Jacksdale primary School Geography knowledge and skills progression document

Curriculum Map

	Unit 1	Unit 2	Unit 3
1	Local geography: Mapping the school building & orienteering	Local place study: Where do I live in the world? Jacksdale	Place knowledge - Comparison study: Coastal places Locational Knowledge: capital cities & countries of the UK and GB
2	Locational knowledge: Continents & oceans	Human & physical geography: Hot & cold places	Place knowledge: Comparison study between UK small area (Matlock Bath) & non-European small area (Rio)
3	Locational knowledge: UK counties, cities & regions	Place knowledge: Regions of the UK – Nottinghamshire - settlements & land use Human & physical geography: Rivers of the UK, inc. The Trent	Human & physical geography: Rivers -River Nile Human & physical geography: Mountains
4	Locational knowledge: Europe Place knowledge: Comparing a UK region to a European region	Human & physical geography: Volcanoes & earthquakes	Local geography: Map skills Human & physical geography: Distribution of national resources
5	Locational knowledge: South America Locational knowledge: North America	Place knowledge: Comparing a region in the UK with a region in North America	Human & physical geography: Climate zones, biomes and vegetation belts
6	Human & physical geography: The water cycle	Human & physical geography: Climate Change – China / Australia	Human & physical geography: Climate Change – China / Australia

Interconnection theme 1:

Our place in the world - Moving from familiar, known local geography – Counties -UK – Europe – Wider World

Interconnection theme 2: Looking after our world – impact of human

Local geography	Locational knowledge	Place knowledge	Human & physical geography

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The teaching of Geography is based on the aims and purposes outlined in the National Curriculum and has fidelity to the academic discipline of geographical learning.

Our curriculum is guided by the following academic fingerprint:

Children will:

- Have secure contextual knowledge of local, national and globally significant places and be able to identify and locate a range of continents, countries and important cities.
- Have a secure understanding of a range of human and physical geographical characteristics and how these change over time.
- Be competent in the geographical skills needed to: collect, analyse and communicate a range of data gathered through experiences of fieldwork.
- Have secure knowledge of reading, understanding and creating/drawing maps. They will gain experience of using atlases, globes and aerial photographs.
- Have competent skills to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

We have carefully designed a knowledge rich curriculum alongside a clear progression of skills. Wherever possible, the knowledge has been linked to other areas of the curriculum, with history being at the core of this, in order to deepen and connect children's learning opportunities. The knowledge and skills build incrementally so that by the end of Key Stage 2 children know, understand and apply the subject content specified in the Programme of Study for geography and are fully prepared for the next stage of their learning.

Key areas of knowledge:	
Local Knowledge	Develop contextual knowledge and understanding of their locality including developing an understanding of the human and physical features.
Locational Knowledge	Develop contextual knowledge of the location of globally significant places. This knowledge thread will include continents, oceans, regions, countries, capital cities, global position (northern/southern hemisphere, equator, tropics), compass directions, distances.
Human and Physical Geography	Defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Physical processes give rise to the physical features we see such as: erosion, deposition, the water cycle, ocean circulation, climate change, earthquakes and volcanoes. Human processes are influenced and can influence physical features which offer possibilities and constraints for human activity: transport, trade, migration, settlements, industry, travel, leisure and tourism, pollution.
Place Knowledge	Make increasingly detailed comparisons between places based upon the differences of physical, human and cultural elements on a global and local scale. Even places that are near to one another can have a great deal of diversity. The physical aspects to compare include climate, vegetation, fauna, bodies of water, landscape. The human characteristics to compare population density, ethnicity, nature of the built environment and poverty levels.

Geographical Threads- The areas of learning in geography are sequenced and linked through the study of:

- Location-Continents, oceans, regions, countries, capital cities, global position (northern/southern hemisphere, equator, tropics), compass directions, distances.
- Human and physical features- Naturally occurring landforms of environments: hills, mountains, valleys, bodies of water, natural resources.
  Things made or altered by people: urban and suburban settlements (cities and hamlets), rural settlements (hamlets and villages). Leisure and manufacturing facilities, transport infrastructure, financial institutions, retail outlets, farming and agriculture, reservoirs, dams, power stations, pavements, street furniture.
- Human and physical processes- Physical processes give rise to the physical features we see- these can sometimes take a millennium to happen and are ongoing: erosion, deposition, the water cycle, ocean circulation, climate change, earthquakes and volcanoes. Human processes are influenced and can influence physical features which offer possibilities and constraints for human activity: transport, trade, migration, settlements, industry, travel, leisure and tourism, pollution.
- Comparing and contrasting- How physical, human and cultural elements are different from each other on a global and local scale. Physical aspects to compare: climate, vegetation, bodies of water, landscape. Human characteristics to compare: population density, ethnicity and nature of the built environment.

Key geographical skills:	
Geographical Enquiry	Children will develop the skills of investigation and comparison in order to actively engage in understanding their own place and the world they live in as well as being able to compare the human and physical differences and similarities of specific places in the world.
Geographical Understanding	Children develop their skills of communication (opinions and questions included) and investigation in order to articulate geographical information in a variety of ways (using a range of sources), including through maps, numerical and quantitative skills and writing at length.
Map Skills	Children will develop the skills to *interpret* maps, globes and atlases as well as aerial photography, satellite imagery and digital mapping. Children will also develop the skills to construct their own plans and maps.
Location and Direction	Children will develop their skills of direction by following increasingly progressive directional language and apply this to their own movement progressing to the movement on a range of sources- maps, globes etc.
Fieldwork	Children will develop their skills of collecting, analysing and communicating with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.

Fieldwork skills and geographical skills (including map skills) are taught throughout each topic.

KS1

Year 1	Knowledge	Vocabulary	Skills
Unit 1	**Local geography** Mapping – classroom, school building, playground	Mapping Layout Bird-eye view Key	Map Skills • Describe and follow a route on a map (e.g., to and from school/around the school grounds). Link directly to orienteering (Sports focus)
Unit 2	**Local Geography** **Example- 'Where do I live in the world?' (Jacksdale)** • Know that they live in a village/town/city. • Know their address including postcode. • Know the name of their school. • Know their journey to and from school. • Know different housing types. • Know that there are other schools near us (link to Westwood Infants) • Know some similarities and differences of their school compared to another. **Key knowledge threads- location and human features**.	City, town, village, house, farm, school, shop, farm **Fieldwork vocabulary** Observe, map, symbols, features, forward, backwards, up, down, right, left, above, around, below, left, right, near, inside, opposite, outside	Geographical understanding • Observe and identify some similarities, differences and patterns in the local area e.g., houses. • Use a simple atlas to locate places (e.g., where they live/where school is). • Use a basic key on maps (for their home, school, shops). • Use class-agreed symbols to make a simple key. • Draw a map of the route they follow to school (add detail to a sketch map from an aerial photograph. • Map Skills • Talk about their journey to and from school. • Use a map to identify a place e.g., Jacksdale, Derby, Nottingham, Brinsley, Selston • Use own symbols on an imaginary map. Direction and Location • Follow directions (up, down, forward, backwards, left, right) • Fieldwork • Use tally charts and simple tables to collect information to compare e.g., types of houses. Suggested outcomes: Create a map of the local area with simple symbols. Annotate a simple map of your area with key features. Draw and label different house types. Write a letter home and post. Collect simple data about the different houses.

Unit 3	**<u>Place Knowledge</u>** **Example- Comparison to a different local area e.g.- 'The Coast'** • Know that people live in different sizes of place, including villages, towns and cities. • Know that the coast is the area beside or near the sea. • Know that an island is a piece of land surrounded by sea. • Know what is different and what is the same about living by the coast and living in my locality. **Key knowledge threads- Location, comparing and Human and Physical features.**	City, town, village, beach, harbor, port, cliff, coast, sea, ocean, river, forest, hill, mountain, settlement, house, farm, land use, soil, valley, vegetation, compare, similar, different. **<u>Fieldwork vocabulary</u>** bigger, smaller, scale, map.	<u>Geographical Enquiry</u> • Investigate places and environments (the coast) by asking questions, making observations and using a simple source such as maps (UK), atlases, globes. <u>Geographical understanding</u> Show an understanding by describing places and features they study, using some geographical vocabulary (stated in vocabulary list). <u>Map skills</u> • Recognise that a map shows a place- coastal area. • Locate a place- Skegness / Bridlington, Blackpool, Newquay beach, Scarborough (cliffs), White cliffs of Dover • Use relative vocabulary of scale (e.g. bigger/smaller). Suggested outcomes: Compare aerial photographs of their location and the coast. Label a diagram of the key features at the coast with both human and physical features. Label a map with beaches / cliffs and create a route from where we live to a selected beach. Create a comparisons sheet about life by the coast compared to Jacksdale.

Year 2	Knowledge	Vocabulary	Skills
Unit 1	**Locational Geography** **Example- '7 Continents and 5 Oceans'** • Know that there are seven continents – Asia, Africa, North America, South America, Antarctica, Europe and Oceania. • Know that there are five oceans – Pacific, Atlantic, Indian, Southern and Arctic. • Know that a continent is a land mass, and an ocean is a large body of water. **Key knowledge threads- location, physical features and comparing and contrasting.**	Equator, North Pole, South Pole, continent, ocean, sea, island, continent, country, equator, axis, Antarctica, Africa, Asia, Europe, North America, Oceania and South America, Arctic, Atlantic, Indian, Pacific and Southern. **Fieldwork vocabulary** Compass, Compass points: East, North, South, West	Location and direction • Use and follow directions, including NSEW. Map Skills • Use a simple atlas to locate places- the continents and oceans. • Spatially map places (e.g. the continents on a map of the world). Suggested outcomes: Complete a map of the world with the seven continents and five oceans labelled. Create a comparisons sheet about the different continents based upon key human and physical features-the climate, population, hills, rivers, landmarks and sustainability.
Unit 2	**Human and Physical** **Example- 'Hot and cold areas of the world'** • Know that the Equator is an imaginary line drawn around the Earth, an equal distance from the North and South poles. • Know what lines of longitude and latitude are. • Know that the North (Arctic) and South (Antarctica) are major lines of latitude. • Know that the North and South poles are at the ends of the Earth's axis. • Know the location of hot (Africa) and cold (Arctic) areas of the world in relation to the Equator and the North and South Poles. • Introduce term- polar circles and link to the circular lines (arc) referring wither to the Arctic circle or Antarctica. **Key knowledge threads- location, comparing and Physical Processes.**	Climate, equator, continents, weather, seasons, North Pole, South Pole, climate, contrast, equator, hemisphere, longitude, latitude, compare, sea. **Fieldwork vocabulary** Atlas, globe, North, East, South, West, key.	Geographical Understanding • Identify some similarities and differences between a hot place e.g., Africa and a cold place- Arctic or Antarctica based on climate. Map Skills • Use a simple atlas/globe to locate hot and cold places (Africa, Arctic, Antarctica) and continents. • Use a key on a map (world). Suggested outcomes: Locate the Arctic and Antarctica on a map as well as the equator. Create an information sheet of the characteristics of a hot place and compare to those of a cold place – climate, population, jobs. List comparisons of where we live (England) to both the Arctic and Africa.

Unit 3	**Place Knowledge** **Example- Comparison study- non-European country (Matlock Bath – Rio)** • Know that they live in England, which is in the continent Europe. • Know that Africa/North/South America are continents, made of many different countries. - To know that Christ the Redeemer is one of the 7 wonders of the world - To know the 7 wonders of the world and be able to locate the countries on the map • • Know similarities and differences between their life and the life of a child in another country- compare homes, schools and jobs. • Know similarities and differences in topography of Matlock Bath and Rio – i.e. mining, valleys, tourism, national parks (Peak District), Rainforests **Brazil (Rio de Janeiro)** **Key knowledge threads- Location, comparing and contrasting and Human and Physical features.**	Europe, continent, compare, similarities, differences, Brazil, population, school, land use, climate, rainforest, valleys, topography, mining, tourism **Fieldwork vocabulary** Atlas, grid references, north, south, east, west, NE, NW, SE, SW	Geographical Understanding - Identify some similarities and differences between their local area (Matlock Bath) and other place in the world (Rio – Brazil) Geographical Enquiry - To investigate places and environments by asking and answering questions, making observations, and using a range of simple sources. - Make simple comparisons between features of different places. Map Skills - To use a simple atlas to locate Africa/The Americas. - Suggested outcomes: Locate Rio on a map of the world. Draw a journey from England to Brazil. Identify and talk about the landscapes and ask key questions- what can they see? Create a similarities and differences sheet based on population, climate, jobs and schools of themselves and a child living in chosen place.

KS2

Year 3	Knowledge	Vocabulary	Skills
Unit 1	**Locational Geography** **Example- 'The UK- cities, counties and regions'** • Know the relative locations of UK's capital cities and identify these on a map. • Know that a city has a Cathedral. • Know that the United Kingdom is divided into regions called counties (there are 48 in England). • Know that Nottinghamshire is split into different districts / boroughs: Ashfield District Council. • Bassetlaw • Broxtowe • Gedling • Mansfield • Newark and Sherwood • Rushcliffe **Topographical features for UK** • To know that the longest rivers in the UK are the River Severn, the River Thames and the River Trent. • To know and can name significant human characteristics and physical features of UK e.g. Nottingham Caves, Sherwood Forest **Key knowledge threads- location and human and physical features.**	County, country, county, region, city, river, mountains, hills, topographical, physical distribution, human features.	Geographical Enquiry • Investigate places beyond their immediate surroundings, starting to consider physical and human features. • Investigate how places (Nottinghamshire), change over time. Map Skills • Locate places (UK, London, Edinburgh, Cardiff, Belfast, Ashfield etc.) on a map (UK/Europe). • Follow a route on a map with accuracy- e.g. from Ashfield to Rushcliffe or the journey of one of the longest rivers etc. • Use coordinate grids and refer to map features such as lines of longitude and latitude. Suggested outcomes: Label a map of the UK with capital cities, counties and regions. Find where they live on a map of the world and a map of the United Kingdom. Label a diagram or photograph using some geographical words of their locality/county/country- label key topographical features. Create information leaflets about key cities/counties/regions.

Unit 2	**Place knowledge** **Understand similarities and differences through a study of human physical geography of a region of the UK (Land Use and Settlements)** • Know the definitions of 'settlement' and 'land use' and know some ways that land use is different in a city than in their local area/countryside. • Know the names of the different settlement types- hamlets, villages, towns and cities. • Know that some areas of North Yorkshire are rural, and some are urban. • Know that Nottinghamshire is a county in the countryside and develop understanding of the cities having different geographical features- cathedral, centre, larger population, larger settlements. • Know that land is used in different ways in my local area- farming animals, agriculture, housing, parks etc and compare this to land use and settlements in a city (Nottingham). **Key knowledge threads- location, comparing and contrasting and human and physical features**.	Land use, farming, comparison, settlement, hamlets, village, city, town, map, locate, landmarks, countryside, county, urban, rural, hamlets, community, market town, economy, county **Fieldwork vocabulary** Compass points: N, N, S, S, map/ Scale, Symbols. Coordinates, atlas, directions.	Geographical Enquiry - Investigate places beyond their immediate surroundings, starting to consider settlements and land use- Nottingham (city). - Use a range of sources -atlases, pictures, photos/pictured and internet to gather information about population/landmarks/rivers - Begin to initiate/ask geographical questions- linked to the local area and farming. Map skills - Locate places (Jacksdale, Nottinghamshire- rural and non-rural areas) on a scale map (UK). - Follow a route on a map with accuracy travelling from a rural (Jacksdale) to a non-rural area (Nottingham). - Use an atlas to identify human features-settlements and different areas for land use. Location and Direction - Use letter/no. co-ordinates to locate features (settlements) on a map of England. - Use 4 compass points to follow/give directions. Suggested outcomes: Create a key vocabulary sheet with definitions- land use, settlement, diversity, urban, rural. Use aerial photos to locate key areas of land and explain how the land is used and the types of settlements they see. - Annotate a map of the locale area with the key landmarks and how the land is used. Research local famous landmarks and write information about these alongside annotating key landmarks on a map.
Unit 3	**Human and Physical Geography** - **'Mountains'** • Know how mountains are formed. • Know the key features of a mountain. • Know that the highest mountains in the UK are Ben Nevis (Scotland), Snowdon (Wales), Scafell Pike (England) and Slieve Donard (Northern Ireland). Know the highest peaks in each of the 7 continents- Denali, Mount Aconcagua, Kilimanjaro, Mount Elbrus, Mount Everest, Vinson Massif, Mount Kosciuszko using lines of longitude and latitude. **Human and physical geography for Egypt:** • To know that the Nile is the longest river in the world • **Key knowledge threads- location and human and physical features.**	Mountain, formation, summit, peak, longitude, latitude, Europe, world, continent. River Nile, Egypt	Fieldwork - To make predictions and test conclusions during fieldwork. - To offer explanations for features seen in fieldwork locating mountains/hills near us. Map Skills - Locate mountains on larger scale maps. (Europe and world) using lines of longitude and latitude). - Suggested outcomes: Use an atlas to label large mountain ranges and the highest peaks in each continent on a map. Create a fact file for a mountain range- including the definition of a mountain, how they are formed, how height the mountain is etc. Create a comparisons sheet for the 7 highest peaks (choose 2/3) and offer explanations for their similarities and differences. Research mountain expeditions and create a piece of writing on their chosen one.

Year 4	Knowledge	Vocabulary	Skills
Unit 1	**Place Knowledge** **Understand geographical similarities and differences through a study of human and physical geography of a region of the UK and a region in a European country.** **Example- Comparison Study-Greece (Athens) focussed upon weather and climate or/and tourism.** • Know Athens/ Greece is in Europe. • Know that in the South of Europe, you can find the Mediterranean countries, around the Mediterranean Sea. • Know the definitions of weather and climate. • Know that we use lines of latitude to find out how far north or south a place is. • Know There are five major lines of latitude: The Arctic Circle (the North Pole), the Antarctic Circle (the South Pole), the Tropic of Cancer, the Tropic of Capricorn, and the Equator. • Know geographical similarities and differences of weather and climate of a region in the United Kingdom -York- and region in a European country- Athens **Key knowledge threads- Location, sustainability and Physical Processes.**	Tourism, region, Europe, continent, distribution, transportation, economy, climates, Mediterranean, hot, cold, trade links, Import, export, trade, economy, fair trade, rural, urban, Prime Meridian/Greenwich Meridian, Latitude Longitude, Time zone, day, night, Arctic Circle (the North Pole), the Antarctic Circle (the South Pole), the Tropic of Cancer, the Tropic of Capricorn, and the Equator. **Fieldwork vocabulary** Charts, graphs, questionnaires, atlas, boundaries.	Geographical Understanding • Investigate places beyond their immediate surroundings- Athens, considering human and physical features and patterns especially those that make it desirable for tourism. Geographical Enquiry • Express their own opinions about a place they have investigated (Athens) when comparing to a place they know (York) and recognise that others may think differently. Map Skills • Locate Greece/Athens on a map of Europe. • Follow a route on a map of Europe- York to Athens. • Match boundaries- Europe- to identify time zones. • Use an atlas to identify physical features of Athens. Fieldwork • Use ICT to create charts and graphs- linked to comparisons of tourism/ time zones. • Begin to use questionnaires to research tourism/climate changes. Suggested outcomes: Locate Greece on a map and label key features-Mount Olympus and Athens labelling bordering countries, surrounding seas, Identify the key features of Greece being a popular tourist destination and create a blog to include what activities are there to do there, what is the weather like and how how could they travel around there. Define the lines of latitude and independently locate these on a diagram. Gives children opportunities to record their knowledge both written and verbally using seesaw.
Unit 2	**Human and Physical Geography** **Example- 'Volcanoes and Earthquakes'** • Know what a natural disaster is. • Know that volcanoes are openings in the Earth's crust. • Know that the Earth is made up of different layers – the core, the mantle and the crust. I know that the crust is made up of plates. • Know that a volcano is a type of mountain. • Know that there are- active, extinct and dormant volcanoes. • Know that the earth's crust is split into tectonic plates. • Know that when the plates move in different directions over time, this can create so much energy an earthquake occurs.	Natural disaster, volcano, earthquake, tectonic plates, Erupt, fault lines, crust, mantle, outer core, inner core, plates, dormant, ring of fire.	Geographical Enquiry • Carry out their own investigations independently choosing geographical sources and using a range of questions and skills. • Express their own opinions and recognise why others may have different points of view. Geographical Enquiry • Understand in some detail what several places are like, why they are similar and different, and how and why they are changing. • Show an understanding of the links between people, places and environments. Suggested outcomes: label the layers of the Earth- core-inner and outer, mantle, crust etc. Research key terminology- plate tectonics, volcano, crust, mantle etc and write

	• Know the advantages of living near a volcano- link to sustainability- crop grow well due to the nutrients from volcanic ash in soil. **Key knowledge threads- sustainability, location, human and physical features and human and physical processes.**		about the link between plate tectonics and the formation of volcanoes. Label key features of a volcano. Stick key elements of volcano accurately together. Use an atlas to identify well known volcanos-including Mount Fuji (Japan), Mount Pinotubo (Philippines), Aconcagua (Argentina) and Mount Etna (Italy). Label the Earth's tectonic plates using a standard map of tectonic plates to help them.
Unit 3	**Human and Physical geography** **Example-'Distribution of natural resources '** • Know the distribution of natural resources including energy. • Know the difference between renewable and non- renewable energy. • Know that power is generated in the UK mostly by burning fossil fuels. • Know that fossil fuels are not renewable. • Know that there are ways to generate renewable energy, including solar, wind and nuclear. • Know that in different countries, people have different access to resources compared to in the UK. **Key knowledge threads- location, humans and physical processes and comparing and contrasting.** **Local Geography Example-Map Skills** • Know that a compass can be used to find a direction. • Know that the eight compass points are N, E, S, W, NE, NW, SE and SW. • Know that Ordnance Survey is the national mapping agency for Great Britain. • Know some of the OS symbols used in their maps. **Key knowledge threads- location.**	Natural resource, energy, map, atlas, globes, grid reference, longitude, latitude. natural gas, nuclear energy, oil, pollution, power grid, power plant, power station, reactor, solar panel, solar power, steam turbine, scale. **Fieldwork vocabulary** Compass, grid references, scale, ordnance survey, 4 compass points- N, E, S, W, 8 compass points N, E, S, W, NE, NW, SE, SW. Ordinance survey, symbols.	Fieldwork • Suggest questions for fieldwork study linked to promoting natural resources. • Rank information in order of importance e.g. renewable and non-renewable resources. • State accurate conclusions, using data collected e.g. which resources are we using up, how could we generate renewable resources? • Decide best way to present data, using a range of graphs and charts. Suggested outcomes: Match the energy-renewable and non to the correct diagram. Create a table consisting of the advantages and disadvantages of a range of renewable and non-renewable energy. Identify ways in which energy is created- draw and annotate. State key terms and annotate for fossil fuels, solar, wind and nuclear energy and add examples. Annotate a world map with areas in which they generate particular energy most. Location and direction - Use 4 compass points confidently and accurately. - Begin to use 8 compass points. - Use 4-figure co-ordinates confidently and create own maps using coordinates. - Begin to use 6-figure grid references. Map Skills - Use/recognise OS map symbols. - Compare maps with aerial photographs- local, national and worldwide. - Select the best map for a specific purpose- UK, Europe or World. - Understand why maps are not always objective. - Find/recognise places on maps of different scales- UK, Europe or World. Suggested outcomes: annotate a compass with 8 points. Use ordinance survey maps to find key places. Compare aerial photographs of two or more contrasting places. Give pupils key places to find and ask for grid references. Quiz on key symbols of OS maps. Play 'Battleships' using four and six-figure grid references. Use the eight - points of a compass to direct people to a mystery location.

Year 5	Knowledge	Vocabulary	Skills
Unit 1	**Locational Geography- 'North America'** • Know that the Americas can be split into two continents – North and South America. • Know that there are 23 countries in North America, with Canada being the biggest. • Know the relative locations of Canada, USA, Mexico and Cuba on a map of North America. • Know that the capital of Canada is Ottawa, the capital of the USA is Washington DC, and the capital of Mexico is Mexico City. • To know that the Missouri River is the longest in North America and flows through seven US states. • To know that Denali is the highest mountain in North America. • To know that Canada has many forests and 30,000 lakes which are used as a food source, to provide transport and sustain sports, all of which support the country's economy. **Time zones** • Know why different parts of the world have different time zones. • Know what Greenwich Mean Time (GMT) is. • Know that there are more than 24 time zones around the world. • Know the time zones of the UK, USA, Canada and Mexico. **Key knowledge threads- location, and human and physical features.**	Americas, North America, Continent, Country, Central America, forest, lake, river, mountain, capital, continent, topographical, mountain, lake, Prime Meridian/Greenwich Meridian, Latitude Longitude, Time zone, day, night **Fieldwork vocabulary** 6 figure grid reference, 8 compass points, North, East, South, West, NE, SE, NW, SW, scale- larger and smaller,	Geographical Enquiry • Use time zone maps to work out time differences between various locations in North America, as well as locations in North America and the rest of the world Map Skills • Use 8 compass points confidently and accurately. • Use 4-figure co-ordinates confidently to locate key areas in North America and create own maps using coordinates. • Begin to use 6-figure grid references. Suggested outcomes: Locate and label North America on a world map a well as famous features of North America, including natural features such as the Grand Canyon and Niagara Falls. Calculate different time zones.
Unit 2	**Place Knowledge** **Compare a region of UK (London) with a region in North America (economic activity including trade links)** **(e.g. Canada- Ottawa, California-Silicon Valley-technology, Texas- Houston-oil rig HQ)** • Know that trade is the buying and selling of goods and is an important way for countries to make money. • Know and explain the difference between imports and exports. • Know the countries the UK, USA, Canada and Mexico trade and what commodities they trade. • Know that a commodity is a raw material or primary agricultural product that can be bought and sold, such as copper or coffee. • Know the location of Ottawa/Silicon Valley/Housten and name some of the goods the UK imports and exports- oils, mineral fuels, cars and technology.	Economy, trade, trade links, fair trade, import, export, commodities	Geographical Investigation • Investigate who the UK trades with using a range of geographical questions, skills and sources. • Express and explain their own opinions about trade/fair trade, recognising others points of view. Geographical Enquiry • Carry out their own investigations independently choosing geographical sources and using a range of questions and skills. Express their own opinions and recognise why others may have different points of view.

	• Know the importance of our trading relationship with regions in North America. Compare resources imported and exported.		
Unit 3	**Locational Geography- 'Europe' - Athens** • Know that the Northern Hemisphere is found north of the Equator, and the Southern Hemisphere is found south of the Equator. • Know that the Tropics of Cancer and Capricorn are the boundaries for the Tropics. • Know that Europe is in the northern hemisphere (and be able to give examples of countries that are in the north, east, south and west of Europe, including the location of Russia). • Know that France, Spain, Italy, Greece and Germany are found in Europe. • Understand the term climate zones and how these link to lines of latitude. • Know the 5 major lines of latitude- Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, and the Antarctic Circle. • To know what makes a Mediterranean climate (Hot & Dry environment) • To know that wild fires in e.g. Greece may be the result of human effects on physical geography **Time zones** • Know why different parts of the world have different time zones. • Know prime meridian is the imaginary line that divides Earth into two equals called the Greenwich meridian. **Key knowledge threads- sustainability location, and human and physical features**	Europe, continent, country, environmental regions, characteristics, capital city, temperate region, rivers, mountains, longitude, latitude, Northern and Southern hemisphere, equator, boundaries, Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, and the Antarctic Circle, climate zones. **Fieldwork vocabulary** Compass points: N, E, S, W, NW, NE, SE, SW, scale, maps, ordinance survey map, symbols, coordinates, time zones	Geographical Enquiry • Investigate places within Europe and environments by asking and responding to geographical questions, making observations and using sources (long distance fieldwork) Geographical Understanding • Consider how places (in Europe) change over time, and some links between people and environments. • Investigate places beyond their immediate surroundings, considering human and physical features and patterns. Map Skills • Locate places on larger scale maps. (Europe and world). • Begin to recognise symbols on an OS map. • Use the 4 compass points well. • Begin to use 8 compass points. • Use letter/no co-ordinates to locate features on a map. Fieldwork • Offer some explanations for features seen in fieldwork. Suggested outcomes: Use an atlas to locate and label a map of Europe with the countries within Europe, relate this to a globe and find the same locations using google maps and satellite images. Compare and contrast mountain ranges, rivers and landmarks and record key facts.

Year 6	Knowledge	Vocabulary	Skills
Unit 1	**<u>Human and Physical</u> Example- 'The water cycle'** • Know that water moves around the water cycle, using condensation and evaporation. • Know the terms transpiration and precipitation and their role within the water cycle. • Know that clouds are made of water droplets. • Know that when clouds get too heavy, the water droplets fall as rain. **<u>Rivers</u>** • Know that a river is a moving body of water that drains the land. • Know that a river flows from its source on high ground, across land, and then into another body of water. This could be a lake, the sea, an ocean or even another river. • Know that rivers are an important part of the water cycle and responsible for transferring water to oceans. • Know that rivers are found on every continent and on nearly every kind of land. Some flow all year round. Others flow seasonally or during wet years. **Key knowledge threads- Location and Physical Processes.**	Water cycle, transpiration, precipitation, evaporation, vapor, condensation, run-off **<u>Fieldwork vocabulary</u>** 4 compass points- N, E, S, W, NE, SE, NW, SW observe, measure, graphs	<u>Geographical understanding</u> • Investigate places beyond their immediate surroundings, considering human and physical features and patterns. • Consider how places change over time, and some links between people and environments. <u>Location and Direction</u> • Use 4 compass points to describe the direction water flows in. • Begin to use 8 compass points. <u>Fieldwork</u> • 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. Suggested outcomes: Complete key vocabulary sheet- condensation, evaporation, transpiration and precipitation. Draw and annotate diagram of the water cycle offering explanations of the process independently whilst being able to articulate knowledge. Complete own water cycle using- a large transparent bowl, a small transparent bowl, hot water, a few cubes of ice, spoon, cling film, salt, a large sheet of paper, felt tip pens, coloured pencils or quality crayons. Study key known rivers in the world such as The Nile and Amazon (world's longest).
Unit 2	**<u>Human and Physical Geography</u>** **<u>Climate Change</u>** • Understand the basics of climate change • Explore the global impacts of climate change • Investigate sustainable practices worldwide • Learn about deforestation • Learning about the environmental impacts of logging • Analyse trade links and their environmental effects • Exploring the concept of fair trade • Understanding food miles and their impact on the environment • Studying Australia's environment and sustainability practices • Learning about Japan's approach to environmental issues • Integrate learning through a project on sustainable practices • Review and reflect on global environmental responsibilities	Greenhouse gases Deforestation Reforestation Global warming Sustainability Renewable energy Recycling Organic farming Biodiversity Conservation Logging Trade links Carbon emissions Fair trade Producers Consumers Food miles Environmental initiatives	<u>Geographical Enquiry</u> - Carry out their own investigations independently choosing geographical sources and using a range of questions and skills. - Express their own opinions and recognise why others may have different points of view. <u>Geographical Understanding</u> - Understand the global impacts of climate change - Understand some of the ways in which climate change can be controlled

Geography Glossary

Keyword	Definition
Abrasion	Abrasion is a form of erosion caused by rubbing of fine particles against an object. The effect is much the same as using sandpaper. Rivers carry sediment (fine rock particles) that abrade the banks and bed of the river channel.
Aerial photograph.	A photograph taken from an aircraft or satellite in flight.
Alluvium	The name for any material deposited by a river. (Silt is tiny material carried by running water).
Atlas	A collection of maps, usually in book form.
Attrition	The wearing away of particles of rock as they bounce along the riverbed or knock against each other and wear away becoming more rounded.
Bank	The ground at the side of a river
Beach	An area of sand or shingle sloping down to a sea or lake.
Biome	A biome is a large area on the Earth's surface that is defined by the types of animals and plants living there.
Canal	An artificial or man-made river channel.
Channel	A groove in the land that a river flows along.
Characteristics	A distinguishing quality, attribution or trait.
City	Any populous place. In Britain a city is recognised as a town that has received the title from the crown.

Cliff (river cliff)	A cliff is any steep slope that has been formed by natural processes. Cliffs reated by rivers are called river cliffs. They are on the outside of the curving section (meander) or a river and may be from a few metres to hundreds of metres high. Cliffs are formed when rivers cut swiftly into the land.
Climate	The long-term prevalent weather conditions of an area, determined by latitude, altitude etc
Coast	The line or zone where the land meets the sea.
Compass	Magnetic instrument used for finding direction, having a magnetic needle which points to the magnetic north.
Compass Rose	A decorative device printed on a map showing points of the compass.
Continent	One of the earth's large land masses. Large land masses which with the exception of Antarctica are made up of a group of countries.
Country	Any political unit or state on a national scale, regardless of whether it is dependent or independent.
Current	The flow of the river.
Deposition	A river lays down or drops the sediment or material that it is carrying such as sand, mud, and small stones or sticks. This often happens on the inside of meanders, because the water is flowing slowly.
Desert	A region that is devoid or almost devoid of vegetation because of low rainfall.
Distribution	Arrangement or location of something.
Earthquake	A series of vibrations at the earth's Tremors felt on the earth's surface caused by movement along a fault place, volcanic activity, etc.
Equator	The great circle of the earth, equidistant from the poles, dividing the Northern and Southern hemispheres.
Erosion	The wearing away, in this case by water and rocks constantly rubbing.
Estuary	A drowned river valley in a coastal lowland area. Occurs near or at the mouth of a river, where the tide meets the current and the fresh and saltwater mix.

Flood	Flooding happens when a river has too much water in its channel. The water breaks through the riverbanks and spreads over the surrounding land.
Floodplain	The flood plain is the flat land of the river valley close to the riverbanks. The floodplain is usually found in the lower course of a river. It is a fertile area of land, used for agriculture and growing crops.
Forest	A large, wooded area having a thick growth of trees and plants.
Geographical Information Systems (GIS)	A system for storing and manipulating geographical information on a computer.
Gorge	A gorge is a steep-sided river valley which is very narrow and deep. Most gorges have rocky sides. The river cuts this deep valley by erosion. Gorges are created over thousands of years.
Hemisphere	Half of the terrestrial globe, dividing into northern and southern hemispheres by the equator and eastern and western hemispheres by some meridians, usually 0° and 180°
Hill	A natural elevation of the earth's surface, less high or craggy than a mountain.
House	A building used as a home or dwelling. A place where someone lives.
Human processes	A process in which human beings are involved. Things created/affected by people. These processes would not occur without human involvement.
Interaction	A mutual or reciprocal action. The links and connections between people, places or processes.
Interdependent	When two or more things are dependent on each other.
Landmark	A prominent or well-known object in or feature of a particular landscape.
Land use	Function of the land – what it is used for.
Latitude	An angular distance measured in degrees north and south of the equator.
Locality	A neighbourhood or area.

Location	The description of where something is in relation to its surroundings.
Longitude	Distance in degrees east or west of the Prime Meridian at O° measured by the angle between the plane of the prime meridian and that of the meridian through the point in question, or by time difference.
Map	A diagrammatic representation of the earth's surface or part of it, showing the geographical distribution of features.
Meander	A bend in a river – usually in the middle or lower course. The meander continually changes shape as the fast flowing current of water erodes the outside bank of the meander bend and deposition occurs in the slack water of the inside of the bend.
Minerals	A naturally occurring material found in the earth.
Mountains	A natural upward projection of the earth's surface, higher and steeper than a hill.
Mouth	The end of the river. The mouth may be where the river meets the sea, a lake or a larger waterway. Most rivers flow out into the sea, and this is where they end their journey.
Observational skills	The ability of looking at something and describing its features.
Ocean	A very large stretch of sea, one of five oceans of the world – Pacific, Atlantic, Indian, Arctic and Southern
Office	A room or rooms in which business, professional duties, clerical work, etc. are carried out.
Oxbow lake	A small arc-shaped lake formed when a meander is sealed off by deposition. Oxbows are only found on river floodplains
Pattern	An arrangement of repeated or corresponding parts.
Physical processes	An event or sequence of events that occur naturally due to the power of the planet.
Plan perspective	A simple diagram which can shows a bird's eye view or a cross section of an area/feature.
Precipitation	A general term for all forms of water particles rain, snow, sleet, dew, hail etc.
Region	A named area within a country.

Resource	A supply or source of aid or support; Something that people can make use of.
River	A natural channel of water flowing from source to mouth.
River channels	The trenches in which rivers flow for most of the year.
Scale	The ratio between the size of something real and that of a representation of it.
Seasonal	A process or pattern which can be identified at a certain time of the year.
Sediment	The name given to material that has been carried by rivers or the sea and then deposited. Sediment may be called alluvium if it deposited on the bed or a river, it may be called a beach when deposited by waves.
Shop	A place for the retail sale of goods and services.
Significance	The consequence or importance of something.
Silt	Tiny pieces of sand or rocks. These are dropped by the water on the inside of a meander where the current is slow
Spatial Pattern	Analysis tool used to study people or objects in terms of their physical location
Spatial variation	Differences which occur within or between areas.
Soil	The top layer of the land surface of the earth that is composed of disintegrated rock particles, humus, water and air.
Source	Where the stream begins: usually where there is a spring, and quite high up.
Symbol	Something that represents or stands for something else (used in maps).
Time zone	A region throughout which the same standard time is used.
Topographical	Detailed description of the surface features of a region.
Trade	The act or instance of buying and selling goods and services.

Transportation	A process where the river moves, or transports materials (it's load) from one place to another.
Tropic of Capricorn	Line of latitude at 23.5°S of the equator. Between the tropics tropical rainforests are common.
Tropic of Cancer	Line of latitude 23.5°N of the equator. Line of latitude 23.5 ° N of the equator. Between the tropics tropical rainforests are common.
Variation	The act, process, condition, or result of changing or varying.
Vegetation belt	Plant life as a whole within a certain area.
Valley	A long depression in the land surface, usually containing a river, formed by erosion or movements in the earth's crust.
Village	A small settlement, including a number of houses and possibly some services such as a shop.
Volcano	An opening in the earth's crust from which molten lava, rock fragments, ashes, dust and gases are ejected from below the earth's surface.
Waterfall	A place where the river course is interrupted by a tall step.
Water cycle	The continual movement of water both on the earth and in the atmosphere due to the processes of evaporation, condensation, evection, precipitation, infiltration and surface run-off.
Weather	The day-to-day meteorological conditions, especially temperature, cloudiness and rainfall, affecting a specific place.