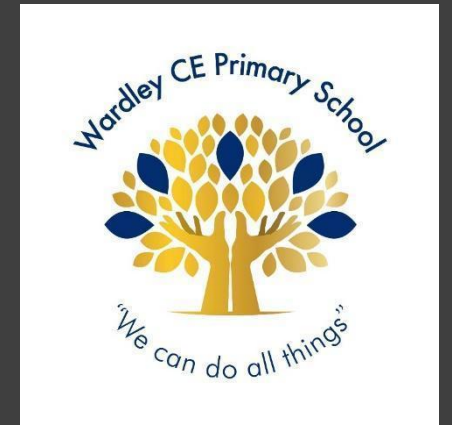


Geography Curriculum



Curriculum Intent



The curriculum intent for Wardley CE Primary school aims to:

- **Be ever-evolving**, providing opportunities for children to develop as independent, confident, resilient, successful & motivated learners striving for the pursuit of excellence who know how to make a positive and transformational contribution to their community and wider global society.
- **Be rooted in the school's Christian ethos**, encouraging our pupils to grow in self-awareness and becoming advocates of social justice, adaptable to any social context.
- **Be ambitious** in our aim for pupils to develop the communication skills necessary for learning and life, promoting enjoyment, high expectations and standards across all subject areas.
- **Be memorable**: providing diverse, social, moral, spiritual and cultural (SMSC) rich opportunities from which children learn and develop a range of transferable skills.
- **Be aspirational**, cultivating a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.
- **Be inspiring**, to empower pupils to respect each other and themselves, show respect and understanding for people of all faiths, race and gender, and for all living things, promoting stewardship and ensuring children are well prepared for life in a rapidly changing world.

Geography Intent



Geography is, by nature, an investigative subject which helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.

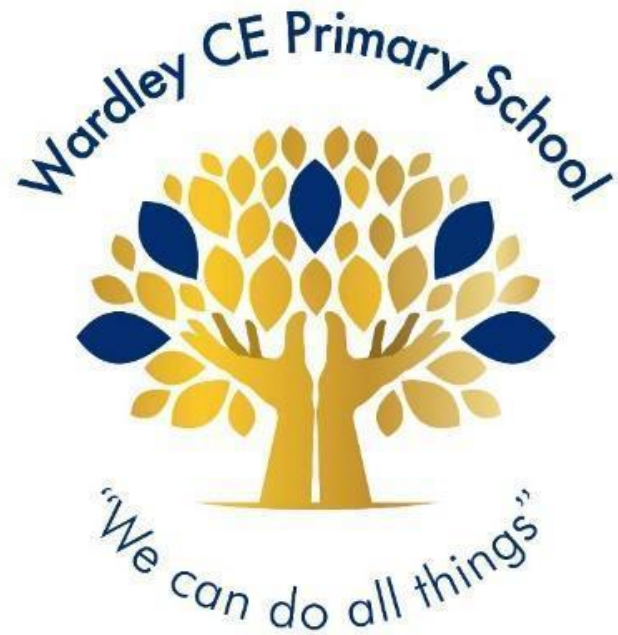
We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Wardley CE Primary School and also to their further education and beyond.

Geography Overview

	Autumn Term 2	Spring Term 2	Summer Term 2
Y1	WHAT'S IT LIKE WHERE WE LIVE?	WHAT WILL YOU SEE ON A JOURNEY AROUND THE WORLD?	WHERE DO DIFFERENT ANIMALS LIVE?
Y2	WHAT IS THE WEATHER, SEASONS & CLIMATE?	WHERE DOES OUR FOOD COME FROM?	WHAT IS IT LIKE IN BRAZIL?
Y3	WHERE IN THE WORLD DO WE LIVE?	HOW ARE CLIMATE ZONES AND BIOMES LINKED?	WHAT IS IT LIKE BY THE SEASIDE?
Y4	CAN WE COMPARE TWO REGIONS IN NORTH & SOUTH AMERICA?	WHAT ARE THE FEATURES OF A RIVER?	CAN THE EARTH SHAKE, RATTLE & ROLL?
Y5	HOW HAS URBAN REGENERATION IMPACTED UPON SALFORD QUAYS?	WHAT MAKES THE ALPS A DISTINCT REGION?	WHERE DOES ALL OUR STUFF COME FROM?
Y6		WHY SHOULD WE PROTECT THE AMAZON RAINFOREST? (Spring Term 1 & 2)	WHAT IS THE PAST, PRESENT AND FUTURE OF RIVINGTON? (Summer Term 2)

Geography Curriculum



Early Years

Geographical Features in EYFS

In nursery and reception children will, within their Understanding of the World work towards the following outcomes:

- Show interest in different occupations;
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs
- Draw information from a simple map
- Recognise some similarities and differences between life in this country and life in other countries
- Recognise some environments that are different from the one in which they live

Understanding of the World: People, Culture and Communities

3 and 4-year olds will ...

Children should be learning to:

Show interest in different occupations.

Key Vocabulary

- police officer
- nurse
- fire fighter
- ambulance driver
- teacher
- dentist

Examples of how this could be supported

-Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author.

-Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play.

-Consider opportunities to challenge gender and other stereotypes.

Proposed Learning Sequence



People, culture and communities: End of nursery expectation

- Showing interest in the lives of people who are familiar to them;
- Remembering and talking about significant events in their own experience;
- Recognising and describing special times or events for family or friends;
- Showing interest in different occupations and ways of life;
- Knowing some of the things that make them unique, and talking about some of the similarities and differences in relation to friends or family.

Understanding of the World: People, Culture and Communities

3 and 4-year olds will ...

Children should be learning to:

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Key Vocabulary

- Africa
- Europe
- North Pole
- South Pole
- Equator
- World map

Examples of how this could be supported

- Practitioners can create books and displays about children's families around the world, or holidays they have been on.
- Encourage children to talk about each other's families and ask questions.
- Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.

Proposed Learning Sequence

Talk about what is a country. Talk about the different places in the UK that children may know about and may have visited.

Talk about different countries. Those that some may have been on holiday to and some may have lived in.

Focus on a different continent like Africa and Asia and consider similarities and differences.

Use artefacts and video extracts to help children learn about culture and communities in different parts of the world.

People, culture and communities: End of nursery expectation

- Showing interest in the lives of people who are familiar to them;
- Remembering and talking about significant events in their own experience;
- Recognising and describing special times or events for family or friends;
- Showing interest in different occupations and ways of life;
- Knowing some of the things that make them unique, and talking about some of the similarities and differences in relation to friends or family.

Understanding of the World: People, Culture and Communities

Reception aged children will ...

Children should be learning to:

Examples of how this could be supported

Proposed Learning Sequence

Draw information from a simple map.

-Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.

-Familiarise children with the name of the road, and or village/town/city the school is located in.

-Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.

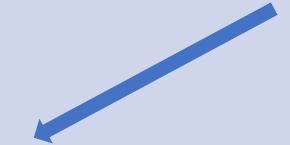
-Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.

Begin to notice the environment that surrounds them



Begin to use simple positional language, such as far away and next to

Look at photographs and simple maps of their immediate area and begin to recognise what is being represented



Create a simple representation of what has been set out in front of them or of a street close to the school



Key Vocabulary

- map
- street
- behind
- in front
- close by
- far away

People, culture and communities : Early Learning Goal

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Understanding of the World: People, Culture and Communities

Reception aged children will ...

Children should be learning to:

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

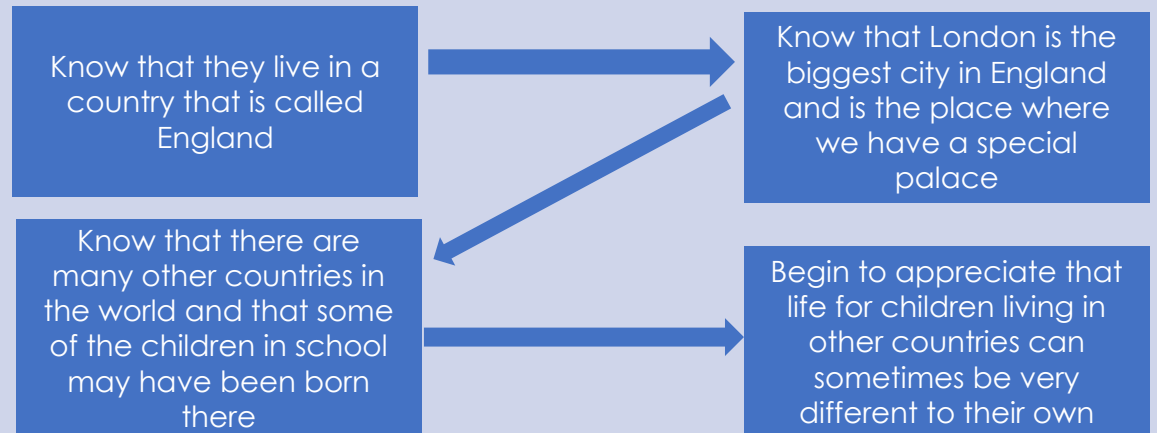
Key Vocabulary

- England
- London
- country
- town
- village
- city

Examples of how this could be supported

- Teach children about places in the world that contrast with locations they know well.
- Use relevant, specific vocabulary to describe contrasting locations.
- Use images, video clips, shared texts and other resources to bring the wider world into the classroom.
- Listen to what children say about what they see.
- Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on

Proposed Learning Sequence



People, culture and communities : Early Learning Goal

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Understanding of the World: People, Culture and Communities

Reception aged children will ...

Children should be learning to:

Examples of how this could be supported

Proposed Learning Sequence

Recognise some environments that are different from the one in which they live.

-Teach children about a range of contrasting environments within both their local and national region.

-Model the vocabulary needed to name specific features of the world, both natural and made by people.

-Share non-fiction texts that offer an insight into contrasting environments.

-Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and through play

Key Vocabulary

- Artic
- Antarctica
- forest
- mountains
- lakes
- river

Know that not everywhere in the world or England is exactly the same as their city, town or village

Know that some parts of the country attract people for different reasons, e.g., holidays or special visits

Appreciate that in some parts of the country there may be different facilities and attractions

Be able to explain to someone about the environment that they live in and begin to appreciate it

People, culture and communities : Early Learning Goal

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Geography Curriculum



Threshold Concepts: Disciplinary Knowledge

This is the skills based geographical knowledge that is to be learnt by the set curriculum endpoints. The school has identified three key geographical threshold concepts which are used to organise this disciplinary knowledge.

Geography: Threshold Concepts - Disciplinary Knowledge

To be developed over Y1 & Y2 (Milestone 1)

Investigate Places	Investigate Patterns	Communicate Geographically
<p><i>Understanding the geographical location of places and their physical and human features</i></p>	<p><i>Understanding the relationship between the physical features of places and the human activity within them and the appreciation of how they interact</i></p>	<p><i>Understanding geographical representations, vocabulary and techniques.</i></p>
<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <ul style="list-style-type: none"> • 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. • Identify land use around the school. 	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Geography: Threshold Concepts - Disciplinary Knowledge

To be developed over Y3 & Y4 (Milestone 2)

Investigate Places	Investigate Patterns	Communicate Geographically
<p><i>Understanding the geographical location of places and their physical and human features</i></p>	<p><i>Understanding the relationship between the physical features of places and the human activity within them and the appreciation of how they interact</i></p>	<p><i>Understanding geographical representations, vocabulary and techniques.</i></p>
<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • Describe key aspects of: <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

Geography: Threshold Concepts - Disciplinary Knowledge

To be developed over Y5 & Y6 (Milestone 3)

Investigate Places

Understanding the geographical location of places and their physical and human features

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).
- Name and locate the countries of Europe and identify their main physical and human characteristics.
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

Investigate Patterns

Understanding the relationship between the physical features of places and the human activity within them and the appreciation of how they interact

- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Describe how countries and geographical regions are interconnected and interdependent.

Communicate Geographically

Understanding geographical representations, vocabulary and techniques.

- 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
- Use the eight points of a compass, four & six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Geography Curriculum



Substantive Knowledge

This is the factual geographical knowledge that is to be learnt by the set curriculum endpoints. Within the body of substantive knowledge the school has identified sets of key facts that must be known by the specified endpoints. These key facts are set out in red.

Geography: Substantive Knowledge

To be developed over Y1 & Y2 (Milestone 1)

Locational Knowledge		Place Knowledge	Human and Physical Geography		Skills and Fieldwork
<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Use world maps, atlases and globes Use simple compass directions Use aerial photos, construct simple maps Undertake simple fieldwork within school locality
<ul style="list-style-type: none"> Know the names of the four countries that make up the UK and name the three main seas that surround the UK Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland 	<ul style="list-style-type: none"> Know features of hot and cold places in the world Know the main differences between a place in England and that of a small place in a non-European country 	<ul style="list-style-type: none"> Know which is the hottest and coldest season in the UK Know and recognise main weather symbols Know the main differences between city, town and village Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Explain some of the advantages and disadvantages of living in a city or village. 	<ul style="list-style-type: none"> Know where the equator, North Pole and South Pole are on a globe Know which is N, E, S and W on a compass Know how to use world maps, atlases & globes to find locations Know and use the terminologies: left and right; below, next to 		

Geography: Substantive Knowledge

Locational Knowledge

	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>
Y3 & Y4 M2	<ul style="list-style-type: none"> Know the names of and locate at least four European countries Know the names of and locate at least eight major capital cities across the world Know the names of a number of European capitals Know the names of, and locate, Brazil and the United States of America. 	<ul style="list-style-type: none"> Know the names of and locate at least three counties and at least three cities in England Know where the main mountain regions are in the UK. Know, name and locate the main rivers in the UK 	<ul style="list-style-type: none"> Know the names of four countries from the southern and four from the northern hemisphere. Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know what is meant by the term 'tropics' Know about time zones.
Y5 & Y6 M3	<ul style="list-style-type: none"> Know the names of, and locate, a number of South or North American countries Know the names of and locate at least eight European countries 	<ul style="list-style-type: none"> Know the names of and locate at least six counties and at least six cities in England. Know how some aspects of a places humans and physical characteristics have changed over time. Know the location of the Panama and Suez canals. Know the location of some of the world's major ports. 	<ul style="list-style-type: none"> Know the names of eight countries from the southern and eight from the northern hemisphere Know about time zones and work out differences

Geography: Substantive Knowledge

Place Knowledge		Human and Physical Geography	
<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	
Y3 & Y4 M2	<ul style="list-style-type: none"> Know the human and physical geographical features of the Colorado region of the USA in North America and the Mato Grosso region of Brazil in South America. Know the key similarities & differences between the Colorado region of the USA and the Mato Grosso region of Brazil. 	<ul style="list-style-type: none"> Know what is meant by biomes and what are the features of a specific biome. Know the names of and locate some of the world's mountains. Know the names and locate some of the world's volcanoes and earthquake zones and understand their features. Know the features of coastal locations. Know the features of the water cycle. Know the features of a river. Know main physical geographical features of the regions that are studied. 	<ul style="list-style-type: none"> Know why industrial areas and ports are important - such as Salford and Liverpool. Know main human geographical features of the regions that are studied. Know the link between physical geographical features and human geographical features within the regions that are studied.
Y5 & Y6 M3	<ul style="list-style-type: none"> Know the human and physical geographical features of the Amazonas region of Brazil in South America. Know the key similarities & differences within the Amazonas region of Brazil and the key similarities & differences to the United Kingdom. Know the human and physical geographical features of the Alpine region of Europe Know the key similarities & differences within the Alpine region of Europe. Know the human and geographical features of the Rivington area and how they have changed over time. 	<ul style="list-style-type: none"> Know the features of the tropical climate zone and biome. Understand the debate about deforestation and its impact on climate change. Know the features of a mountain range and glaciated landscapes. Know main physical geographical features of the regions that are studied. 	<ul style="list-style-type: none"> Know why many cities are located by a river - Salford and Liverpool in the United Kingdom and Manaus in Brazil. Know main human geographical features of the regions that are studied. Know the link between physical geographical features and human geographical features within the regions that are studied.

Geography: Substantive Knowledge

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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies*

Y3
&
Y4

M2

- Be able to use maps to locate countries and capitals.
- Know how to use graphs to record features such as temperature or rainfall across the world.
- Be able to use Google Earth to locate a country or place of interest.
- Be able to use the globe and maps to locate countries and describe features.
- Be able to use maps and globes to locate lines of longitude and latitude, the equator, the Northern & Southern Hemispheres, the Tropics of Cancer and Capricorn, The Arctic & Antarctic Circles, the Prime/Greenwich Meridian and time zones.

- Know and name the eight points of a compass.
- Know how to use four-figure grid references.
- Know what some of the ordnance survey symbols stand for.
- Know how to use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.

Y5
&
Y6

M3

- Know how to use graphs to record features such as temperature or rainfall across the world.
- Be able to use Google Earth to locate a country or place of interest and to follow routes, etc.
- Be able to use a range of digital mapping tools to locate places and describe features.

- Know and name the eight points of a compass.
- Know how to plan a route within the UK, using an OS map.
- Know what many of the ordnance survey symbols stand for.
- Know how to use six-figure grid references.
- Know how to use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.

Geography: Substantive Knowledge for Milestone 1

Key Knowledge for Y1/Y2 Endpoints

<p>Y1 Autumn geography unit: What is it like where I live?</p> <ul style="list-style-type: none"> • Know we live in an area called Swinton which is a town in Salford. • Know that Salford is a city in England and that England is one of the four countries in the United Kingdom. • Know that the four countries of the United Kingdom are England, Scotland, Wales and Northern Ireland. • Know the capital cities of these four countries: London, Edinburgh, Cardiff and Belfast. • Know that Swinton is a busy, built-up urban area which is part of a city. 	<p>Y1 Spring geography unit: What will we see on our journey round the world?</p> <ul style="list-style-type: none"> • Know that a continent is a large land mass. • Know that the world's seven continents are: Europe, Africa, Antarctica, Oceania, North America & South America • Know that the the city of Manaus is in the country of Brazil in the Amazon rainforest which is in the continent of South America and that rainforests are hot, wet places near the equator. • Know that city of Timbuktu is in the country of Mali in the Sahara desert which is in the continent of Africa. • Know that Poole is a coastal town in Dorset, United Kingdom. • Know that there are many cities in the different continents of the world and they many similarities as well as differences in what they are like: New York, Sydney, Beijing. 	<p>Y1 Summer geography unit: Where do different animals live?</p> <ul style="list-style-type: none"> • Know that an ocean is a large body of saltwater and there are five main oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean and Southern Ocean. • Know that a sea is a smaller body of saltwater and the main seas that surround the United Kingdom are the Irish Sea, The North sea and The English Channel. • Know that the world's very hot regions are near the equator which is an imaginary line around the middle of the earth. • Know the world's very cold regions are near the North and South poles. • Know that animals are adapted to live in different habitats around the world and that human activity can cause damage to these natural habitats.
<p>Y2 Autumn geography unit: What is the weather, seasons and climate?</p> <ul style="list-style-type: none"> • Know that climate is the expected weather in a place • Know that the seasons are a period of the year that have special climate conditions and that these change throughout the year because of the way that the earth moves around the sun, which changes the amount of sunlight we get. • Know that the United Kingdom has four seasons (spring, summer, autumn and winter) that follow one another. • Know that weather is the conditions in a place at a particular time. • Know that the seasons, together with climate and weather can shape the physical geography (such as habitats and landscapes) and human geography (such as settlement and land use) of a place. 	<p>Y2 Spring geography unit: Where does our food come from?</p> <ul style="list-style-type: none"> • Know that farming depends upon landscape and climate and this means that different areas produce different food types, for example the tropical climate in Columbia means coffee can be grown there but not in the United Kingdom. • Know that the landscape in the United Kingdom means that there is more arable and dairy farming in the low lying areas in the south-east and south of the country whilst there is more livestock hill farming in the upland areas of the north and the west. • Know that countries have to import food that they want but cannot grow. Countries that grow food to be eaten elsewhere export it. • Know that food chain describes how our food is produced and food miles describes how far the food we eat travels. 	<p>Y2 Summer geography unit: What is it like in Brazil?</p> <ul style="list-style-type: none"> • Know that Brazil is a country in South America. • Know that Brazil has a tropical climate in comparison to the United Kingdom's temperate climate because it is closer to the equator. • Know that Rio de Janerio is the second largest city in Brazil and its largest port. • Know the comparisons between what life is like in the City of Rio de Janerio and in a jungle village for the Awa tribe.

Geography: Substantive Knowledge for Milestone 2

Key Knowledge for Y3/Y4 Endpoints

<p>Y3 Autumn geography unit: Where in the world do we live?</p> <ul style="list-style-type: none"> • Know the world is a sphere and how it is represented on a 3D globe and 2D maps. • Know where the Northern & Southern hemispheres are and the names of four countries from the southern hemisphere and four countries from the northern hemisphere. • Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. • Know about lines of latitude and longitude. • Know about time zones (including day & night) and the international date line. • Know what is meant by the term tropics and the difference to the polar circles in relation to landscape, biomes and climate features. 	<p>Y3 Spring geography unit: How are climate zones and biomes linked?</p> <ul style="list-style-type: none"> • Know that the interaction between weather and climate shape the biomes that cover every part of the earth's surface. • Know that there are six main biomes: tropical rainforest, woodlands, desert (hot & cold), tundra, savannah & grasslands. • Know that there are seven main climate zones: polar, subpolar, temperate, tropical, subtropical, equatorial and subequatorial. • Know the names and locations of some of the hot deserts in the world: Sahara and Arabian Desert. • Know the names of at least 4 major capital cities across the world linked to different biomes. Panama City - Panama - tropical rainforest. Nuuk - Greenland - tundra. Baghdad - Iraq - hot desert. Nairobi - Kenya - savannah. 	<p>Y3 Summer geography unit: What is it like by the seaside?</p> <ul style="list-style-type: none"> • Know what a coastline is and the location and features of a coastal region in the UK. • Know the physical geographical processes that help shape coastlines such as waves, tides, erosion & deposition. • Know some of the the physical & human geographical features of coastal locations. • Know that human features on a coastline are interlinked with physical features. • Know that climate change and global warming is leading to rising sea levels and changes in coastal features. • Know the names of at least four European countries with a coastline and their capital cities: Portugal - Lisbon. Greece - Athens. Italy - Rome. Norway - Oslo.
<p>Y4 Autumn geography unit: Can we compare two regions in North & South America?</p> <ul style="list-style-type: none"> • Know where the North American region of Colorado is with the city of Denver in the USA, and the South American region of the Mato Grosso with city of Cuiaba is in Brazil. • Know the similarities and differences between the physical geography of the two regions with the Rockies (fold mountains created by plate tectonics with a temperate coniferous forest biome) and the Amazonian basin (rainforest biome and climate located near the equator). • Know the similarities and differences between the human geography of the two regions and cities. Both cities are of a similar size and both cities were founded on gold mining. However, both are now adapted to the landscapes they are set in. 	<p>Y4 Spring geography unit: What are the features of a river?</p> <ul style="list-style-type: none"> • Know the names and locations of at least three counties and three cities in the United Kingdom: Greater Manchester & Salford; Merseyside & Liverpool; Cheshire & Chester. • Know the 9 geographical regions of the United Kingdom. • Know where the main mountain regions of the UK are. Scotland: The Northwest Highlands, the Cairngorm Mountains, the Grampian Mountains & The Southern Uplands. England: Pennines, Lake District, Exmoor & Dartmoor. Wales: Snowdonia & Brecon Beacons. • Know the names and locations of the main rivers in the UK: River Severn, River Thames, River Trent, River Ouse, River Wye, The Clyde, River Tyne & River Mersey. • Know the three stages of a river (upper, middle and lower courses) and the features linked to each stage. • Know the link that human geography has to rivers e.g. The port features in Liverpool at the mouth of The Mersey. • Know the process of the water cycle. 	<p>Y4 Summer geography unit: Can the earth shake, rattle and roll?</p> <ul style="list-style-type: none"> • Know the link between the earth's tectonic plates and volcanoes and earthquakes. • Know where the Pacific Ring of Fire is and some of the countries, volcanoes and earthquake zones linked to it. • Know the reasons why people choose to live in volcano and earthquake zones and the link to human geographical features. • Know the names of at least 4 major capital cities in the Ring of Fire: Tokyo - Japan, Mexico City - Mexico, Santiago - Chile; Lima - Peru.

Geography: Substantive Knowledge for Milestone 3

Key Knowledge for Y5/Y6 Endpoints

Y5 Autumn geography unit: How has urban regeneration impacted upon Salford Quays?

- Know what urban regeneration is through the study of Salford Quays.
- Know where Salford Quays is within the county of Greater Manchester which is in the North West region.
- Know the nine regions that England is divided into and where the following three counties and cities are: Greater London & London, Tyne & Wear & Newcastle and West Midlands & Birmingham.
- Know the reason for Salford's growth as an industrial city linked to cotton & silk spinning during the Victorian industrial revolution and the importance of The Manchester Ship Canal linked to shipping.
- Know the reason for Salford's decline in the early 20th century as manufacturing and shipping moved elsewhere due to overseas competition.
- Know the role that redevelopment has played in reshaping Salford Quays and the changes it has brought about.

Y5 Spring geography unit: What makes the Alps a distinct region?

- Know that the Alps are a fold mountain range and how they were created.
- Know the region of Europe and the eight countries that the Alps cover.
- Know the physical features of the Alpine landscape - including those linked to glaciers.
- Know the human features of the Alpine landscape - including settlement, agriculture, industry and tourism.
- Know the linkage between the physical and human features of the Alpine region.

Y5 Summer geography unit: Where does all our stuff come from?

- Know the role trade plays in the UK economy and the importance of imports and exports to it.
- Know the names and locations of the four countries who the UK exports most to: USA, Germany, Netherlands & China.
- Know the names and locations of the four countries who import most to the UK: China, USA, Norway & France.
- Know what international trade is and forms it takes.
- Know the importance of shipping to this, the location of the Suez and Panama Canals and the following major international ports:
- Know what national trade is and the forms it takes.
- Know the importance of food miles and the issues of pollution/climate change linked to this.
- Know the importance of food security.

Y6 Spring geography unit: Why should we protect the Amazon Rainforest?

- Know what the Amazon rainforest is and where it is located.
- Know the countries that the Amazon River runs through and that border Brazil.
- Know the physical geographical features of the Amazon River and the rainforest within the Amazon basin and understand its linked climate zones and biome.
- Know why it is a location of global importance due to its rich ecosystem and the role it plays in limiting global climate change.
- Know the issues around deforestation and the conflicting views of the use of the rich natural resources found within the Amazon Basin.
- Know the human geographical features of the area, including the city of Manaus as well as the Awa tribe.
- Know the differences between the Amazon region and the United Kingdom.

Y6 Summer geography unit: What is the past, present and future of Rivington?

- Know where Rivington is located within the United Kingdom.
- Know the physical and human geographical characteristics of the area.
- Know how and why the area has changed over time.

Geography Curriculum



Progression of Vocabulary

Geography: Progression of Vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p>Recap EYFS</p> <p>Continents</p> <ul style="list-style-type: none"> Africa Antarctica Asia Oceania Europe North America South America <p>Capitals</p> <ul style="list-style-type: none"> Cardiff Belfast Edinburgh London Sydney Beijing <p>Cities</p> <ul style="list-style-type: none"> New York Manchester Salford Manaus Timbuktu Sydney Beijing <p>Oceans</p> <ul style="list-style-type: none"> Antarctic Ocean Arctic Ocean Atlantic Ocean Indian Ocean Pacific Ocean <p>Countries</p> <ul style="list-style-type: none"> United Kingdom England Scotland Wales Northern Ireland Australia China Namibia South Africa Brazil Mali <p>Towns</p> <ul style="list-style-type: none"> Poole Swinton 	<p>Recap Y1 plus:</p> <p>Oceans</p> <ul style="list-style-type: none"> North Atlantic Ocean South Atlantic Ocean <p>Seas</p> <ul style="list-style-type: none"> English Channel Irish Sea North Sea Irish Republic <p>Countries</p> <ul style="list-style-type: none"> Eire The ten countries that border Brazil: Columbia Argentina Paraguay Bolivia Peru Venezuela Guyana Uruguay French Guiana Suriname <p>Cities</p> <ul style="list-style-type: none"> Dublin Brasilia Rio De Janeiro <p>Physical Features</p> <ul style="list-style-type: none"> Amazon River Amazon Rainforest Guiana Highlands 	<p>Recap Y1 & Y2 plus:</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Equator Latitude longitude Tropics time zone International date line (IDL) Prime/Greenwich Meridian <ul style="list-style-type: none"> Hemisphere North hemisphere South hemisphere Tropic of Cancer Tropic of Capricorn Arctic Circle Antarctic Circle <p>European Countries & Capitals</p> <ul style="list-style-type: none"> Portugal - Lisbon Greece - Athens Italy - Rome Norway - Oslo <p>Countries, capitals & biomes</p> <ul style="list-style-type: none"> Panama - Panama City - tropical rainforest Greenland - Nuuk - tundra Iraq - Baghdad - hot desert Kenya - Nairobi - savannah <p>Climate Zones - 7</p> <ul style="list-style-type: none"> Polar Sub-polar Temperate Tropical Sub-tropical Equatorial Sub-equatorial <p>Biomes - 6</p> <ul style="list-style-type: none"> -Tropical rainforest -Woodlands -Desert (hot & cold) -Tundra -Grassland -Savannah <p>Hot Deserts</p> <ul style="list-style-type: none"> Arabian Australian Chihuahuan Kalahari Mojave Monte Sahara Somnoran Thar <p>Wettest place on earth</p> <ul style="list-style-type: none"> Cherrapunji - Meghalaya State India. <p>Coastal Locations</p> <ul style="list-style-type: none"> Poole - SW England. Costa Blanca - Spain. Maldives. <p>UK Regions:</p> <ul style="list-style-type: none"> North West South West 	<p>Recap Y1, Y2 & Y3 plus:</p> <p>North & South America</p> <p>Identify location of:</p> <ul style="list-style-type: none"> Canada - Ottawa. USA - Washington DC. Brazil - Brasilia. <p>North America</p> <p>City of Denver - located in Colorado on the East Coast of America in the Rocky Mountains.</p> <p>South America</p> <p>City of Cuiaba - located in the Amazonian Basin of Brazil. The capital of the central Brazilian state Mato Grosso</p> <p>UK Counties & cities</p> <ul style="list-style-type: none"> Greater Manchester - Salford Merseyside - Liverpool Cheshire - Chester <p>Ring of Fire countries & capital cities</p> <ul style="list-style-type: none"> Japan - Tokyo Mexico - Mexico City Chile - Santiago Peru - Lima <p>South America</p> <ul style="list-style-type: none"> Amazon jungle Andes Mts <p>Physical Features</p> <p>Pacific Ring of Fire</p> <p>North America</p> <p>Rocky Mountains</p> <p>UK Uplands</p> <ul style="list-style-type: none"> The NW Highlands Cairngorm Mts Grampian Mts Southern Uplands Snowdonia Brecon Beacons Lake District Peak District Exmoor Dartmoor Ben Nevis <p>UK Regions:</p> <ul style="list-style-type: none"> (Greater) London East Anglia, East Midlands North East North West South East South West West Midlands Yorkshire and the Humber <p>UK Cities</p> <ul style="list-style-type: none"> Liverpool Salford Quays 	<p>Recap Y1, Y2, Y3 & Y4 plus:</p> <p>Europe countries</p> <ul style="list-style-type: none"> Switzerland Germany Italy Lichtenstein Austria Slovenia Monaco France Netherlands <p>Mountain ranges</p> <ul style="list-style-type: none"> The Alps Mt Blanc Mer de Glace <p>International Trade</p> <ul style="list-style-type: none"> Manchester Ship Canal & Salford Quays Suez & Panama Canals Shanghai - China Singapore Shenzhen - China. <p>UK counties & cities</p> <ul style="list-style-type: none"> Greater London - London Tyne & Wear - Newcastle West Midlands - Birmingham 	<p>Recap Y1, Y2, Y3, Y4 & Y5 plus:</p> <p>North & South America</p> <p>Name and locate remaining countries and capitals of the Americas plus countries and cities on other continents that are of interest to children</p> <p>Know the location of Manaus in the state of Amazonas.</p> <p>Know the location of Rivington within the United Kingdom.</p> <p>Wider world</p> <p>Name and locate countries and cities on other continents that might be or have been in the news, such as: Ukraine, Russia, North & South Korea & Hong Kong.</p>

Geography: Progression of Vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Features	Physical features beach cliff coast grasslands rainforest desert forest hill mountain continent ocean river sea	Physical features Jungle Rainforest deforestation global warming vulnerable vegetation desert Lowland upland hilly mountain valley	Climate zones & biomes 7 climate zone names - see locational vocabulary 6 biome names - see locational vocabulary environment precipitation drought ice sheet savannah temperate tropical tundra vegetation belts monsoon vegetation fauna flora	Volcanoes & Earthquakes active ash dormant epicentre explosion fault lines lava mantel region tectonic volcanic geo-thermal	Mountains and glaciers topography glacier U-shaped valley Fold mountain ranges peak avalanche	Tropical rainforests climate change global warming greenhouse effect greenhouse gasses fossil fuels biodiversity canopy eco-system deforestation logging Environmental
	Weather & climate Hot cold Weather Equator Poles wind rain	Weather & climate seasonal seasons climate temperature atmosphere air masses humidity	Coastal features cave tide cove stack sea ice bay estuary shingle beach sandy beach	Rivers estuary gorge confluence canyon delta erosion deposition lower course meander mid-course ox-bow lake riverbed river mouth tributary upper course flood plain Waterfall source channel reaches run-off V shaped valley water-cycle ercolation precipitation		Rivington - West Pennine Moors Reservoir Moorland

Geography: Progression of Vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and field work	compass compass point direction East map North photograph South West symbol human geography physical geography area different same key plan near far	atlas beyond contains environment further technique furthest higher landmark lower frequently route scale sketch surroundings difference similarity	area atlas contour globe grid reference North-East North-West South-East South-West compare contrast	atlas contents and index classify contour lines property OS maps 4 figure grid reference trend	6 figure grid reference 8-point compass computer mapping digital mapping thematic maps	complex keys
Human Features	home abroad capital city country factory farming house journey seaside shop town village settlement urban rural remote migration transport	harbour pollution port regions land use arable farming dairy farming upland livestock farming export import food chains food miles trade Transport Push and pull factors Indigenous Favelas Poverty neighbourhood	tourism locality economy leisure	minerals economic activity employment finance industrial infrastructure renewable statistics trade links mining transport trade deforestation water supply navigation dock community waterway hydroelectric power	commercial farming deforestation country of origin fair trade retailer migration Panama Canal Suez Canal recycled consumer urban regeneration brown field green belt international national culture sustainable unsustainable eco-tourism food security	clean energy deforestation economy fossil fuels power plant regions government gross domestic product (GDP) reservoirs