes are large areas that share similar climates, vegetation belts and animal species. They also include aquatic areas.</p> <p>Sow, Grow and Farm</p> <p>Lesson 1: Farming in the UK</p> <p>Skill: Explain how the topography and soil type affect the location of different agricultural regions.</p>	<p>Programme of study: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Frozen Kingdoms Lesson 3: Polar oceans Skill: Explain how the presence of ice makes the polar oceans different to other oceans on Earth. Core knowledge: The polar oceans are significantly colder than other world oceans.</p> <p>Lesson 4: Polar landscapes Skill: Compare and describe physical features of polar landscapes. Core knowledge: The six main physical features of a polar landscape are: iceberg, glacier, mountain, ice field, tundra and boreal forest.</p> <p>Lesson 5: Climate change Skill: Explain how climate change affects climate zones and biomes across the world. Core knowledge <ul style="list-style-type: none"> • Climate change effects the water, temperature, greenhouse gases and weather of a biome. • The four main causes of climate change are: burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock. </p> <p>Step 6 Innovate Skill: Compare and describe physical features of polar landscapes. Core knowledge: The six main physical features of a polar landscape are: iceberg, glacier, mountain, ice field, tundra and boreal forest.</p> <p>Our Changing World Lesson 1 Climate Change Skill: Explain how climate change affects climate zones and biomes across the world. Core knowledge <ul style="list-style-type: none"> • Climate change affects the water, temperature, greenhouse gases and weather of a biome. </p>

<p>Core knowledge: Farming is affected by the climate (typical weather), topography (shape of the land) and soil type of the farm's location.</p> <p>Lesson 5: Case study: Potato farming in Jersey</p> <p>Skill Describe how soil fertility, drainage and climate affect agricultural land use.</p> <p>Core knowledge: Soil fertility, drainage and climate influence the placement and success of agricultural land.</p> <p>Lesson 1: Climate zones</p> <p>Skill Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p> <p>Core knowledge: Climate zones are areas with distinct climates, weather patterns, latitude, plants and animals.</p> <p>Lesson 2: North and South America</p> <p>Skill: Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.</p> <p>Core knowledge: North America is broadly categorised into six major biomes. These are the Tundra biome, Coniferous forest biome, Prairie biome, Deciduous forest biome, Desert biome, and the Tropical rainforest biome.</p> <p>South America includes a broad equatorial zone in the north to a narrow sub-Arctic zone in the south.</p> <p>Lesson 2: North and South America</p> <p>Skill Explain how the climate affects land use.</p> <p>Core knowledge: Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use.</p> <p>Lesson 3: Citrus farming in California</p> <p>Skill Describe how soil fertility, drainage and climate affect agricultural land use.</p> <p>Core knowledge: Soil fertility, drainage and climate influence the placement and success of agricultural land.</p> <p>Step 3 Innovate</p> <p>Skill Describe how soil fertility, drainage and climate affect agricultural land use.</p> <p>Core knowledge: Soil fertility, drainage and climate influence the placement and success of agricultural land.</p> <p>Programme of Study: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<ul style="list-style-type: none"> The four main causes of climate change are: burning fossil fuels, deforestation, overpopulation and rearing livestock. <p>Lesson 2: Climate change, extreme weather and people</p> <p>Skill: Describe the physical processes, including weather, that affect two different locations.</p> <p>Core knowledge: The Global Climate Risk Index uses data from countries around the world to analyse which countries are most affected by extreme weather events.</p> <p>Programme of study: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Frozen Kingdoms</p> <p>Lesson 6: Natural resources</p> <p>Skill: Describe the distribution of natural resources in an area or country.</p> <p>Core knowledge: Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.</p> <p>Lesson 7: Indigenous people</p> <p>Skill: Explain how humans function in the place they live.</p> <p>Core knowledge: The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.</p> <p>Step 5 Innovate</p> <p>Skill: Explain how humans function in the place they live.</p> <p>Core knowledge: The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.</p> <p>Our Changing World</p> <p>Lesson 4 Natural Resource Management</p> <p>Skill: Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.</p> <p>Core knowledge: Natural resource management (NRM) aims to create sustainable ways of using land now and in the future.</p> <p>Local Settlement patterns enquiry Innovate</p> <p>Skill: Explain how humans function in the place they live.</p> <p>Core knowledge: The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.</p>
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Investigating our World

Lesson 7: Sustainable manufacturing processes

Skill: Identify and explain ways that people can improve the production of products without compromising the needs of future generations.

Core knowledge: Sustainable manufacturing processes include reducing carbon footprint, using renewable energy and investigating new technologies.

Lesson 2: Transport networks

Skill: Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.

Core knowledge

- A motorway is a main road built for fast travel over long distances.
- In the United Kingdom motorways run north to south and east to west across the country.
- Motorways connect towns and cities and provide transport links between other transport networks. For example between airports or ferry ports.
- Motorways allow people and goods to move quickly around the country.

Sow, Grow and Farm

Introductory Knowledge

Skill: Describe in detail the different types of agricultural land use in the UK.

Core knowledge

- Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral).
- An allotment is a small piece of land used to grow fruit, vegetables and flowers.

Lesson 5: How far has your food travelled?

Skill: Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.

Core knowledge

- Transport networks link places together and allow for the movement of people and goods.
- Transport networks are usually built where there is a high demand for the movement of people or goods.
- The journey that food travels from producer to consumer is measured in food miles.

Step 5 Innovate

Skill Describe and explain the location, purpose and use of transport networks across the UK and

other parts of the world.	
Core knowledge <ul style="list-style-type: none"> •Transport networks link places together and allow for the movement of people and goods. •Transport networks are usually built where there is a high demand for the movement of people or goods. •The journey that food travels from producer to consumer is measured in food miles. 	
Disciplinary Knowledge	
<ul style="list-style-type: none"> • Understand why their village/ town or city exists and what brought people to live there • Understand the issues associated with Fair Trade 	<ul style="list-style-type: none"> • Reflect on the key changes that have occurred in buildings, trade and population • Understand the consequence of ignoring climate change

Geographical Skills and Fieldwork

Through our skills and fieldwork component pupils know how to collect, present and analyse data, and how to reach and evaluate conclusions based on this data. Some of this includes first-hand experience of collecting data (see our personal development plan for where our children visit each year).

Geographical Skills and Fieldwork	
Substantive Knowledge	
Nursery	Reception
<p>Nursery: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>On the Beach</p> <p>Understand and use positional language in relation to place, direction and objects.</p> <p>Big Wide World</p>	<p>Reception: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>On the Beach</p> <p>Animal Safari</p> <p>Me and my Community</p> <p>Let's Explore</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Dangeous Dinosaurs</p> <p>Sunshine and Sunflowers</p> <p>Big Wide World</p> <p>Let's Explore</p> <p>Ready Steady Grow</p> <p>Animal Safari</p>
Disciplinary Knowledge <ul style="list-style-type: none"> • Make simple pictorial representations or chart of observations or information gathered • Label simple diagrams and pictures • Discuss elements in photographs – weather, hot, cold, etc. • Describe and experiment with direction of movement • Use a magnifying glass • Use a camera to take still and moving images • Add detail to a map of a familiar place – bedroom, classroom • Use simple positional cues – gives directions around the room or a space 	

Geographical Skills and Fieldwork	
Substantive Knowledge	
Year 1	Year 2
<p>Programme of study: Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Bright Lights Big City</p> <p>Lesson 1: The United Kingdom</p> <p>Skill: Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>Lesson 1: Fact files</p> <p>Skill: Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>Our Wonderful World</p> <p>Lesson 1 Continents and Oceans</p> <p>Skill: Name and locate the world's seven continents and five oceans on a world map.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A continent is a very large area of land. • The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. • The five oceans are the Arctic, Atlantic, Indian, Pacific and Southern Ocean. <p>Lesson 1: Four countries of the UK</p> <p>Skill: Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. • A capital city is a city that is home to the government and ruler of a country. • The capital city of England is London. • The capital city of Northern Ireland is Belfast. • The capital city of Scotland is Edinburgh. • The capital city of Wales is Cardiff. <p>Programme of study: Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Bright Lights Big City</p> <p>Lesson 7: Giving directions</p> <p>Skill: Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p> <p>Step 5 Innovate</p> <p>Marley's trip to London</p>	<p>Programme of study: Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Coastline</p> <p>Introductory knowledge</p> <p>Skill: Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • An ocean is a large sea. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. • Other world seas include the Black Sea, the Red Sea and the Caspian Sea. <p>Let's Explore the World</p> <p>Lesson 1 Using an Atlas</p> <p>Skill: Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • An ocean is a large sea. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. • Other world seas include the Black Sea, the Red Sea and the Caspian Sea. <p>Lesson 1: Characteristics of the United Kingdom</p> <p>Skill: Identify characteristics of the four countries and major cities of the UK.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • England has many famous physical features, such as the White Cliffs of Dover in the south, Cheddar Gorge in the west and lakes and mountains in the Lake District. • Northern Ireland has many famous physical features, including huge columns made of rock called the Giant's Causeway in the north and Lough Neagh, the largest lake in the United Kingdom. • Scotland has many famous physical features, such as the extinct volcano Arthur's Seat in Edinburgh, and the lake Loch Lomond. • Wales has many famous features including Mount Snowden and the River Severn. <p>Programme of study: Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Coastline</p> <p>Lesson 1: Map readers</p> <p>Skill: Use simple compass directions to describe the location of features or a route on a map.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A compass is an instrument that is used for finding a direction. • The four cardinal points on a compass are north, south, east and west. <p>Step 1: Innovate</p>

<p>Skill: Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p> <p>Routes and locations</p> <p>Skill: Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p> <p>Our Wonderful World</p> <p>Lesson 3 Location</p> <p>Skill: Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A location is a place or the position of something. • Direction is the way you travel to get somewhere. <p>Lesson 4: Directional language</p> <p>Skill: Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A location is a place or the position of something. • Direction is the way you travel to get somewhere. <p>Programme of study Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Bright Lights Big City</p> <p>Lesson 6: Aerial photographs</p> <p>Skill: Identify features and landmarks on an aerial photograph or plan perspective.</p> <p>Step 4 Innovate</p> <p>Skill Draw or read a simple picture map.</p> <p>Our Wonderful World</p> <p>Lesson 2 Maps</p> <p>Skill: Draw or read a simple picture map.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A map is a picture or drawing of an area of land or sea that can show human and physical features. • A key is used to show features on a map. • A map has symbols to show where things are located. <p>Lesson 3: Aerial photographs</p> <p>Skill: Identify features and landmarks on an aerial photograph or plan perspective.</p> <p>Core knowledge: An aerial photograph or plan perspective shows an area of land from above.</p>	<p>Skill: Use simple compass directions to describe the location of features or a route on a map.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A compass is an instrument that is used for finding a direction. • The four cardinal points on a compass are north, south, east and west. <p>Let's Explore the World</p> <p>Lesson 2 Using Compass Directions</p> <p>Skill: Use simple compass directions to describe the location of features or a route on a map.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A compass is an instrument that is used for finding a direction. • The four cardinal points on a compass are north, south, east and west. <p>Programme of study: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Memorable Experience</p> <p>Skill Study aerial photographs to describe the features and characteristics of an area of land.</p> <p>Core knowledge: An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).</p> <p>Lesson 2: Reading keys</p> <p>Skill Draw or read a range of simple maps that use symbols and a key.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Maps help people to plan a route from one place to another and to identify and locate physical and human features. • Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. <p>Lesson 3: Coastal rescue</p> <p>Skill Draw or read a range of simple maps that use symbols and a key.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Maps help people to plan a route from one place to another and to identify and locate physical and human features. • Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. <p>Step 2 Innovate</p> <p>Skill Draw or read a range of simple maps that use symbols and a key.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Maps help people to plan a route from one place to another and to identify and locate physical and human features. • Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. <p>Map making</p> <p>Skill: Draw or read a range of simple maps that use symbols and a key.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Maps help people to plan a route from one place to another and to identify and locate physical and human features.
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Programme of study: 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.

Bright Lights Big City

Lesson 4: Human features in the locality

Skill: Carry out fieldwork tasks to identify characteristics of the school grounds or locality.

Our Wonderful World

Lesson 4 Woodland, Hedgerows and Meadows

Skill: Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.

Core knowledge: People can protect the environment by preserving woodlands and hedgerows, recycling and getting rid of waste carefully.

Geographical enquiry Innovate

Skill: Collect simple data during fieldwork activities.

Core knowledge: Data is information. Data can be numbers or measurements.

Geographical enquiry Innovate

Skill: Carry out fieldwork tasks to identify characteristics of the school grounds or locality.

Core knowledge: Field work includes observing and collecting data (information) about people, places and natural environments.

- Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.

Let's Explore the World

Lesson 3 Using a Key with a Map

Skill: Draw or read a range of simple maps that use symbols and a key.

Core knowledge

- Maps help people to plan a route from one place to another and to identify and locate physical and human features.
- Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.

Programme of study: 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.

Coastline

Coastal Visit Memorable Experience

Skill: Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.

Core knowledge: Fieldwork can help to answer questions about the local community.

Alternative start Memorable Experience

Skill: Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.

Core knowledge: Fieldwork can help to answer questions about the local community.

Lesson 4: Human features of a coastal town

Skill: Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).

Core knowledge: Data can be recorded in different ways, including tables, charts and pictograms.

Let's Explore the World

Lesson 4 Collecting Data

Skill: Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.

Core knowledge: Fieldwork can help to answer questions about the local community.

Lesson 3: Sustainability

Skill: Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.

Core knowledge

- Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy.
- Conservation activities protect the environment for people in the future.

Lesson 1: Characteristics of the United Kingdom

Skill: Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).

Core knowledge: Data can be recorded in different ways, including tables, charts and pictograms.

	Geographical enquiry Innovate Skill: Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). Core knowledge: Data can be recorded in different ways, including tables, charts and pictograms. Geographical enquiry Innovate Skill: Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. Core knowledge: Fieldwork can help to answer questions about the local community.
Disciplinary Knowledge	
<ul style="list-style-type: none"> • Understand why it is important for all streets to have a name, including post code • Be able to follow a simple road map and recognise key landmarks, such as a church • Talk about the features in the local environment • Observe and record information about the local area, i.e. types of shops, bus stops etc. • Take photographs of locally interesting geographical features • Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc. • Talk about the main differences between a world map and a globe 	<ul style="list-style-type: none"> • Locate the nearest town or city on map of the UK • Locate a number of cities on a map of the UK • Make a model, using road strips and toy buildings that shows features in an area • Study aerial photographs and use locational and directional language when doing so • Use Google Earth to find features in their locality • Use the school grounds or near park to create an initial sketch of what they see.

Geographical Skills and Fieldwork	
Substantive Knowledge	
Year 3	Year 4
<p>Programme of study: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>One Planet Our World</p> <p>Lesson 1: Locating countries on maps</p> <p>Skill: Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.</p> <p>Core knowledge: Maps, globes and digital mapping tools can help to locate and describe significant geographical features such as countries, oceans and seas.</p> <p>Programme of study: Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Rocks Relics and Rumbles</p> <p>Lesson 3 The Spread of the Tsunami</p> <p>Skill Use the eight points of a compass to locate a geographical feature or place on a map.</p> <p>Core knowledge: The four intercardinal points on a compass are north-east, south-east, south-west and north-west.</p> <p>Programme of study: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Programme of study: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Interconnected World</p> <p>Lesson 4: Geographical characteristics of North and South America</p> <p>Skill: Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p> <p>Core knowledge: An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.</p> <p>Misty Mountain Winding River</p> <p>Option 1 River Visit Memorable Experience</p> <p>Skill: Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p> <p>Core knowledge: An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.</p> <p>Option 2 Memorable Experience</p> <p>Skill: Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p> <p>Core knowledge: An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.</p> <p>Programme of study: Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>

One World Our Planet

Lesson 3: Using four-figure grid references

Skill Use four-figure grid references to describe the location of objects and places on a simple map.

Core knowledge: A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map.

Lesson 4: Analysing data

Skill Analyse primary data, identifying any patterns observed.

Core knowledge: Primary data refers to the first hand data gathered by observation and investigation.

Local land use enquiry Innovate

Skill Analyse primary data, identifying any patterns observed.

Core knowledge: Primary data refers to the first hand data gathered by observation and investigation.

Lesson 1: Compass points

Skill: Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.

Core knowledge

- The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose.
- The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW).

Lesson 2: Four-figure grid references

Skill : Use four or six-figure grid references and keys to describe the location of objects and places on a map.

Core knowledge

- In a four-figure grid reference, the two digit eastings come first, followed by the two digit northings.
- A four-figure grid reference locates a square on a map.

Lesson 3: Six-figure grid references

Skill: Use four or six-figure grid references and keys to describe the location of objects and places on a map.

Core knowledge

- A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference.
- The first three figures are called the easting and are found along the top and bottom of a map.
- The second three figures are called the northing and are found up both sides of a map.

Misty Mountain Winding River

Case Study River Trent

Skill Use four or six-figure grid references and keys to describe the location of objects and places on a map.

Core knowledge

- A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference.
- The first three figures are called the easting and are found along the top and bottom of a map.
- The second three figures are called the northing and are found up both sides of a map.
- In a four-figure grid reference, the two digit eastings come first, followed by the two digit northings.
- A four-figure grid reference locates a square on a map.

Step 2 Innovate

Skill Use four or six-figure grid references and keys to describe the location of objects and places on a map.

Core knowledge

- A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference.

	<ul style="list-style-type: none"> • The first three figures are called the easting and are found along the top and bottom of a map. • The second three figures are called the northing and are found up both sides of a map. • In a four-figure grid reference, the two digit eastings come first, followed by the two digit northings. • A four-figure grid reference locates a square on a map. <p>Step 3 Innovate Skill: Use four or six-figure grid references and keys to describe the location of objects and places on a map.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. • The first three figures are called the easting and are found along the top and bottom of a map. • The second three figures are called the northing and are found up both sides of a map. • In a four-figure grid reference, the two digit eastings come first, followed by the two digit northings. • A four-figure grid reference locates a square on a map. <p>Programme of study: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Misty Mountain Winding River Lesson 5: Case study – Somerset Levels flooding Skill: Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. Core knowledge: Secondary data refers to second hand information gathered by reports, published surveys, maps, books and the internet.</p>
Disciplinary Knowledge	
<ul style="list-style-type: none"> • Use maps to locate world countries and capitals • Use a globe to gain a better understanding about countries' location (USA and Russia, for example) • Talk about the features in their local environment and compare it with another they know • Create a report after a fieldwork activity that focuses on geographical features observed • Use systematic sampling and data collecting as part of fieldwork activity • Produce freehand map of a known place, e.g., journey between home and school 	<ul style="list-style-type: none"> • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • Distinguish between the Northern and Southern hemisphere on both a world map and a globe • Plan a journey within the UK, using a road map • Make a model to show part of the local area, e.g. parks, shopping precinct, etc. • Understand how to use four-figure grid references • Explain what a place is like and why

Geographical Skills and Fieldwork	
Substantive Knowledge	
Year 5	Year 6
Programme of study: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Programme of study: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

<p>Investigating our World</p> <p>Lesson 1: Using Ordnance Survey maps</p> <p>Skill Analyse and compare a place, or places, using aerial photographs. atlases and maps.</p> <p>Core knowledge: People use map symbols, six-figure grid references and compass directions to analyse and compare places and features on Ordnance Survey and other maps.</p> <p>Lesson 1: Time zones</p> <p>Skill: Analyse and compare a place, or places, using aerial photographs. atlases and maps.</p> <p>Core knowledge: People use map symbols, six-figure grid references and compass directions to analyse and compare places and features on Ordnance Survey and other maps.</p> <p>Programme of study: Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Investigating our World</p> <p>Lesson 1: Using Ordnance Survey maps</p> <p>Skill Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.</p> <p>Core knowledge: Cardinal and intercardinal compass points can be used to describe the relationship of features to each other.</p> <p>Lesson 3: Exploring map grid squares</p> <p>Skill: Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.</p> <p>Core knowledge: Cardinal and intercardinal compass points can be used to describe the relationship of features to each other.</p> <p>Sow, Grow and Farm</p> <p>Lesson 2 Mapping using grid references</p> <p>Skill: Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.</p> <p>Core knowledge: Cardinal and intercardinal compass points can be used to describe the relationship of features to each other.</p> <p>Step 1 Innovate</p> <p>Skill: Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.</p> <p>Core knowledge: Cardinal and intercardinal compass points can be used to describe the relationship of features to each other.</p> <p>Programme of study: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Investigating our World</p>	<p>Our Changing World</p> <p>Lesson 4: Using scale on a map</p> <p>Skill: Use satellite imaging and maps of different scales to find out geographical information about a place.</p> <p>Core knowledge: A scale on a map is written as a ratio, for example, 1cm:800km.</p> <p>Lesson 5: Scale and distance</p> <p>Skill: Use satellite imaging and maps of different scales to find out geographical information about a place.</p> <p>Core knowledge: Distances on maps can be measured using grid lines, the scale, a ruler, a finger, string and the scale bar.</p> <p>Programme of study: Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Our Changing World</p> <p>Lesson 3: Using lines of latitude and longitude</p> <p>Skill: Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. • Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area. <p>Programme of study: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Our Changing World</p> <p>Lesson 6: Grid references, contours and symbols</p> <p>Skill Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Ordnance survey maps use four and six grid references to locate a feature or place. • Contour lines join points of equal height above sea level and show an area's terrain. • Ordnance Survey symbols are used to represent different features on the landscape. This includes buildings, roads, rivers, lakes and forests. Understanding these symbols is essential for reading and using Ordnance Survey maps effectively. <p>Lesson 1: Analysing road safety data</p> <p>Skill: Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.</p> <p>Core knowledge: Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).</p> <p>Lesson 2: Road safety fieldwork</p> <p>Skill: Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.</p>
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<p>Lesson 2: Contour lines</p> <p>Skill Identify elevated areas, depressions and river basins on a relief map.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. • Relief maps show the contours of land based on shape and height. • Contour lines show the elevation of the land, joining places of the same height above sea level. • Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat. <p>Lesson 5: Human geography</p> <p>Skill: Summarise geographical data to draw conclusions.</p> <p>Core knowledge: Demographic and economic statistics can help geographers to draw conclusions.</p>	<p>Core knowledge: Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).</p>
<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Use maps to locate world countries and capitals • Use a globe to gain a better understanding about countries' location (USA and Russia, for example) • Talk about the features in their local environment and compare it with another they know • Create a report after a fieldwork activity that focuses on geographical features observed • Use systematic sampling and data collecting as part of fieldwork activity • Produce freehand map of a known place, e.g., journey between home and school • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • Distinguish between the Northern and Southern hemisphere on both a world map and a globe • Plan a journey within the UK, using a road map • Make a model to show part of the local area, e.g. parks, shopping precinct, etc. • Understand how to use four-figure grid references • Explain what a place is like and why • Use graphs to record features such as temperature or rainfall across the world • Use appropriate special language when giving directions • Recognise most of the symbols used on a UK road map, including status of roads • Understand some of the main features of a satnav • Recognise ordnance survey (OS) symbols and know what they stand for • Carry out tests over time, evaluate changes and consolidate their understanding • Add annotations, such as label and captions to freehand maps 	

Location – Red Place – Green Human and Physical – Orange Skills and Fieldwork - Blue

	<p>Enquiry Question: What are the physical and human characteristics of the United Kingdom, and what distinguishes London as its capital city?</p> <p>Substantive Knowledge</p>
Engage	<p>1. Lesson 1 The United Kingdom Skill: Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>2. Lesson 2 Physical Features in the UK Skill: Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p>3. Lesson 3 What is a city? Skill: Identify the characteristics of a settlement.</p> <p>4. Lesson 4: Human features in the locality Skill: Carry out fieldwork tasks to identify characteristics of the school grounds or locality.</p> <p>5. Lesson 5 Weather in the UK Skill: Identify patterns in daily and seasonal weather.</p>
Develop	<p>6. Lesson 1: This is London Skill: Identify the characteristics of a settlement.</p> <p>7. Lesson 2: London Landmarks Skill: Name and describe the purpose of human features and landmarks.</p> <p>8. Lesson 6: Aerial photographs Skill: Identify features and landmarks on an aerial photograph or plan perspective.</p> <p>9. Lesson 7: Giving directions Skill: Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p> <p>10. Lesson 9: Comparing Capital Cities Skill: Identify the similarities and differences between two places.</p>
Innovate	<p>11. Innovate Step 1 Skill: Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>Innovate Step 1 Skill: Identify patterns in daily and seasonal weather.</p> <p>12. Innovate Step 3: London landmarks Skill: Name and describe the purpose of human features and landmarks.</p> <p>13. Step 4 Innovate Skill: Draw or read a simple picture map.</p> <p>14. Innovate Step 5 Marley's trip to London Skill: Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p> <p>15. Innovate Step 7 Routes and locations Skill: Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p>

	<p>Year 1 Geography Cycle 2 Our Wonderful World</p> <p>Enquiry Question: What are the physical and human characteristics of the United Kingdom, and what distinguishes London as its capital city?</p> <p>Substantive Knowledge</p>
Engage	<p>1. Lesson 1 What is Geography?</p>

	<p>Skill: Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p>Core knowledge: Physical features are made by nature. They include hills, mountains, beaches and oceans.</p> <p>Skill: Name and describe the purpose of human features and landmarks.</p> <p>Core knowledge: Human features have been made by people and include houses, bridges and roads.</p> <p>2. Lesson 2 Maps</p> <p>Skill: Draw or read a simple picture map.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A map is a picture or drawing of an area of land or sea that can show human and physical features. • A key is used to show features on a map. • A map has symbols to show where things are located. <p>3. Lesson 3: Aerial photographs</p> <p>Skill: Identify features and landmarks on an aerial photograph or plan perspective.</p> <p>Core knowledge: An aerial photograph or plan perspective shows an area of land from above.</p> <p>4. Lesson 4: Directional language</p> <p>Skill: Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A location is a place or the position of something. • Direction is the way you travel to get somewhere.
Develop 1	<p>5. Lesson 1 Continents and Oceans</p> <p>Skill: Name and locate the world's seven continents and five oceans on a world map.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> • A continent is a very large area of land. • The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. • The five oceans are the Arctic, Atlantic, Indian, Pacific and Southern Ocean. <p>6. Lesson 2 Hot and Cold Places</p> <p>Skill</p> <p>Identify the similarities and differences between two places.</p> <p>Core knowledge</p> <p>Hot places are close to the equator and cold places are far away from the equator.</p>
Develop 2	<p>7. Lesson 1 4 Countries of the UK</p> <p>Skill Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. • A capital city is a city that is home to the government and ruler of a country. • The capital city of England is London. • The capital city of Northern Ireland is Belfast. <p>8. Lesson 2 Different types of settlement</p> <p>Skill: Identify the characteristics of a settlement.</p> <p>Core knowledge: The three main types of human settlement include cities, towns and villages.</p> <p>9. Lesson 4 Woodland, Hedgerows and Meadows</p> <p>Skill: Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.</p> <p>Core knowledge: People can protect the environment by preserving woodlands and hedgerows, recycling and getting rid of waste carefully.</p>

Innovate	<p>Geographical enquiry Innovate</p> <p>Skill: Collect simple data during fieldwork activities.</p> <p>Core knowledge: Data is information. Data can be numbers or measurements.</p> <p>Geographical enquiry Innovate</p> <p>Skill: Carry out fieldwork tasks to identify characteristics of the school grounds or locality.</p> <p>Core knowledge: Field work includes observing and collecting data (information) about people, places and natural environments.</p>

Disciplinary Knowledge	
<ul style="list-style-type: none"> Understand that maps and the globe are used to locate key places around the world <ul style="list-style-type: none"> Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people. Begin to appreciate the different weather patterns in the UK Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles Understand why it is important for all streets to have a name, including post code Be able to follow a simple road map and recognise key landmarks, such as a church Talk about the features in the local environment Observe and record information about the local area, i.e. types of shops, bus stops etc. Take photographs of locally interesting geographical features Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc. Talk about the main differences between a world map and a globe 	

Location – Red Place – Green Human and Physical – Orange Skills and Fieldwork - Blue

	<p>Year 2 Geography Coastline</p> <p>Enquiry Question: What are the physical and human features of coastal regions in the United Kingdom, with a specific focus on the historic coastal town of Whitby in Yorkshire?</p> <p>Substantive Knowledge</p>
Engage	<p>1. Lesson Introductory Knowledge</p> <p>Skill: Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p> <p>Core knowledge: An ocean is a large sea. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. Other world seas include the Black Sea, the Red Sea and the Caspian Sea.</p> <p>2. Coastal Visit Memorable Experience</p> <p>Skill: Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p> <p>Core knowledge: Fieldwork can help to answer questions about the local community.</p> <p>Alternative start Memorable Experience</p> <p>Skill: Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p> <p>Core knowledge: Fieldwork can help to answer questions about the local community.</p> <p>Lesson 4: Human features of a coastal town</p> <p>Skill: Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).</p> <p>Core knowledge: Data can be recorded in different ways, including tables, charts and pictograms.</p> <p>3. Lesson 1: Map readers</p>

	<p>Skill: Use simple compass directions to describe the location of features or a route on a map.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A compass is an instrument that is used for finding a direction. • The four cardinal points on a compass are north, south, east and west. <p>4. Lesson 2: Reading keys</p> <p>Skill Draw or read a range of simple maps that use symbols and a key.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Maps help people to plan a route from one place to another and to identify and locate physical and human features. • Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.
Develop	<p>5. Lesson 3: Coastal rescue</p> <p>Skill Draw or read a range of simple maps that use symbols and a key.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Maps help people to plan a route from one place to another and to identify and locate physical and human features. • Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. <p>6. Lesson 4: Saltwick Nab</p> <p>Skill: Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p>Core knowledge: Physical features include beaches, stacks, cliffs, arches, rivers, lakes and woodland.</p> <p>A stack is a physical feature of a coastline.</p> <p>Stacks are formed when waves crash against the rocks of a cliff face. The force of the water causes the rocks to collapse, forming stacks.</p>
Innovate	<p>7. Step 1: Innovate</p> <p>Skill: Use simple compass directions to describe the location of features or a route on a map.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A compass is an instrument that is used for finding a direction. • The four cardinal points on a compass are north, south, east and west. <p>8. Step 2 Innovate</p> <p>Skill Draw or read a range of simple maps that use symbols and a key.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Maps help people to plan a route from one place to another and to identify and locate physical and human features. • Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. <p>Map making</p> <p>Skill: Draw or read a range of simple maps that use symbols and a key.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Maps help people to plan a route from one place to another and to identify and locate physical and human features. • Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. <p>9. Step 3 Innovate</p> <p>Skill: Use geographical vocabulary to describe how and why people use a range of human features.</p> <p>Core knowledge: Human features have been made by people and include houses, bridges and roads.</p> <p>People use human features for work, travel, entertainment and living in.</p> <p>10. Step 4 Innovate</p> <p>Skill: Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p>Core knowledge: Physical features include beaches, stacks, cliffs, arches, rivers, lakes and woodland.</p> <p>A stack is a physical feature of a coastline.</p> <p>Stacks are formed when waves crash against the rocks of a cliff face. The force of the water causes the rocks to collapse, forming stacks.</p>

	<p>11. Step 5 Innovate</p> <p>Skill: Use geographical vocabulary to describe how and why people use a range of human features.</p> <p>Core knowledge: Human features have been made by people and include houses, bridges and roads. People use human features for work, travel, entertainment and living in.</p>
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	<p>Year 2 Geography Cycle 2 Let's Explore the World</p> <p>Enquiry Question: Using atlases, maps, and compass points, how do the characteristics of the United Kingdom and Somalia, compare?</p> <p>Substantive Knowledge</p>
Engage	<p>○ Lesson 1 Using an Atlas</p> <p>Skill: Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p> <p>Core knowledge: An ocean is a large sea. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. Other world seas include the Black Sea, the Red Sea and the Caspian Sea.</p> <p>○ Lesson 2 Using Compass Directions</p> <p>Skill: Use simple compass directions to describe the location of features or a route on a map.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A compass is an instrument that is used for finding a direction. • The four cardinal points on a compass are north, south, east and west. <p>○ Lesson 3 Using a Key with a Map</p> <p>Skill: Draw or read a range of simple maps that use symbols and a key.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Maps help people to plan a route from one place to another and to identify and locate physical and human features. • Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. <p>○ Lesson 4 Collecting Data</p> <p>Skill: Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p> <p>Core knowledge: Fieldwork can help to answer questions about the local community.</p>
Develop 1	<p>○ Lesson 1 Locating the equator</p> <p>Skill: Locate the equator and the North and South Poles on a world map or globe.</p> <p>Core knowledge: The Northern Hemisphere is north of the equator and the Southern Hemisphere is south of the equator. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p> <p>○ Lesson 2: Hot, temperate and cold places</p> <p>Skill: Describe simple weather patterns of hot and cold places.</p> <p>Core knowledge: Hot places are close to the equator and cold places are far away from the equator. Temperate places are between the hot and cold places. A temperate place is never extremely hot or extremely cold. The UK has a temperate climate.</p> <p>○ Lesson 3: Sustainability</p> <p>Skill: Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. • Conservation activities protect the environment for people in the future.
Develop 2	<p>○ Lesson 1: Characteristics of the United Kingdom</p> <p>Skill: Identify characteristics of the four countries and major cities of the UK.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • England has many famous physical features, such as the White Cliffs of Dover in the south, Cheddar Gorge in the west and lakes and mountains in the Lake District.

	<ul style="list-style-type: none"> Northern Ireland has many famous physical features, including huge columns made of rock called the Giant's Causeway in the north and Lough Neagh, the largest lake in the United Kingdom. Scotland has many famous physical features, such as the extinct volcano Arthur's Seat in Edinburgh, and the lake Loch Lomond. Wales has many famous features including Mount Snowden and the River Severn. <p>Lesson 1: Characteristics of the United Kingdom Skill: Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). Core knowledge: Data can be recorded in different ways, including tables, charts and pictograms.</p> <ul style="list-style-type: none"> Lesson 2 Comparing Places <p>Skill Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p> <p>Core knowledge Somalia is a country on the east coast of Africa. The equator crosses through Somalia, so the climate is very hot and dry. Like the UK, Somalia has four seasons. The capital city of Somalia is called Mogadishu. Skill: Identify characteristics of the four countries and major cities of the UK. Core knowledge: England has many famous physical features, such as the White Cliffs of Dover in the south, Cheddar Gorge in the west and lakes and mountains in the Lake District. Northern Ireland has many famous physical features, including huge columns made of rock called the Giant's Causeway in the north and Lough Neagh, the largest lake in the United Kingdom. Scotland has many famous physical features, such as the extinct volcano Arthur's Seat in Edinburgh, and the lake Loch Lomond. Wales has many famous features including Mount Snowden and the River Severn.</p>
Innovate	<ul style="list-style-type: none"> Geographical enquiry Innovate <p>Skill: Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). Core knowledge: Data can be recorded in different ways, including tables, charts and pictograms.</p> <ul style="list-style-type: none"> Geographical enquiry Innovate <p>Skill: Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. Core knowledge: Fieldwork can help to answer questions about the local community.</p>

Disciplinary Knowledge

- Understands that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth
- Know and use the terminologies: left and right; below, next to
- Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons.
- Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people
- Locate the nearest town or city on map of the UK
- Locate a number of cities on a map of the UK
- Make a model, using road strips and toy buildings that shows features in an area
- Study aerial photographs and use locational and directional language when doing so
- Use Google Earth to find features in their locality
- Use the school grounds or near park to create an initial sketch of what they see.

	<p>Year 3 Geography Cycle 1 One Planet, Our World</p> <p>Enquiry Question: What are the significant places in the United Kingdom, and how can we conduct local fieldwork to examine land use?</p> <p>Substantive Knowledge</p>
Engage	<p>1. Lesson 1: Locating countries on maps</p> <p>Skill: Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.</p> <p>Core knowledge: Maps, globes and digital mapping tools can help to locate and describe significant geographical features such as countries, oceans and seas.</p> <p>2. Lesson 2 Human and Physical Features</p> <p>Skill: Classify, compare and contrast different types of geographical feature.</p> <p>3. Lesson 3: Using four-figure grid references</p> <p>Skill Use four-figure grid references to describe the location of objects and places on a simple map.</p> <p>Core knowledge: A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map.</p> <p>4. Lesson 4: Analysing data</p> <p>Skill Analyse primary data, identifying any patterns observed.</p> <p>Core knowledge: Primary data refers to the first hand data gathered by observation and investigation.</p>
Develop	<p>5. Lesson 1 Earth</p> <p>Skill: Name and describe properties of the Earth's four layers.</p> <p>Core knowledge: The Earth is made of four different layers: inner core, outer core, mantle and crust.</p> <p>6. Lesson 2: Plate tectonics</p> <p>Skill Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).</p> <p>Core knowledge: The crust of the Earth is divided into tectonic plates that move.</p> <p>Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes, valleys and earthquakes.</p> <p>7. Lesson 3 Latitude and Longitude</p> <p>Skill: Locate significant places using latitude and longitude.</p> <p>Core knowledge: Latitude is a coordinate that specifies the north or south position of a point on the surface of the Earth. Latitude is given as an angle that ranges from -90° at the south pole to 90° at the north pole, with 0° at the equator.</p> <p>Longitude is the distance east or west of the Prime Meridian.</p> <p>8. Lesson 4: Climate zones</p> <p>Skill: Identify the five major climate zones on Earth.</p> <p>Core knowledge: The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.</p> <p>9. Lesson 5</p> <p>Skill: Locate countries and major cities in Europe (including Russia) on a world map.</p> <p>Core knowledge: Europe is a continent in the Northern Hemisphere. It has over 50 countries, including transcontinental countries such as Russia.</p> <p>European countries include France, Greece, Italy, Romania and Russia</p>
Develop 2	<p>10. Lesson 1 UK Human and Physical Features</p> <p>Skill: Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.</p> <p>Core knowledge</p>

	<ul style="list-style-type: none"> • Most human made features such as shops, houses and places of worship are located in populated settlements. • Some human features such as supermarkets and airports are located out of populated areas and are connected by roads and railways. <p>11. Lesson 2 UK Countries Skill: Name, locate and describe some major counties and cities in the UK. Core knowledge: Counties in the UK include Yorkshire, Suffolk, Pembrokeshire, Inverness-shire and County Armagh.</p> <p>12. Lesson 3 UK Cities Skill: Name, locate and describe some major counties and cities in the UK. Core knowledge: Cities in the UK include Edinburgh in Scotland, Belfast in Northern Ireland, St Davids in Wales and Birmingham, Manchester and London in England.</p> <p>13. Lesson 3: UK cities Skill: Describe the type and characteristics of settlement or land use in an area or region. Core knowledge: Cities are characterised by factors such as size, population, location and their physical and human features.</p> <p>14. Lesson 4: Carbon footprint Skill: Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment. Core knowledge: People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products.</p> <p>15. Lesson 5 Weather and the local environment Skill: Explain how the weather affects the use of urban and rural environments. Core knowledge: The weather can affect what people do, the natural and built environment.</p>
Innovate	<p>16. Local land use enquiry Innovate Skill Analyse primary data, identifying any patterns observed. Core knowledge: Primary data refers to the first hand data gathered by observation and investigation.</p>

Location – Red Place – Green Human and Physical – Orange Skills and Fieldwork - Blue

	<p style="text-align: center;">Year 3 Geography Cycle 2 Rocks, Relics and Rumbles</p> <p>Enquiry Question: Are you ready to dive into a fascinating exploration of our planet's inner workings, uncovering the intricate layers of the Earth and investigating the dynamic processes of volcanic eruptions, tectonic movements, and seismic activities?</p> <p style="text-align: center;">Substantive Knowledge</p>
Engage	<ul style="list-style-type: none"> ○ Introductory Knowledge Skill: Name and describe properties of the Earth's four layers. Core knowledge: The Earth is made of four different layers: inner core, outer core, mantle and crust. Memorable Experience <ul style="list-style-type: none"> ○ Option 1: Let's rock! Skill: Name and describe the types, appearance and properties of rocks. Core knowledge <ul style="list-style-type: none"> • There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. • Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. • Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals.

	<ul style="list-style-type: none"> Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny. <p>Option 2: Alternative start Skill: Name and describe the types, appearance and properties of rocks. Core knowledge</p> <ul style="list-style-type: none"> There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny. <ul style="list-style-type: none"> Lesson 2 Uses of rock <p>Skill: Name and describe the types, appearance and properties of rocks. Core knowledge</p> <ul style="list-style-type: none"> There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny.
Develop 1	<ul style="list-style-type: none"> Lesson 1: Plate tectonics <p>Skill Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift). Core knowledge: Convergent tectonic plates push together. Divergent tectonic plates pull apart. Transform tectonic plates slide past each other.</p> <ul style="list-style-type: none"> Lesson 2 Ring of Fire <p>Skill: Name and locate significant volcanoes and plate boundaries and explain why they are important. Core knowledge: The Ring of Fire is a large area around the Pacific Ocean where many earthquakes and volcanic eruptions occur. Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Name and locate significant volcanoes and explain why they are important.</p> <ul style="list-style-type: none"> Lesson 3: Features of volcanoes <p>Skill Describe the parts of a volcano or earthquake. Core knowledge</p> <ul style="list-style-type: none"> A volcano is a mountain or hill with an opening in the Earth's crust that allows magma, gas and ash to reach the surface. Volcanoes are either active, dormant or extinct. There are four main types of volcano: shield, stratovolcano, cinder cone and lava dome. The two types of volcanic eruption are effusive and explosive. When an explosive eruption occurs hot air, ash and rocks rush downhill like an avalanche. This is called a pyroclastic flow and is extremely dangerous. <ul style="list-style-type: none"> Lesson 7: Volcanologist's report <p>Skill: Describe how a significant geographical activity has changed a landscape in the short or long term. Core knowledge: Volcanic eruptions are an example of significant geographical activity and can destroy habitats, homes and businesses and can change the landscape.</p> <ul style="list-style-type: none"> Lesson 4 Latitude and Longitude <p>Skill: Locate significant places using latitude and longitude. Core knowledge: Latitude is a coordinate that specifies the north or south position of a point on the surface of the Earth. Latitude is given as an angle that ranges from -90° at the south pole to 90° at the north pole, with 0° at the equator. Longitude is the distance east or west of the Prime Meridian.</p> <ul style="list-style-type: none"> Lesson 5 Fact Finder <p>Skill: Classify, compare and contrast different types of geographical feature.</p>

Develop 2	<p>Core knowledge: A volcano is a physical feature, typically a conical mountain or hill that has a crater or vent through which lava, rock fragments, hot vapour, and gas erupt or have erupted. A volcano can be active, dormant or extinct.</p> <ul style="list-style-type: none"> ○ Lesson 2: Earthquake activity <p>Skill Describe how a significant geographical activity has changed a landscape in the short or long term.</p> <p>Core knowledge: Earthquakes are an example of significant geographical activity and can destroy habitats, homes and businesses and can change the landscape.</p> <ul style="list-style-type: none"> ○ Lesson 3 The Spread of the Tsunami <p>Skill Use the eight points of a compass to locate a geographical feature or place on a map.</p> <p>Core knowledge: The four intercardinal points on a compass are north-east, south-east, south-west and north-west.</p>
Innovate	<ul style="list-style-type: none"> ○ Step 2 Innovate Significant Places <p>Skill: Name and locate significant volcanoes and plate boundaries and explain why they are important.</p> <p>Core knowledge The Ring of Fire is a large area around the Pacific Ocean where many earthquakes and volcanic eruptions occur. Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia.</p> <ul style="list-style-type: none"> ○ Step 5 Innovate <p>Skill: Describe how a significant geographical activity has changed a landscape in the short or long term.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Short-term problems from earthquakes or volcanoes include fear, injury from falling debris and loss of personal items. • Long-term problems include loss of homes, lack of water and sanitation, damaged roads and transport networks and loss of jobs and services. <p>Step 6 Innovate</p> <p>Skill: Describe the parts of a volcano or earthquake.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A volcano is a mountain or hill with an opening in the Earth's crust that allows magma, gas and ash to reach the surface. • Volcanoes are either active, dormant or extinct. • There are four main types of volcano: shield, stratovolcano, cinder cone and lava dome. • The two types of volcanic eruption are effusive and explosive. • When an explosive eruption occurs hot air, ash and rocks rush downhill like an avalanche. This is called a pyroclastic flow and is extremely dangerous.
Express	<ul style="list-style-type: none"> ○ Lesson 3: Model volcanoes – Breadth and depth <p>Skill: Describe the parts of a volcano or earthquake.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A volcano is a mountain or hill with an opening in the Earth's crust that allows magma, gas and ash to reach the surface. • Volcanoes are either active, dormant or extinct. • There are four main types of volcano: shield, stratovolcano, cinder cone and lava dome. • The two types of volcanic eruption are effusive and explosive. • When an explosive eruption occurs hot air, ash and rocks rush downhill like an avalanche. This is called a pyroclastic flow and is extremely dangerous.

Disciplinary Knowledge

- Understands that countries have defined borders and that each country has its own government or equivalent
- Compare and contrast two regions within the UK that are very different be begin to appreciate why physical and human features will be different in these places
- Recognise how human geographical features change over time
- Understand what is meant by being environmentally friendly
- Use maps to locate world countries and capitals

- Use a globe to gain a better understanding about countries' location (USA and Russia, for example)
- Talk about the features in their local environment and compare it with another they know
- Create a report after a fieldwork activity that focuses on geographical features observed
- Use systematic sampling and data collecting as part of fieldwork activity
- Produce freehand map of a known place, e.g., journey between home and school

Location – Red **Place – Green** **Human and Physical – Orange** **Skills and Fieldwork - Blue**

	<p>Year 4 Geography Cycle 1 Interconnected World</p> <p>Enquiry Question: How can we use mapping skills and data collection to explore the geographical diversity and interconnections between the United Kingdom and the Americas?</p> <p>Substantive Knowledge</p>
Engage	<p>1. Lesson 1: Compass points</p> <p>Skill: Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. • The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW). <p>2. Lesson 2: Four-figure grid references</p> <p>Skill : Use four or six-figure grid references and keys to describe the location of objects and places on a map.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • In a four-figure grid reference, the two digit eastings come first, followed by the two digit northings. • A four-figure grid reference locates a square on a map. <p>3. Lesson 3: Six-figure grid references</p> <p>Skill: Use four or six-figure grid references and keys to describe the location of objects and places on a map.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. • The first three figures are called the easting and are found along the top and bottom of a map. • The second three figures are called the northing and are found up both sides of a map.
Develop	<p>4. Lesson 1 Tropics of Cancer and Capricorn</p> <p>Skill: Identify the location of the Tropics of Cancer and Capricorn on a world map.</p> <p>5. Lesson 2 Countries in North and South America</p> <p>Skill: Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.</p> <p>Core knowledge: The North American continent includes the countries of: USA, Canada, Mexico as well as the Central American countries of: Guatemala, Honduras, Nicaragua, Costa Rica and Panama.</p> <p>The South American continent includes the countries of: Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.</p> <p>Major cities in North America include Washington and New York in the United States of America and Toronto in Canada.</p> <p>Major cities in central America include San José in Costa Rica, San Salvador in El Salvador and Managua in Nicaragua.</p> <p>Major cities in South America include Sao Paulo in Brazil, Buenos Aires in Argentina, Bogota in Colombia and Lima in Peru.</p> <p>6. Lesson 3 Contrasting Climates</p> <p>Skill : Explain climatic variations of a country or continent.</p> <p>Core knowledge: Countries in the continents of North and South America have contrasting climates, which means that the typical weather conditions can be very different.</p> <p>7. Lesson 4: Geographical characteristics of North and South America</p> <p>Skill: Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p>

Develop 2	<p>Core knowledge: An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.</p> <p>Lesson 4 Geographical Characteristics of North and South America</p> <p>Skill: Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.</p> <p>Core knowledge: The North American continent includes the countries of: USA, Canada, Mexico as well as the Central American countries of: Guatemala, Honduras, Nicaragua, Costa Rica and Panama.</p> <p>The South American continent includes the countries of: Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.</p> <p>Major cities in North America include Washington and New York in the United States of America and Toronto in Canada.</p> <p>Major cities in central America include San José in Costa Rica, San Salvador in El Salvador and Managua in Nicaragua.</p> <p>Major cities in South America include Sao Paulo in Brazil, Buenos Aires in Argentina, Bogota in Colombia and Lima in Peru.</p> <p>8. Lesson 5 Life in North and South America</p> <p>Skill: Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.</p> <p>Core knowledge: The North American continent includes the countries of: USA, Canada, Mexico as well as the Central American countries of: Guatemala, Honduras, Nicaragua, Costa Rica and Panama.</p> <p>The South American continent includes the countries of: Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.</p> <p>Major cities in North America include Washington and New York in the United States of America and Toronto in Canada.</p> <p>Major cities in central America include San José in Costa Rica, San Salvador in El Salvador and Managua in Nicaragua.</p> <p>Major cities in South America include Sao Paulo in Brazil, Buenos Aires in Argentina, Bogota in Colombia and Lima in Peru.</p> <p>9. Lesson 1 Significant physical features of the UK</p> <p>Skill: Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.</p> <p>Core knowledge:</p> <p>By the end of this lesson children should know:</p> <p>Significant mountain ranges of the UK include the Grampian Mountains, Snowdonia and the Pennines.</p> <p>Significant rivers of the UK include the River Tay, the River Trent and the River Wye.</p> <p>Significant forests of the UK include the New Forest and Portglenone Forest.</p> <p>Islands of the United Kingdom include Lindisfarne and Orkney Islands.</p> <p>10. Lesson 2 Renewable energy</p> <p>Skill: Describe how natural resources can be harnessed to create sustainable energy.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Renewable energy includes solar power, wind power, hydropower, geothermal energy and bioenergy. • Humans use natural resources to make energy. Natural resources such as coal and oil cannot be replaced and are non-renewable. <p>11. Lesson 3: National Rail network</p> <p>Skill: Describe a range of human features and their location and explain how they are interconnected.</p> <p>Core knowledge: Britain's railway network links major towns and cities across Britain and are sometimes linked to ferry interchanges and airports.</p> <p>12. Lesson 4: Canals of Britain</p> <p>Skill: Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A canal is a managed waterway. In Britain, canals were built during the Industrial revolution to transport raw goods. • The use of canals declined as railways and roads were developed. Today, canals are mostly used for recreation and leisure.
Innovate	<p>Local Transport Links Enquiry</p> <p>Skill: Investigate a geographical hypothesis using a range of fieldwork techniques.</p> <p>Core knowledge: Fieldwork can help inform and answer a geographical hypothesis. Methods that help draw conclusions about a hypothesis include surveying, studying maps, collecting and analysing numerical data.</p>

	<p style="text-align: center;">Year 4 Geography Cycle 2 Misty Mountains, Windy Rivers</p> <p>Enquiry Question: How can we explore the uncovering the intricate layers of the Earth and investigating the dynamic processes of volcanic eruptions, tectonic movements, and seismic activities?</p> <p style="text-align: center;">Substantive Knowledge</p>
Engage	<p>1. Introductory Knowledge Skill: Describe and compare aspects of physical features. Core knowledge: A river is a body of water that flows downhill, usually to the sea. The place where a river starts is called the source. Tributaries are small rivers or streams that flow into larger rivers or lakes. The place where a river flows into the sea is called the mouth.</p> <p>2. Option 1 River Visit Memorable Experience Skill: Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. Core knowledge: An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.</p> <p>Option 2 Memorable Experience Skill: Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. Core knowledge: An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.</p> <p>3. Lesson 1 Journey of a River Skill: Describe and compare aspects of physical features. Core knowledge: A river is a body of water that flows downhill, usually to the sea. The place where a river starts is called the source. Tributaries are small rivers or streams that flow into larger rivers or lakes. The place where a river flows into the sea is called the mouth.</p> <p>4. Case Study River Trent Skill Use four or six-figure grid references and keys to describe the location of objects and places on a map. Core knowledge</p> <ul style="list-style-type: none"> • A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. • The first three figures are called the easting and are found along the top and bottom of a map. • The second three figures are called the northing and are found up both sides of a map. • In a four-figure grid reference, the two digit eastings come first, followed by the two digit northings. • A four-figure grid reference locates a square on a map. <p>5. Lesson 3 Changing Landscapes Skill: Describe and explain the transportation of materials by rivers. Core knowledge</p> <ul style="list-style-type: none"> • Rivers transport materials in four ways. • Solution is when minerals are dissolved and carried in the water. • Suspension is when fine, light material is carried. • Saltation is when small pebbles and stones are carried along the riverbed. <p>*Traction is when large boulders and rocks are rolled along the riverbed.</p> <p>6. Lesson 4 Rivers of the World Skill: Name, locate and explain the importance of significant mountains or rivers. Core knowledge: Significant world rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze.</p> <p>6. Lesson 5 Uses of Rivers</p>

	<p>Skill Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.</p> <p>Core knowledge: A river is a natural flowing watercourse. A river can be used by humans for farming, leisure and transport.</p>
Develop 1	<p>7. Lesson 1 What are Mountains</p> <p>Skill: Describe and compare aspects of physical features.</p> <p>Core knowledge: A mountain is a natural elevation of the Earth's surface, rising to a summit. Mountains have an elevation greater than that of a hill, usually greater than 610m.</p> <p>8. Lesson 2: Mountain types</p> <p>Skill: Identify, describe and explain the formation of different mountain types.</p> <p>Core knowledge: Mountains are made when the Earth's tectonic plates push together, move apart or when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.</p> <p>9. Lesson 3 Topography and Contour Lines</p> <p>Skill: Identify the topography of an area of the UK using contour lines on a map.</p> <p>Core knowledge: Topography is the arrangement of the natural and artificial physical features of an area.</p> <p>10. Lesson 5 Mountains of the World</p> <p>Skill: Name, locate and explain the importance of significant mountains or rivers.</p> <p>Core knowledge: Significant mountain ranges of the world include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada.</p>
Develop 2	<p>11. Lesson 1: The water cycle</p> <p>Skill: Use specific geographical vocabulary and diagrams to explain the water cycle.</p> <p>Core knowledge: Water is constantly recycled through the water cycle.</p> <p>The four stages of the water cycle are: evaporation, condensation, precipitation and collection.</p> <p>12. Lesson 3: Comparing habitats</p> <p>Skill: Describe altitudinal zonation on mountains.</p> <p>Core knowledge: The four altitudinal zones from highest to lowest are: glacier, tundra and meadow, coniferous and deciduous forest and subtropical rainforest</p> <p>13. Lesson 6: Importance of soil</p> <p>Skill: Describe the properties of different types of soil.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> The properties of soil include texture, structure, porosity, chemistry and colour. Loam is a soil type with roughly equal amounts of sand, silt and clay particles. Loam is good for plant growth. <p>14. Lesson 5: Case study – Somerset Levels flooding</p> <p>Skill: Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.</p> <p>Core knowledge: Secondary data refers to second hand information gathered by reports, published surveys, maps, books and the internet.</p>
Innovate	<p>15. Step 2 Innovate</p> <p>Skill Use four or six-figure grid references and keys to describe the location of objects and places on a map.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. In a four-figure grid reference, the two digit eastings come first, followed by the two digit northings. A four-figure grid reference locates a square on a map. <p>Step 3 Innovate</p> <p>Skill: Use four or six-figure grid references and keys to describe the location of objects and places on a map.</p> <p>Core knowledge</p>

	<ul style="list-style-type: none"> • A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. • The first three figures are called the easting and are found along the top and bottom of a map. • The second three figures are called the northing and are found up both sides of a map. • In a four-figure grid reference, the two digit eastings come first, followed by the two digit northings. • A four-figure grid reference locates a square on a map. <p>Step 5 Innovate Skill: Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. Core knowledge: Rivers and lakes are used for leisure.</p>
Express	

Disciplinary Knowledge	
	<ul style="list-style-type: none"> • Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate. • Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months. • Understand how ideal settlements may have changed over time <ul style="list-style-type: none"> • Understand some of the arguments put forward in relation to green energy • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • Distinguish between the Northern and Southern hemisphere on both a world map and a globe • Plan a journey within the UK, using a road map • Make a model to show part of the local area, e.g. parks, shopping precinct, etc. • Understand how to use four-figure grid references • Explain what a place is like and why

Location – Red **Place – Green** **Human and Physical – Orange** **Skills and Fieldwork - Blue**

Year 5 Geography Cycle 1 Investigating Our World	
Enquiry Question: How do geographical features, time zones, and human settlements connect to create our understanding of the world?	
Substantive Knowledge	
Engage	<p>1. Lesson 1: Using Ordnance Survey maps Skill Analyse and compare a place, or places, using aerial photographs. atlases and maps. Core knowledge: People use map symbols, six-figure grid references and compass directions to analyse and compare places and features on Ordnance Survey and other maps.</p> <p>2. Lesson 2: Contour lines Skill Identify elevated areas, depressions and river basins on a relief map. Core knowledge</p> <ul style="list-style-type: none"> • The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. • Relief maps show the contours of land based on shape and height. • Contour lines show the elevation of the land, joining places of the same height above sea level. • Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat. <p>3. Lesson 3: Exploring map grid squares Skill: Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.</p>

	Core knowledge: Cardinal and intercardinal compass points can be used to describe the relationship of features to each other.
Develop	<p>4. Lesson 1 Time Zones</p> <p>Skill: Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).</p> <p>Core knowledge: The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.</p> <p>Key Vocabulary in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p> <p>5. Lesson 2: Climate zones</p> <p>Skill: Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p> <p>Core knowledge: Climate zones are areas with distinct climates, weather patterns, latitude, plants and animals.</p> <p>6. Lesson 3: Vegetation belts</p> <p>Skill: Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p> <p>Core knowledge: Vegetation belts are areas where certain species of plant grow.</p> <p>7. Lesson 4: Biomes</p> <p>Skill Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p> <p>Core knowledge: Biomes are large areas that share similar climates, vegetation belts and animal species. They also include aquatic areas.</p> <p>8. Lesson 5: Human geography</p> <p>Skill: Summarise geographical data to draw conclusions.</p> <p>Core knowledge: Demographic and economic statistics can help geographers to draw conclusions.</p> <p>9. Lesson 6 World Cities</p> <p>Skill: Name, locate and describe major world cities.</p> <p>10. Lesson 7: Sustainable manufacturing processes</p> <p>Skill: Identify and explain ways that people can improve the production of products without compromising the needs of future generations.</p> <p>Core knowledge: Sustainable manufacturing processes include reducing carbon footprint, using renewable energy and investigating new technologies.</p> <p>11. Lesson 1 Relative Locations and Distances</p> <p>Skill: Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.</p> <p>Core knowledge: The relative distance between major cities of the UK including: North to south, Dundee to Plymouth 675km and Liverpool to London 300km; west to east, Belfast to Liverpool 225km, Cardiff to Birmingham 150km and Wolverhampton to Norwich 225km.</p> <p>12. Lesson 2: Transport networks</p> <p>Skill: Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> •A motorway is a main road built for fast travel over long distances. •In the United Kingdom motorways run north to south and east to west across the country. •Motorways connect towns and cities and provide transport links between other transport networks. For example between airports or ferry ports.
Develop 2	

	<ul style="list-style-type: none"> ●Motorways allow people and goods to move quickly around the country.
Innovate	<p>13. Local Settlement classification Enquiry</p> <p>Skill: Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).</p> <p>Core knowledge: Settlement hierarchy is a way of grouping and ranking settlements according to their type, significance, number and size. A hamlet is at the bottom of the hierarchy and a capital city at the top.</p>

	<p style="text-align: center;">Year 5 Geography Cycle 2 Sow, Grow and Farm</p> <p style="text-align: center;">Enquiry Question: How do different agricultural landscapes shape and reflect the environmental characteristics of our world?</p> <p style="text-align: center;">Substantive Knowledge</p>
Engage	<p style="text-align: center;">○ Introductory Knowledge</p> <p>Skill: Describe in detail the different types of agricultural land use in the UK.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> ●Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). ●An allotment is a small piece of land used to grow fruit, vegetables and flowers.
Develop 1	<p>Lesson 1: Farming in the UK</p> <p>Skill Explain how the topography and soil type affect the location of different agricultural regions.</p> <p>Core knowledge: Farming is affected by the climate (typical weather), topography (shape of the land) and soil type of the farm's location.</p> <p>Lesson 2 Mapping using grid references</p> <p>Skill: Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.</p> <p>Core knowledge: Cardinal and intercardinal compass points can be used to describe the relationship of features to each other.</p>
Develop 2	<p>Lesson 5: Case study: Potato farming in Jersey</p> <p>Skill Describe how soil fertility, drainage and climate affect agricultural land use.</p> <p>Core knowledge: Soil fertility, drainage and climate influence the placement and success of agricultural land.</p> <p>Lesson 1: Climate zones</p> <p>Skill Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p> <p>Core knowledge: Climate zones are areas with distinct climates, weather patterns, latitude, plants and animals.</p> <p>Lesson 2: North and South America</p> <p>Skill: Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.</p>

	<p>Core knowledge: North America is broadly categorised into six major biomes. These are the Tundra biome, Coniferous forest biome, Prairie biome, Deciduous forest biome, Desert biome, and the Tropical rainforest biome.</p> <p>South America includes a broad equatorial zone in the north to a narrow sub-Arctic zone in the south.</p> <p>Lesson 2: North and South America</p> <p>Skill Explain how the climate affects land use.</p> <p>Core knowledge: Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use.</p> <p>Lesson 3: Citrus farming in California</p> <p>Skill Describe how soil fertility, drainage and climate affect agricultural land use.</p> <p>Core knowledge: Soil fertility, drainage and climate influence the placement and success of agricultural land.</p> <p>Lesson 4 Coffee Growing in Peru</p> <p>Skill: Identify some of the problems of farming in a developing country and report on ways in which these can be supported.</p> <p>Core knowledge: Developing countries such as Peru offer farming opportunities due to a tropical climate and rich soils but also face challenges such as lack of farming technology, labour shortages, fluctuating prices and transport issues.</p> <p>Lesson 5: How far has your food travelled?</p> <p>Skill: Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> •Transport networks link places together and allow for the movement of people and goods. •Transport networks are usually built where there is a high demand for the movement of people or goods. •The journey that food travels from producer to consumer is measured in food miles.
Innovate	<p>Step 1 Innovate</p> <p>Skill: Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.</p> <p>Core knowledge: Cardinal and intercardinal compass points can be used to describe the relationship of features to each other.</p> <p>Step 3 Innovate</p> <p>Skill Describe how soil fertility, drainage and climate affect agricultural land use.</p> <p>Core knowledge: Soil fertility, drainage and climate influence the placement and success of agricultural land.</p> <p>Step 5 Innovate</p> <p>Skill Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> •Transport networks link places together and allow for the movement of people and goods. •Transport networks are usually built where there is a high demand for the movement of people or goods. <p>The journey that food travels from producer to consumer is measured in food miles.</p>

Disciplinary Knowledge	
	<ul style="list-style-type: none"> • Appreciate that most countries have capital cities from where their government operates but these can sometime change. • Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features. • Understand why their village/ town or city exists and what brought people to live there • Understand the issues associated with Fair Trade <p>Use maps to locate world countries and capitals</p> <ul style="list-style-type: none"> • Use a globe to gain a better understanding about countries' location (USA and Russia, for example) • Talk about the features in their local environment and compare it with another they know • Create a report after a fieldwork activity that focuses on geographical features observed • Use systematic sampling and data collecting as part of fieldwork activity • Produce freehand map of a known place, e.g., journey between home and school • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • Distinguish between the Northern and Southern hemisphere on both a world map and a globe • Plan a journey within the UK, using a road map • Make a model to show part of the local area, e.g. parks, shopping precinct, etc. • Understand how to use four-figure grid references • Explain what a place is like and why • Use graphs to record features such as temperature or rainfall across the world • Use appropriate special language when giving directions • Recognise most of the symbols used on a UK road map, including status of roads • Understand some of the main features of a satnav • Recognise ordnance survey (OS) symbols and know what they stand for • Carry out tests over time, evaluate changes and consolidate their understanding • Add annotations, such as label and captions to freehand maps

Location – Red Place – Green Human and Physical – Orange Skills and Fieldwork - Blue

<p>Year 6 Geography Cycle 1 Our Changing World</p> <p>Enquiry Question: How do maps, geography, and human activities help us understand our interconnected world?</p> <p>Substantive Knowledge</p>	
Engage	<p>Lesson 3: Using lines of latitude and longitude</p> <p>Skill: Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. • Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area. <p>Lesson 4: Using scale on a map</p> <p>Skill: Use satellite imaging and maps of different scales to find out geographical information about a place.</p> <p>Core knowledge: A scale on a map is written as a ratio, for example, 1cm:800km.</p> <p>Lesson 5: Scale and distance</p> <p>Skill: Use satellite imaging and maps of different scales to find out geographical information about a place.</p> <p>Core knowledge: Distances on maps can be measured using grid lines, the scale, a ruler, a finger, string and the scale bar.</p> <p>Lesson 6: Grid references, contours and symbols</p>

	<p>Skill Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Ordnance survey maps use four and six grid references to locate a feature or place. • Contour lines join points of equal height above sea level and show an area's terrain. • Ordnance Survey symbols are used to represent different features on the landscape. This includes buildings, roads, rivers, lakes and forests. Understanding these symbols is essential for reading and using Ordnance Survey maps effectively.
Develop	<p>Lesson 1 Climate Change</p> <p>Skill: Explain how climate change affects climate zones and biomes across the world.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Climate change affects the water, temperature, greenhouse gases and weather of a biome. • The four main causes of climate change are: burning fossil fuels, deforestation, overpopulation and rearing livestock. <p>Lesson 2: Climate change, extreme weather and people</p> <p>Skill: Describe the physical processes, including weather, that affect two different locations.</p> <p>Core knowledge: The Global Climate Risk Index uses data from countries around the world to analyse which countries are most affected by extreme weather events.</p> <p>Lesson 3 Trade Around the World</p> <p>Skill: Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world.</p> <p>Core knowledge: Countries worldwide trade with each other. They export and import goods, such as fossil fuels, metal ores and food.</p> <p>North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).</p> <p>Lesson 4 Natural Resource Management</p> <p>Skill: Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.</p> <p>Core knowledge: Natural resource management (NRM) aims to create sustainable ways of using land now and in the future.</p> <p>Lesson 1: Analysing road safety data</p> <p>Skill: Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.</p> <p>Core knowledge: Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).</p> <p>Lesson 2: Road safety fieldwork</p> <p>Skill: Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.</p> <p>Core knowledge: Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).</p> <p>Lesson 3 Human Settlement Patterns and</p> <p>Lesson Local Settlement Patterns Enquiry – Innovate</p> <p>Skill: Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.</p> <p>Core knowledge: Settlements can be rural or urban.</p> <p>Settlement patterns include linear, circular, Y-shaped, T-shaped and cross-shaped.</p> <p>Settlements can be compact or dispersed.</p> <p>A settlements can grow due to factors such as migration, the building of new facilities such as homes or universities and new roads or transport links being made.</p>
Innovate	<p>Local Settlement patterns enquiry Innovate</p> <p>Skill: Explain how humans function in the place they live.</p> <p>Core knowledge: The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.</p>

	<p>Year 6 Geography Cycle 2 Frozen Kingdoms</p> <p>Enquiry Question: How do the unique environmental conditions of polar regions shape life and landscapes at the ends of the Earth?</p> <p>Substantive Knowledge</p>
Engage	<p>1. Lesson Introductory Knowledge</p> <p>Skill: Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p> <p>Core knowledge: Latitude and longitude help identify locations in relation to the equator and the Prime Meridian.</p> <p>Latitude and longitude are measured in degrees.</p> <p>There are five major lines of latitude: Equator (0°), Tropic of Cancer (23.5°N), Tropic of Capricorn (23.5°S), Arctic Circle (66.5°N) and Antarctic Circle (66.5°S).</p> <p>The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.</p> <p>Memorable Experience</p> <p>Skill: Describe the climatic similarities and differences between two regions.</p> <p>Core knowledge: Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.</p> <p>Lesson 1 Polar Climates</p> <p>Skill: Describe the climatic similarities and differences between two regions.</p> <p>Core knowledge: Antarctica is the coldest, windiest and driest place on Earth.</p> <p>Lesson 2 Polar day and night</p> <p>Skill: Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p> <p>Core knowledge: The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced.</p> <p>When the Earth tilts towards the Sun it create near-constant daylight, known as polar day or Midnight Sun.</p> <p>When the Earth tilts away from the Sun it creates near-constant darkness, known as polar night.</p> <p>Our Changing World</p> <p>Lesson 2 Time Zones</p> <p>Skill: Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p> <p>Core knowledge: The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced.</p> <p>When the Earth tilts towards the Sun it create near-constant daylight, known as polar day or Midnight Sun.</p> <p>When the Earth tilts away from the Sun it creates near-constant darkness, known as polar night.</p> <p>Key vocabulary in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p> <p>Lesson 3: Polar oceans</p> <p>Skill: Explain how the presence of ice makes the polar oceans different to other oceans on Earth.</p> <p>Core knowledge: The polar oceans are significantly colder than other world oceans.</p> <p>Lesson 4: Polar landscapes</p>

	<p>Skill: Compare and describe physical features of polar landscapes.</p> <p>Core knowledge: The six main physical features of a polar landscape are: iceberg, glacier, mountain, ice field, tundra and boreal forest.</p> <p>Lesson 5: Climate change</p> <p>Skill: Explain how climate change affects climate zones and biomes across the world.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Climate change effects the water, temperature, greenhouse gases and weather of a biome. • The four main causes of climate change are: burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock.
Innovate	<p>Step 6 Innovate</p> <p>Skill: Compare and describe physical features of polar landscapes.</p> <p>Core knowledge: The six main physical features of a polar landscape are: iceberg, glacier, mountain, ice field, tundra and boreal forest.</p>

Disciplinary Knowledge

Appreciate how historically there have been changes to many countries across the world, including changes in names.

Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with

Reflect on the key changes that have occurred in buildings, trade and population

Understand the consequence of ignoring climate change

Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.

- Understand how to use digimaps
- Be familiar with topographical maps and know about contours, etc
- Understand how to use sixfigure grid references
- Set up a geographical fieldwork enquiry, starting with a hypothesis
- Review, apply and consider next steps as a result of their geographical enquiry
- Create journey booklets, to include maps, sketches and samples to capture what a place is like
- Create map displays to communicate their fieldwork investigations
- Use digital mapping software packaged with confidence

