

Beamont Primary School Geography



Curriculum INTENT

CORE VALUES:

CHILDREN FIRST

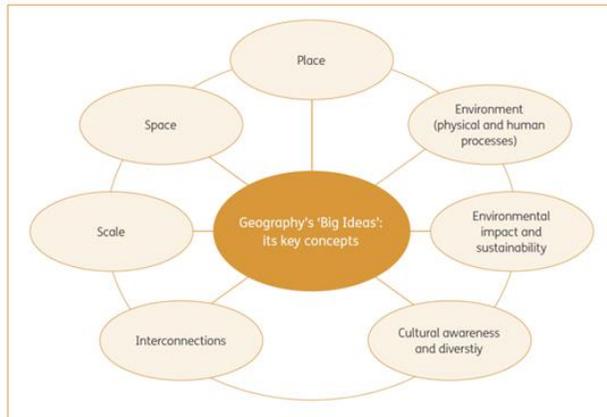
RESILIENCE

PIONEERING

WPAT's Geography Curriculum Rationale Three Golden Strands



7 key concepts that underpin the Geography curriculum



Geography Rationale

- Geography curriculum has been designed to provide the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. In this way, it can powerfully address social disadvantage, building cultural capital, allowing pupils to take advantage of opportunities, responsibilities and experiences of later life.
- Geography curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life and the next step of educational journey
- The Geography curriculum reflects our school's local contexts and is reflective of potential delays and gaps in learning that arise as a result of the pandemic
- Geography curriculum has clearly defined end points that the curriculum builds towards
- Geography curriculum is vast, as subject leaders we have made informed and careful choices about what is taught and how it is sequenced. We have selected the most appropriate case studies that are real and relevant to the content being taught and to our pupils, their locality and lived experience

Substantive Knowledge



Disciplinary knowledge

This considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers and begin to 'think like a geographer'

Pedagogy of Geography

- The geography curriculum has been planned so the curriculum organises and repeats **procedural, substantive** and **disciplinary** knowledge to show pupils how each component fits together and how composite knowledge is built. In order to 'think like a geographer' and gain 'geographical expertise'
- The Geography curriculum is planned to help build a schemata where they further embed prior learning knowledge in to their long term memory through **recall** and **review**, building on what pupils already know, we are then able to increase both the quantity and complexity of **procedural, substantive knowledge** and **disciplinary knowledge** as they progress
- Pupils will be introduced to new component knowledge and teachers will ensure they can relate this to what they already know to build a strong schema. Pupils will gain a secure grasp of well-connected pieces of knowledge and consequently know more, remember more and are able to do more, thus making good progress
- Children progress from concrete experiences, knowledge and skills base to abstract and build the ability to generalise, therefore 'thinking as geographers'
- Geography is a dynamic subject and we review our geography curriculum to ensure accuracy and relevance.

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Beamont Primary School- **Geography** progression through EYFS UW- The World



Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> • Finding out & exploring • Playing with what they know • Being willing to 'have a go' 	<ul style="list-style-type: none"> • Being involved & concentrating • Keep on trying • Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> • Having their own ideas (creative thinking) • Making links (building theories) • Working with ideas (critical thinking)

ELG –UW- The World

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

Focus	Location	Place	Human and Physical	Geographical skills and fieldwork	Vocabulary- To be used daily.
Nursery Skills	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> • Talk about some of the things they have observed in different places • Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world • Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park 	<ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals. • Begin to understand the effect their behaviour can have on the environment 	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Use diverse range of props, photos, books to notice & talk about similarities & differences 	Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present.

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills. Timeline of events to be placed up on class walls so children can continually retrieve prior learning. Class floor books to be used to showcase a learning journey over time of significant events.



Beamont Primary School- **Geography** progression through EYFS

UW- The World

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG –UW- The World

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Focus	Location	Place	Human and Physical	Geographical skills and fieldwork	Vocabulary- to be used daily
Reception Skills	<ul style="list-style-type: none"> Observe, find out about and identify features in the place they live and in the natural world. Find out about their environment and talk about those features they like/dislike. Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> Observe and identify features in the place they live and the natural world. Talk about features. Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Recognise some similarities & differences between life in this country & life in other countries 	<ul style="list-style-type: none"> Explore their local environment and talk about the changes they see. Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> Examine change over time. Describe some actions which people in their own community do that help to maintain the area they live in. Draw information from a simple map Interpret range of sources of geographical information, including maps, globes, photographs 	<ul style="list-style-type: none"> All Language listed in Nursery AND.. Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' make distinctions in their observations. Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"..

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills. Timeline of events to be placed up on class walls so children can continually retrieve prior learning. Class floor books to be used to showcase a learning journey over time of significant events.

Year 1: Geography

KS1: PoS

Locational knowledge

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

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom
- use basic geographical vocabulary to refer to:
 - key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

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

Year 2 Substantive Knowledge

Locational Knowledge : name and locate locations; positioning systems

- know the names of their local area and name key streets
- know the names of the four countries that make up the UK, their capital cities and name the three main seas that surround the UK

Environmental, physical and human geography e.g. migration; glaciation; climate change

- know which is the hottest and coldest season in the UK
- know and recognise the main weather symbols

Place Knowledge (connection of location and physical and or/human geography processes with personal experience)

- name and identify key physical and human features of local area and land use

Geographical Skills and fieldwork (e.g. using maps and globes; collecting first hand evidence)

- know which is N E S and W on a compass
- use correct language to discuss positions
- use maps. atlases, globes, digital computer mapping, aerial images and simple keys
- use simple fieldwork to observe, measure and record

Year 1 Building of 7 key concepts

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections

Space, Place and Scale

- maps and plans show the distance between places or objects accurately, through using a map **scale**.
- understanding space extends from concrete observations to more abstract i.e areas of Local area children have not directly observed
- they can be drawn at different levels of detail: from the positions of objects in a room (a plan) to the location of countries, continents and oceans in the world (a world map).
- idea of scale using concrete experience /objects

Human and physical processes –

- identify, sort and classify human and physical features for school and local area
- compare and contrast different places through physical and human features

Interconnections -

- introduce concept of interdependence between physical and human features and what happens in a place or space, reasons for settlement

Cultural awareness and diversity –

- someone's **cultural awareness** is their understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.

Environmental Impact and sustainability -

- how do we look after our immediate locality? – home, school, link to litter, recycling, eco team in school, home recycling impact
- Why do we need to do this? – establish a base understanding of what children understand of 'their' environment

Year 1 – End points

Identify seasonal and daily weather patterns in the	<ul style="list-style-type: none"> • UK has a temperate climate • understand seasonal changes • identify seasonal and daily weather patterns in UK
My School My Area	<ul style="list-style-type: none"> • locate their school on a map • use a key to locate and name key physical and human features i.e local church, sports centre unique to their locality • understand that plans and maps are representations of space in 2 Dimension and flat images • how to use directions to get from one place to another
Warrington/ Widnes	<ul style="list-style-type: none"> • how to read a simple map, scale, key • how to use a compass • how to use directions to get from one place to another • the impact of Warrington's geographical physical and human developments/ position on its history and success today – reasons for 'settlement', cultural identity, impact of human and physical processes
The UK	<ul style="list-style-type: none"> • the UK is made up of 4 countries – England, Scotland, Wales, Northern Ireland • capital cities are London, Edinburgh, Cardiff and Belfast • position of UK within world map

Year 2: Geography

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

KS1: PoS

Locational knowledge

- name and locate the world's seven continents and five oceans

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

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

Year 2 Substantive Knowledge

Locational Knowledge : name and locate locations; positioning systems

- name and locate the 7 continents of the world
- name and locate the 5 oceans of the world
- know and label equator, North Pole, South Pole are on a globe

Environmental, physical and human geography e.g. migration; glaciation; climate change

- know the main differences between types of settlement – hamlet, village, town, city
- identify and locate physical and human features i.e Rivers, Town Hall,

Place Knowledge (connection of location and physical and or/human geography processes with personal experience)

- know features of hot and cold places in the world
- know the main differences between a place in UK(Warrington/Widnes) and a small place in a non European Country (Soweto)
- compare and contrast physical and human process of contrasting places (Soweto and Warrington/Widnes)
- ask Geographical questions – why is this place like this/ How? Changes?

Geographical Skills and fieldwork (e.g. using maps and globes; collecting first hand evidence)

- use world maps , atlases, digital computer mapping and globes to identify key locations and features both physical and human
- use simple compass directions
- use locational vocabulary to describe features on a map
- use fieldwork to observe, measure and record human and physical features – climate

Year 2 Building of 7 key concepts

CORE VALUES:

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RESILIENCE

PIONEERING

Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections

Scale, Place, Space

- abstract scale of 'world'
- begin to understand influences on 'place' based on geographical features
- understand what is in a place and what happens there is impacted by human and physical features
- scale is widening from local to global

Human Physical Processes

- introduction to basic understanding there are different climate zones across the world – polar, temperate, arid, tropical, Mediterranean, mountains impacted by location
- begin to understand how human and physical geographical features can impact both positively and negatively

Interconnections

- begin to see the world 'connects' moving from concrete to more abstract and impact of connections between where in the world places are, weather and impact on key physical and human features

Cultural Awareness and diversity

- weather, impact difference places in the world have different cultural identities
- recognise diversity in cultures – music, dance, food, language, opportunities school as direct comparison with own experiences

Environmental Impact and Sustainability

- comparing access to water as a resource (Soweto and Warrington/Widnes)
- beginning to understand settlements, trade, sustainability children need to have a secure 'place 'space' and 'scale' understanding and weather to build on in later units

Year 2 – End points

<p>Hot and cold places</p>	<ul style="list-style-type: none"> • the world has 7 continents • the world has 5 oceans • locate continents and oceans on a map and on a globe – develop scale • the nearer to the equator the hotter a country's climate is • the nearer to the North or South Pole a country is the colder its climate is • impact of climate on key physical and human features within a place • geographical similarities and differences between two parts of the world • weather and climate terminology
<p>Soweto</p>	<ul style="list-style-type: none"> • locate South Africa and Soweto on a world map • understand and name key similarities and differences between Warrington and Soweto based on geographical features both human and physical – begin to develop cultural awareness and diversity – brief introduction to History of Apartheid- Nelson Mandela • the impact the above have on settlements, agriculture, wildlife, and economy of area i.e. In township limited water supply for residents but hotels and industry have no limit – why?

Year 3: Geography

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

KS2: PoS

. Locational knowledge

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including :rivers, mountains,
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Year 3 Substantive Knowledge

Locational Knowledge : name and locate locations; positioning systems

- name and locate North-West England as a region that includes **Cumbria, Lancashire, Greater Manchester, Merseyside and Cheshire.**
- the **North-West of England** is a region of contrast
- name and locate types of settlements in local area Warrington/Widens, Liverpool /Manchester are cities, Cheshire is a county in the North West region
- name and locate UK regions, counties and cities of UK definition and land use

Environmental, physical and human geography e.g. migration; glaciation; climate change

- name key human and physical geographical features that led to land use in Northwest – rivers, lakes, mountains, human features canals, industry, ports,
- focus on agriculture and distribution of soil type
- describe and understand key aspects of human geography including types of settlement, economic activity, trade links and distribution of natural resources
- explain the location growth and decline of settlement (Liverpool docks/Manchester industrial revolution , Blackpool tourism)

Place Knowledge (connection of location and physical and or/human geography processes with personal experience)

- some **settlements** also have a special use, or function ie Port in Liverpool due to human and physical features
- identify human and physical characteristics of North west – diversity of land use and settlement
- understand how land use has changed over time in North west and impact – Manchester – industrial revolution

Geographical Skills and fieldwork (e.g. using maps and globes; collecting first hand evidence)

- use of atlases to locate region, counties and cities
- interpretation of past and present land use through OS maps
- interpret a range of sources of geographical information including maps and aerial photographs
- methodology of fieldwork – data presentation, collection and analysis,
- grid references
- directions, symbols and key

Year 3 Building of 7 key concepts

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections

Space, Place and scale

- identify key topographical features on a map (including hills, mountains, coasts and rivers) that would be reason for settlement (compare and contrast)
- ability to use a range of maps and zoom in to key features both large and small scale looking for patterns, generalisations

Human and Physical processes

- definition and types of land use and how this impacts on development – settlements, trade links
- understand how land use has changed over time and impact of physical and human features has on this, understanding positive and negative impact

Interconnections

- understand what a settlement is and purpose/design of settlement and contributing geographical factors ie topography of landscape
- identify land use and impact on settlement – changing landscape over time and reasons why
- understand what a settlement needs – transport, economy, government, trade, possible natural resources
- impact of trade on settlement and reason
- understand interdependence between the physical and human landscapes within the UK

Cultural awareness and diversity

- understand how land use has changed over time in North west and impact on cultural awareness and diversity in different settlements
- place names can contribute to pupils’ developing sense of place. In an increasingly globalised world, a sense of place is fundamental for their identity and understanding about themselves and others.
- develop a broad understanding of the historical development of settlement and be encouraged to express well-balanced opinions on contemporary geographical issues in society

Environmental impact and sustainability

- identify land use and impact and sustainability on settlement – changing landscape over time, use of natural resources and sustainability regional regeneration projects in our locality – Orford Jubilee Hub, Salford Quays, Liverpool Docks

Year 3 – End points

Settlements and Land use	<ul style="list-style-type: none"> • identify and locate variety of settlements and land use in Northwest • name human and physical geographical features in the Northwest • understand changes that have happened in to Northwest over time and impact
The UK – Regions, Counties and Cities	<ul style="list-style-type: none"> • name different regions of the UK • locate regions of the UK on a map • understand changes that have happened in different regions impact on environment and cultural diversity – agriculture, trade, settlements

Year 4: Geography

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

KS2: PoS

Locational knowledge

- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight 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
- 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.

Year 4 Substantive Knowledge

Locational Knowledge : name and locate locations; positioning systems

- locate and name European countries and capital cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere
- identify and name the layers of the Earth (inner core, outer core, mantle and crust)
- name and locate the world’s key mountains, volcanoes and earthquakes
- understand the location of tectonic plates and that volcanoes are formed boundaries
- locate the River Mersey on an OS map
- name and locate 4 longest rivers in UK and principle rivers across the world

Environmental, physical and human geography e.g. migration; glaciation; climate change

- identify and describe the environmental regions of Europe based on physical features (e.g. coniferous/deciduous forest regions, tundra, mountains, Mediterranean areas)
- understand European and then world physical geography including: climate zones, mountains (Mountains, volcanoes, Earthquakes)
- name key physical features – rivers, mountains, cities, industry, settlements,
- understand, label and explain how mountains, earthquakes and volcanoes are formed
- understand and explain what causes a volcano to erupt and the difference between active and dormant and extinct volcanoes

	<ul style="list-style-type: none"> • identify the epicentre of earthquakes and the difference in shockwaves/ aftershocks • describe and label formation of a river – from mountain to the sea • name and sequence water cycle
<p>Place Knowledge (connection of location and physical and or/human geography processes with personal experience)</p> <ul style="list-style-type: none"> • compare and contrast geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Warrington/Widnes/Northwest) and a region in a European country in Greece or Italy • name and locate the world’s mountains, volcanoes and earthquakes, concentrating on their key human and physical characteristics impact on settlements, trade, agriculture, ecology of place, impact • understand why and how volcanoes and earthquakes happen, and their aftermath on both the landscape (physical geographical impact) and the human geographical aspects affected- • identify the effects of Volcanic eruptions e.g. rich soil nutrients, farming, homes (i.e. understand how people interact with this specific mountain environment, the different types of land use and how it can be beneficial, from geothermal energy to mineral extraction, tourism) impact and sustainability • uses of a river – natural resource, power, trade, transport, food, settlement • investigate (revisit prior learning) the importance of rivers to the first settlements, growth of cities 	<p>Geographical Skills and fieldwork (e.g. using maps and globes; collecting first hand evidence)</p> <ul style="list-style-type: none"> • use maps, atlases and digital/computer mapping to locate countries and describe features • use fieldwork to observe and record the human and physical features using a range of methods including sketch maps, plans, graphs and digital technologies • use a range of resources to identify the key physical and human features of a location • use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the wider world • create maps of locations identifying some features using a key • explain difference peak heights using maps /contour lines • study of the River Mersey, through fieldwork and observations e.g. visit to Pier Head and local area, mapping

Year 4 Building of 7 key concepts
 Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections

Space, Place, Scale

- identify the position and significance of latitude and longitude impact on place, equator on place
- develop fluency of where in the world locations are using a range of globes, atlas, maps and seek patterns, generalisations
- develop spatial awareness
- compare using maps geographical similarities and differences comparing topography and over time

Human and Physical processes

- understand geographical similarities and differences through the study of human and physical geographical features
- explains the processes that create and change natural and social environments – pro and cons
- understand land-use patterns; and understand how some of these have changed over time.

Interconnections

- consider how different places ‘fit’ together links between features, places and events, people and impact on settlement
- interdependence – trade, physical features on trade/farming comparing and contrasting, asking geographical questions

- mountains and volcanoes have an extensive influence over many other physical geography aspects, including **vegetation belts, climate, rivers** and the **water cycle**, as well as human geography elements including **settlements, land use, trade links** and the **distribution of natural resources**
- understand process that give rise to key physical geographical features – how these are interdependent and how they bring special variation and change over time
- climate change is likely causing parts of the water cycle to speed **up as warming global temperatures increase the rate of evaporation worldwide**. More evaporation is causing more precipitation, on average. ... Higher evaporation and precipitation rates are not evenly distributed around the world. We are already seeing impacts of higher evaporation and precipitation rates, and the impacts are expected to increase over this century as climate warms.
- higher evaporation and precipitation rates are not evenly distributed around the world. Some areas may experience heavier than normal precipitation, and other areas may become prone to droughts, as the traditional locations of rain belts and deserts shift in response to a changing climate.

Cultural awareness and diversity

- diversity and disparity in and of people’s lives living in area studied and connections to natural place they live in
- impact and affect climate, human and physiological features have
- identify social and cultural interests/history, changes over time and impact - tourism
- identify how/why people use environmental resources, adapt places, interact and value, modify or conserve local and national cultures, places and identities
- understanding how people use environmental resources

Environmental impact and sustainability

- change and consequence over time –Roman/Greek
- how has environment been cared for over time – changes, consequences, future?
- use of earth’s natural resources –sea, tourism impact and pro and cons
- interaction between the natural and human environments and affects on each other – change and consequence
- flooding – reason why it occurs, environmental impact, case study Lake District, Sankey canal impact on human, and impact on climate change

Year 4 – End points

Europe with a study of Greece or Italy	<ul style="list-style-type: none"> • even though we’re no longer part of the EU we are still in the European continent • identify and name where Europe (including the location of Russia) is on a world map • identify and name principle European countries, cities, coastlines, rivers and mountains • takes a ‘zoom lens’ approach to studying Europe. It moves from the macro (an overview of Europe) to the micro (focus country within.
Mountains, volcanoes and Earthquakes	<ul style="list-style-type: none"> • how mountains are formed and locate world’s largest mountains • name and locate where key volcanoes and earthquakes have and are, occurring • how volcanoes are formed and why volcanoes erupt • how earthquakes are formed and where they occur • why do people choose to live in volcanic/earthquake zones ? Is location and severity changing? Why?
Rivers	<ul style="list-style-type: none"> • know and label main features of a river • know the name of and locate a number of the world’s longest rivers and key rivers in UK • explain the features of the water cycle • begin to link water cycle and climate

Year 5: Geography

KS2: PoS

Locational knowledge

- locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight 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
- 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.

Year 5 Substantive Knowledge

Locational Knowledge : name and locate locations; positioning systems

- identify and locate where Central America is on a world map.
- identify prime meridian and line of latitude and longitude
- locate where in the world resources are water, energy resources renewable and non renewable
- locate and name renewable energy sources – solar, wind, hydro, tidal, geothermal energy, biomass
- name and locate the 23 countries make up North America.
- understand time zones in North America and work out comparison to UK

Environmental, physical and human geography e.g. migration; glaciation; climate change

- describe and understand how natural resources and climate determine where food comes from
- describe how trade connects different countries and their populations – fair trade aspect central America coffee and sugar distribution
- begin to understand global reliance on energy and that not all sources of energy can be relied on forever, and to consider how future energy can be **sustainable**
- name and understand non renewable – (coal, oil, natural gas) and renewable energy sources (solar, wind, wave and tidal energy, biomass energy, geothermal energy) pro and con research
- basic understanding of global resources human and physical impact (access to clean water -**GLOBAL SUSTAINABILITY GOALS**)

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

	<ul style="list-style-type: none"> • identify and explain the different environmental regions in Central and North America (including adverse weather such as flooding, hurricanes and tornados) vegetation, settlement, biomes • explain key human and physical characteristics of Central and North America
<p>Place Knowledge (connection of location and physical and or/human geography processes with personal experience)</p> <ul style="list-style-type: none"> • impact fair trade has on settlements and opportunities • understand role of workers in supply chain and comparing wealth and impact of fair trade • compare and contrast solar energy v's coal energy (Fiddlers Ferry link with locality) • investigate pupils own use of 'energy' in a typical day to understand consumption of energy • UN Sustainable Development Goals and focus in on <ul style="list-style-type: none"> -Clean Water -Affordable Energy -Responsible consumption and production • as a vehicle to discuss why the UN picked these, prior learning should enable them to reflect inequality of resources and sustainability of the world's distribution of natural resources including energy, water, food, minerals. This investigative unit will build on prior knowledge and develop idea of being a global citizen i.e little changes big impact 	<p>Geographical Skills and fieldwork (e.g. using maps and globes; collecting first hand evidence)</p> <ul style="list-style-type: none"> • use maps and globes to locate less developed and more developed countries (Central America) • use research and enquiry skills to investigate trade • use maps, atlases, globes to locate countries and describe features studies within Central America • use eight points on compass to describe the location of one Central American country to another • use six figure grid references to locate specific places within a Central American country • use digital computer mapping to calculate the distance travelled by specific products using map scales

Year 5 Building of 7 key concepts
 Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections

Space, Place and Scale

- **Place:** what is in places and what happens there, ways places change and develop, their character and what they are like, how we conceive of and respond to places, whether we prefer them to stay the same or evolve. Place is multifaceted, involving cognitive and affective understandings of places.
- **Space** describes the formal layout of the natural and human environment and their fluidity and change. It enables us to recognise and explain the processes affecting them
- **Scale** enables many relationships to be identified and particular and wide-ranging patterns and connections to be recognised. Scale supports understanding environmental and place processes and making predictions.
- develop understanding of locations in world and how these are impacted by climate
- identify location of key resources in UK and across the world – **energy**, food, mineral, wood, **water** not equitable

Human and Physical Processes

- understand how trade is impacted by human and physical processes – types of farming determined by landmass and climate, vegetation belts, biomes, ease of transport availability
- connection between location, resources available and impact globally on sustainability and inequality
- identify links between features, place, events and people – vegetation, climate, settlement, changes over time

Interconnections

- understand trade at a local and global level and what human and physical features have enable comparison

Cultural Awareness and Diversity

- to understand the idea of a ‘pattern’ of global trade: that more developed countries export valuable manufactured goods and import less valuable, primary products.
- consider the geographical reasons behind this pattern, mainly related to human geography and how developed the country is
- understand the fairness of global trade and introduced the idea of ‘global citizenship: our actions impacting others in other locations
- develop an understanding that energy resources are unequally distributed globally; their availability depends upon their geogr aphic location and the financial wherewithal to exploit them
- competition for scarce or valuable natural resources can cause international conflict; some countries have gone to war to secure or safeguard the resources they need. The information here will give pupils an understanding of the world’s resources, where they are found, and the importance of preserving our vital resources for the future generations
- local and global diversity and disparity in and of people’s lives and communities and connections to natural world
- identify social and cultural similarities and difference

Environmental Impact and sustainability

- understand the definition of ‘global supply chain’ -‘the journey travelled by clothing, food items and other products through sustainability and impact
- begin to understand impact and sustainability of energy sources both renewable and non renewable
- investigate ways to build sustainable school/home
- the key messages are the importance of becoming more energy-efficient, and moving away from a disposable lifestyle. Using less of everything means less energy is used for creation, distribution and disposal

Year 5 – End points

Global Trade – Central America	<ul style="list-style-type: none"> • to recall and explain what global trade is and impact on human and physical features of this unique area – settlement, diversity, culture, fairness • understand globalisation impact and sustainability • understand what it means to be a ‘global citizen’
Resources UN Sustainable Development Goals	<ul style="list-style-type: none"> • earth has resources including – energy, food, mineral, water, wood • impact of sustainability and equality of resources • independent global responsibility and personal impact – Eco Team
North America Focus on USA	<ul style="list-style-type: none"> • North American continent covers a vast area which huge similarities and differences in human and physical geography • why is the USA the most powerful country in North America even though it is not the largest? • every biome can be found in North America • what are the most significant landscapes and regions in North America?

Year 6: Geography

KS2: PoS

Locational knowledge

- locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within South America

Human and physical geography

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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight 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 wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.

Year 6 Substantive Knowledge

Locational Knowledge : name and locate locations; positioning systems

- identify polar regions on a map and Antarctica
- understand the difference between the Arctic, which is a large area of ice floating in the sea, and the Antarctic, which is a huge landmass covered in a thick layer of ice. (This difference is key to how each has a very distinct and separate role in global warming and its effects)
- identify and name South American countries and territories – 12 countries and 2 separate territories

Environmental, physical and human geography e.g. migration; glaciation; climate change

- understand reasons for glaciers melting and impact on specific ecology, climate change, biomes
- identify key physical and human features in Antarctica and Arctic
- explain the key human and physical characteristics of South America (focus study on Brazil) vegetation, biomes, climate, urbanisation
- understand geographical similarities and differences through the study of human and physical geography of the Amazon rainforest compared to European and UK places studied

Place Knowledge (connection of location and physical and or/human geography processes with personal experience)

- investigate how sea levels could rise, and the impact this would have on different places in Antarctica and Arctic
- as the **Arctic ice** is already floating in the sea, its volume already contributes to the sea level: therefore, the water released by melting of this ice will not raise sea levels. The role the large area of Arctic ice plays is to reflect the rays from the sun. If the ice was not there to form a reflective barrier, the sun would shine instead onto the surface of the ocean, so warming the water. As water warms, it expands, so it is in this way the sea level would rise from the melting of the Arctic ice.

Geographical Skills and fieldwork (e.g. using maps and globes; collecting first hand evidence)

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge
- 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

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| <ul style="list-style-type: none"> • as the ice at the Antarctic is held on land, it is not already part of the volume of seawater; therefore, were this ice to melt, it would add to the amount of water in the sea and thus raise the sea level • understand geographical similarities and differences through the study of the climate and environmental regions in Brazil. Compare the climate of Brazil with that of the UK. • research the Amazon rainforest and Awa tribe or alternatively Inca cultural identities | <ul style="list-style-type: none"> • use climate data to create climate graphs for a range of environmental regions in Brazil. Using the climate data and graphs, compare Brazil's climate with the UK. • use eight points on a compass to describe the location of one country to another • use six figure grid references to locate specific places |
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Year 6 Building of 7 key concepts

Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections

Space, Place and scale

- **Place:** what is in places and what happens there, ways places change and develop, their character and what they are like, how we conceive of and respond to places, whether we prefer them to stay the same or evolve. Place is multifaceted, involving cognitive and affective understandings of places.
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- **Scale** enables many relationships to be identified and particular and wide-ranging patterns and connections to be recognised.

Human and Physical process

- to help understand climate change geographers are utilising information constantly to try and predict timescales based on their understanding of human and physical processes
- describe and understand the key aspects of physical geography, including: biomes and vegetation belts, rivers and mountains
- describe and understand key aspects of: physical geography, including: climate zones.

Interconnections

- causes of rises in global temperature and impact
- key physical and human characteristics as they relate to urbanisation and how these are interconnected

Cultural awareness and diversity

- global responsibility, awareness, rights
- develop an understanding of cultural identity and what forms and develops it

Environmental impact and sustainability

- impact of climate change on biomes, vegetation, - research own area of impact or cause local to global scope
- examining human and physical 'push and pull' factors related to urbanisation and impact

Year 6 – End points

Climate Change Our world our responsibility	<ul style="list-style-type: none"> • impact of climate zones and effect on global warming • Understand life in the world's biomes is reliant on being adapted to cope with the climate and landscape. When considering how plants or animals might adapt to climate change, it is essential to have a clear understanding of how a change in global temperature could change landscapes around the world and their ecosystems
South America	<ul style="list-style-type: none"> • the continent of South America is one of the most bio diverse places in the world • know the names of, and locates, a number of South American Countries • know where the equator, tropic of cancer, tropic of Capricorn and Greenwich Meridian are on a world map • know key differences between living in the UK and a country in South America – climate, biomes, vegetation belts, urbanisation, settlement, cultural diversity • know what is meant by biomes and what are the features of a specific biome

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

- label layers of a rainforest and know what deforestation is

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING