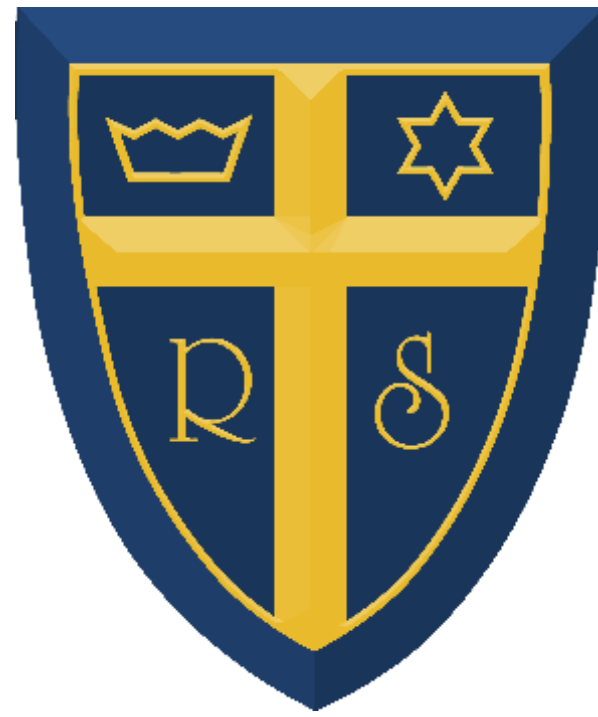




Geography

The Rosary Catholic Primary School
Progression of Knowledge and Skills in Geography



Year	Knowledge			Skills
Reception Autumn Spring Summer	Focus: Exploring Maps			Development Matters
	Early Years Outcomes (Development Matters)			Location Knowledge
	ELG: Understanding the World – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps			• Draw information from a simple map. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand that some places are special to members of their community.
	Contributing towards: What is it like here? (year 1)			
	Objective	Sticky Knowledge	Key Vocabulary	Place Knowledge
	To find and name familiar features on maps.	A map is used to show you locations and places. It shows you where things are.	Map: is a drawing of all or part of Earths surface. Feature: something is an interesting or important part or characteristic of it. Identify: to know and say who someone is or what something is.	• Recognise some environments that are different from the one in which they live. • Recognise some similarities and differences between life in this country and life in other countries.
	To consider shapes and positions of features when making a map.	Google maps show us real locations from above.	Aerial: when we look at something from above. Bird’s eye view: a view from a high angle as if seen by a bird in flight. Above: a higher place.	Human And Physical Geography
	To build and describe a model of a familiar place.	You can make a map using a variety of resources.	Town: a area where people live.(a small place) Village: a small settlement unusually found in a rural setting.	• Explore the natural world around them. • Understand the effect of changing seasons on the natural world around them.
	To describe a journey using found objects as prompts.	Indigenous peoples would make journey sticks as a storytelling device, attaching items of meaning to their sticks in a chronological order	Journey: Travel to and from a location. Route: a line of travel Direction: An example of direction is when you go right and left	Geographical Skills and Fieldwork
	To explore a range of maps	There are many types of maps we can use.	Find: To discover something Search: to look into or over carefully or thoroughly in an effort to find or discover something.	• Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand that some places are special to members of their community. • Draw information from a simple map.
To apply their knowledge of maps to make their own.	Maps need to have key features on them.	Place: is a location (see above key vocab)		
	Assessment Tasks:	Assessing Sticky Knowledge Children to create a variety of maps and talk about the features.	Assessing Key Vocabulary Through presentation children use key vocab to	



Year	Knowledge			Skills
Reception Autumn Spring Summer	<u>Focus: Outdoor Adventures</u> <u>Early Years Outcomes (Development Matters)</u> ELG: Understanding the World – - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <u>Contributing towards: What is the weather like in the UK (Year 1)</u>			<u>Location Knowledge</u> - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different from the one in which they live. - Understand that some places are special to members of their community. <u>Place Knowledge</u> - Recognise some environments that are different from the one in which they live. <u>Human And Physical Geography</u> - Describe what they see, hear and feel whilst outside. - Explore the natural world around them. - Understand the effect of changing seasons on the natural world around them. <u>Geographical Skills and Fieldwork</u> - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Understand that some places are special to members of their community. - Draw information from a simple map.
	Objective	Sticky Knowledge	Key Vocabulary	
	To use the senses to explore natural materials.	We can explore nature outside	Natural: of or produced by nature; not made by humans. Senses: The seasons are four different times during the year with different types of weather.	
	To make observations of natural materials in the world around them.	Observational drawing is drawing what can see.	Look: see, gaze, or spy Notice: attention; observation See: look at Observe: to watch and sometimes also listen to (someone or something) carefully	
	To describe the effects of different weather conditions.	Different weathers have different conditions. (E.G rain is wet, sunny is warm/hot etc)	Weather: the state of the atmosphere at any given time	
	To use the senses to observe and talk about experiences whilst outside.	We can use our senses to describe what we see, hear, touch, smell.	See lesson one words and consolidate	
	To begin to notice some of the features of the changing seasons.	Seasons change and have different features. (Spring new life and growth, summer warm and sunny, winter cold and some plants hibernate, autumn some trees leaves change colour and fall off.)	Autumn: the season when warm summer temperatures gradually decrease to the cold of winter Spring: the season when cold winter temperatures gradually rise to the warmth of summer Summer: the warmest season of the year Winter: one of the four seasons in the Northern Hemisphere, where it takes place from the beginning of December to the beginning of March	
	To begin to recognise seasonal weather conditions.	Different seasons have different weather conditions. (winter-cold/icy, Spring- wet, Summer- warm and sunny, Autumn- windy and wet)	Words related to the senses and the seasons (e.g. cold, frosty, hot, sunny, wet, etc.)	
	Assessment Tasks	Assessing Sticky Knowledge: Children to create art work relating to the seasons and can talk about what they have done.	Assessing Key Vocabulary Children to be observed using the vocabulary during sessions, explaining what they can see etc.	

Whole School Geography Curriculum



Year	Knowledge			Skills
Year 1 Autumn	<i>Focus: What it is like here?</i> <i>National Curriculum Knowledge</i> ✓ Locational Knowledge ✓ Human and Physical Geography <i>National Curriculum Knowledge</i> Use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <i>Prior Learning: Exploring Maps and Outdoor Adventures (EYES)</i> <i>Contributing towards: What is the weather like in the UK? (Year 1)</i>			<i>Human and physical geography</i> • Recognising some human features in their locality. • Recognising some physical features in their locality. <i>Geographical skills and fieldwork</i> • Using an atlas to locate the UK. • Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). • Responding to instructions using directional language to follow routes • Recognising basic human features on aerial photographs. • Recognising basic physical features on aerial photographs. • Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. • Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. • Using simple picture maps and plans to move around the school. • Asking questions about the world around them. • Commenting on the features they see in their school and school grounds on a walk around the respective places. • Asking and answering simple questions about the features of their school and school grounds. • Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. • Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.
	Lesson	Sticky Knowledge	Key Vocabulary	
	1: Where in the world are we? To locate the school on an aerial photograph.	I live in the country of England in the town of Stroud.	Aerial view: An aerial view is one from above.	
	2: What can we see in our classroom? To create a map of the classroom.	A map is a picture of a place from above.	Atlas: A book of maps.	
	3: What can we find in our school grounds? To locate key features of the playground.	Maps help to find our way around. Words like forward, backwards, left and right help us to travel to places pictured on maps	Directional language: Words that tell you where something is located in relation to something else.	
	4: Where are the different places in our school? To draw a simple map.	A symbol is a mark that represents a feature on a map.	Key: A list of symbols on a map that explain what each symbol represents.	
	5: How do we feel about our playground? To investigate how we feel about our playground.	People have different opinions on how things might be improved.	Questionnaire: A set of questions used to get information from people.	
	<i>Assessment Tasks:</i> What is it like here?	Assessing Sticky Knowledge: Children to create a map of their ideal garden using symbols in a key. Explain which items are near to each other or far. Answer quiz questions online.	Assessing Key Vocabulary: Class Bingo	
	See also: Knowledge organiser.			



Year	Knowledge		Skills
Year 1 Spring	<i>Focus: What is the weather like in the UK?</i> <i>National Curriculum Knowledge</i> ✓ Human and Physical Geography <i>National Curriculum Knowledge</i> Use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <i>Prior Learning: Exploring Maps and Outdoor Adventures (EYFS)</i> <i>Contributing towards: Would you prefer to live in a hot or cold place? (Year 1)</i>		<i>Locational</i> • Showing on a map which continent they live in. • Locating the four countries of the United Kingdom (UK) on a map of this area. • Showing on a map which country they live in and locating its capital city. <i>Human and physical geography</i> • Describing how the weather changes with each season in the UK. • Confidently using the vocabulary 'season' and 'weather'. • Describing the daily weather patterns in their locality. • Recognising some physical features in their locality. <i>Geographical skills and fieldwork</i> • Recognising local landmarks on aerial photographs. • Using simple picture maps and plans to move around the school. • Asking questions about the world around them. • Commenting on the features they see in their school and school grounds on a walk around the respective places. • Asking and answering simple questions about the features of their school and school grounds. • Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.
	Lesson	Sticky Knowledge	Key Vocabulary
	1: Where is the UK? To locate the four countries of the UK	Use an atlas to locate England, Wales, Scotland and Northern Ireland. These countries make up the United Kingdom.	Country: A land or nation with its own government.
	2: What are the four seasons? To identify seasonal changes in the UK.	The four seasons are spring, summer, autumn and winter. Summer is warm and winter is cold.	Season: One of four parts of a year, marked by the weather conditions. Weather: The short-term conditions in a particular place.
	3: What are the compass directions? To identify the four compass directions	The four compass directions are north, east, south and west (using a mnemonic if necessary). North points upwards on a map.	Compass: An instrument with a pointer showing the direction of magnetic north.
	4: What is the weather like today? To investigate daily weather patterns.	The weather can be measured in different ways: temperature, rain fall, wind strength.	Thermometer: An instrument for measuring temperature. Rain gauge: An instrument that measures the volume of rain in a given amount of time Weather vane: An instrument which shows the direction of the wind.
	5: Is the weather the same everywhere in the UK? To identify daily weather patterns in the UK.	The weather is sometimes the same everywhere in the UK but often different.	City: A large settlement with millions of people living in it. Capital city: A city where the country's government is located.
	<i>Assessment Tasks</i> How do people prepare for the weather?	Assessing Sticky Knowledge Have 2 boxes – one for summer and another for winter. Children to draw the weathers most common in those seasons. Under, they can write what they would wear in that season.	Assessing Key Vocabulary Match definition to key vocab.
	See also: Knowledge organiser.		



Whole School Geography Curriculum

Year	Knowledge			Skills
Year 1 Summer	<i>Focus: Would you prefer to live in a hot or cold place?</i> <u>National Curriculum Knowledge</u> ✓ Locational Knowledge ✓ Human and Physical Geography <u>National Curriculum Knowledge</u> Use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <u>Prior Learning: What is the weather like in the UK? (Year 1)</u> <u>Contributing towards: What makes our natural world wonderful? (Year 2)</u>			<u>Locational</u> • Locating all the world's seven continents on a world map. <u>Place knowledge</u> • Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. • Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. • Describing what physical features may occur in a hot place in comparison to a cold place. <u>Human and physical geography</u> • Locating some hot and cold areas of the world on a world map. • Locating the Equator and North and South Poles on a world map. • Locate some countries with hot or cold climates on a world map • Locating hot and cold areas of the world in relation to the Equator and the North and South Poles <u>Geographical skills and fieldwork</u> • Using a world map, globe and atlas to locate all the world's seven continents on a world map. • Using locational language and the compass points (N,S,E,W) to describe the locations of features on a map. • Recognising human features on aerial photographs and plan perspectives. • Recognising physical features on aerial photographs and plan perspectives. • Recognising there are different ways to answer a question. • Asking and answering simple questions about human and physical features of the area surrounding their school grounds.
	Lesson	Sticky Knowledge	Key Vocabulary	
	1: Where are the continents? To name and locate the seven continents.	The seven continents: Asia, Africa, North America, South America, Antarctica, Europe, Australia.	Continent: A large land mass.	
	2: Where are the coldest places on Earth? To locate the North and South Poles.	Locate the North and South Pole and know these are the coldest places on earth.	Globe: A spherical object representing the Earth.	
	3: Where is the Equator? To locate the Equator on a world map.	The Equator is an imaginary line around the middle of the Earth.	Equator: An imaginary line around the middle of the Earth, halfway between the North and South Poles.	
	4: What is life like in a hot place? To compare the UK and Kenya.	Cities in Kenya are very similar to cities in the UK even though the temperatures are very different. Physical features e.g. grass colour and animals are different.	Physical feature: A landform that occurs naturally on Earth. Human feature: A large feature that was built by people, e.g. a road or bridge.	
	5: Do we live in a hot or cold place? To investigate local weather conditions.	The UK is warmer in summer and colder in winter. The weather constantly changes and we can get rain, wind and sun in all seasons. This is because we do not live in a hot or cold place. – we are between the equator and the North pole.	Polar: A region with cool summers and very cold winters. Mild: Weather that is not too hot, too cold, too humid or rainy. Tropical: A region that is warm.	
	<u>Assessment Tasks</u> Would you prefer to live in a hot or cold place?	Assessing Sticky Knowledge Draw features of a hot place in one box and a cold place in the other. Answer whether they would prefer to live in a hot or cold place and why – linking the why to features of that environment.	Assessing Key Vocabulary Multiple Choice Quiz	
	See also: Knowledge organiser.			



Whole School Geography Curriculum

Year	Knowledge		Skills																				
Year 2 Autumn	<i>Focus: What makes our natural world wonderful?</i>		<i>Locational</i>																				
	<i>National Curriculum Knowledge</i>																						
	✓ Locational Knowledge		• Locating all the world’s seven continents on a world map.																				
	✓ Human and Physical Geography		• Locating the world’s five oceans on a world map.																				
	<i>National Curriculum Knowledge</i>		• Showing on a map the oceans nearest the continent they live in.																				
	Use basic geographical vocabulary to refer to:		• Confidently locating the capital cities of the four countries of the UK on a map of this area.																				
	• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		• Showing on a map the city, town or village where they live in relation to their capital city.																				
	• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		• Identifying characteristics (both human and physical) of the four capital cities of the UK.																				
	<i>Prior Learning: Would you prefer to live in a hot or cold place? (Year 1)</i>																						
	<i>Contributing towards: What is it like to live by the coast? (Year 2)</i>		<i>Human and Physical</i>																				
			• Locating some hot and cold areas of the world on a world map.																				
		• Locating the Equator and North and South Poles on a world map.																					
		• Describing the key physical features of a coast using subject specific vocabulary.																					
		• Describing the key human features of a coastal town using subject specific vocabulary.																					
		<i>Geographical Skills and Fieldwork</i>																					
		• Showing on a map the oceans nearest the continent they live in.																					
		• Confidently locating the capital cities of the four countries of the UK on a map of this area.																					
		• Identifying characteristics (both human and physical) of the four capital cities of the UK.																					
		• Showing on a map the city, town or village where they live in relation to their capital city.																					
		• Using an atlas to locate the four capital cities of the UK.																					
		• Using a world map, globe and atlas to locate all the world’s seven continents on a world map.																					
		• Using a world map, globe and atlas to locate the world’s five oceans.																					
		• Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.																					
		• Recognising human features on aerial photographs and plan perspectives.																					
		• Drawing a map and using class agreed symbols to make a simple key.																					
<table><tr><th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocabulary</th></tr><tr><td>1: What are some of the UK’s amazing features and landmarks? To identify geographical characteristics of the UK.</td><td>The four capital cities of the UK are London, Edinburgh, Cardiff and Belfast.</td><td>Location: A particular place or position. Locate: To discover the position of something.</td></tr><tr><td>2: Where are some of the world’s most amazing places? To locate some of the world’s most amazing places.</td><td>Most countries have a landmark (an easily recognisable feature). For example, the amazon rainforest in Brazil and the Great Pyramid of Giza in Egypt.</td><td>Landmark: An easily recognisable feature.</td></tr><tr><td>3: Where are our oceans? To know the names of the five oceans and locate them on a map.</td><td>The five oceans are the Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean and Southern Ocean.</td><td>Sea: A smaller body of salt water beside land. Ocean: A large expanse of salt water.</td></tr><tr><td>4: What is amazing about our local area? To understand how to draw human and physical features on a sketch map.</td><td>In Stroud, we have human and physical features such as a church, a park, a canal and a train station.</td><td>OS map: Ordnance Survey create maps for Great Britain.</td></tr><tr><td>5: Why are natural habitats special? To investigate local habitats and record findings.</td><td>Name plants and animals found around our school grounds. (E.g. squirrels, magpies, hedgehogs, grass, brambles).</td><td>Fieldwork: Collecting data outside of the classroom to answer an enquiry question. Tally chart: A table used to collect data.</td></tr><tr><td><i>Assessment Tasks</i> Why is our world wonderful?</td><td>Assessing Sticky Knowledge: Name and locate the 7 continents, 5 oceans and 4 countries and capital cities of the UK. Recall some human and physical features from around the world. Writing task: Why is our world wonderful?</td><td>Assessing Key Vocabulary: Word and Definition Bingo</td></tr></table>			Lesson	Sticky Knowledge	Key Vocabulary	1: What are some of the UK’s amazing features and landmarks? To identify geographical characteristics of the UK.	The four capital cities of the UK are London, Edinburgh, Cardiff and Belfast.	Location: A particular place or position. Locate: To discover the position of something.	2: Where are some of the world’s most amazing places? To locate some of the world’s most amazing places.	Most countries have a landmark (an easily recognisable feature). For example, the amazon rainforest in Brazil and the Great Pyramid of Giza in Egypt.	Landmark: An easily recognisable feature.	3: Where are our oceans? To know the names of the five oceans and locate them on a map.	The five oceans are the Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean and Southern Ocean.	Sea: A smaller body of salt water beside land. Ocean: A large expanse of salt water.	4: What is amazing about our local area? To understand how to draw human and physical features on a sketch map.	In Stroud, we have human and physical features such as a church, a park, a canal and a train station.	OS map: Ordnance Survey create maps for Great Britain.	5: Why are natural habitats special? To investigate local habitats and record findings.	Name plants and animals found around our school grounds. (E.g. squirrels, magpies, hedgehogs, grass, brambles).	Fieldwork: Collecting data outside of the classroom to answer an enquiry question. Tally chart: A table used to collect data.	<i>Assessment Tasks</i> Why is our world wonderful?	Assessing Sticky Knowledge: Name and locate the 7 continents, 5 oceans and 4 countries and capital cities of the UK. Recall some human and physical features from around the world. Writing task: Why is our world wonderful?	Assessing Key Vocabulary: Word and Definition Bingo
Lesson	Sticky Knowledge	Key Vocabulary																					
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<i>See also: Knowledge organiser.</i>																							

Whole School Geography Curriculum



Year	Knowledge		
Year 2 Spring	<i>Focus: What is it like to live in Shanghai?</i> <u>National Curriculum Knowledge</u> ✓ Locational Knowledge ✓ Human and Physical Geography <u>National Curriculum Knowledge</u> Use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <i>Prior Learning: What is the weather like in the UK? (Year 1)</i> <i>Contributing towards: Are all settlements the same? (Year 3)</i>		<u>Locational knowledge</u> • Locating two of the world's seven continents on a world map. • Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. • Showing on a map which continent they live in. <u>Place knowledge</u> • Naming some key similarities between their local area and a small area of a contrasting non-European country • Naming some key differences between their local area and a small area of a contrasting non-European country. <u>Human and physical geography</u> • Using an atlas to locate the UK • Using directional language to describe features on a map in relations to other features (real or imaginary) • Beginning to use the compass points (N,S,E,W) to describe the location of features on a map. • Recognising local landmarks on aerial photographs. • Recognising basic human features on aerial photographs • Recognising basic physical features on aerial photographs. • Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. • Adding labels to sketch maps. • Asking questions about the world around them.
	Lesson	Sticky Knowledge	Key Vocabulary
	1: What can we see in our local area? To recognise physical and human features.	In Stroud we have human features such as a church, shops and houses. We have physical features like hills and streams.	Human feature: A large feature that was built by people, such as a road, bridge or town. Physical feature: A landform that occurs naturally on Earth, such as a river, hill or beach.
	2: Can we map our local area? To draw a sketch map.	A sketch map is a simple drawing used to roughly show a place. It doesn't use exact measurements or present things to scale.	Scale: Maps are aps are small - scale representations of a place.
	3: Where in the world is China? To name and locate some continents on a world map.	China is in the continent of Asia.	Consolidation from Year 1 Atlas: A book of maps. Country: A land or nation with its own government. Continent: A large land mass.
	4: What can you see in China? To identify physical and human features of a non-European country.	Physical features of China are mountains, rivers and desert. Human features of China are shops, farms and the Great Wall of China.	Consolidation from Year 1 City: A large settlement with millions of people living in it.
	5: What is Shanghai like? To describe what it is like in Shanghai.	Shanghai is on the coast. It had a large river that leads into the ocean. There are many talk buildings called skyscrapers.	Metro: An underground railway in a city. Port: A docking place for ships in the ocean, a river or lake. Skyscraper: A very tall building.
	<u>Assessment Tasks</u> What's it like to live in Shanghai?	Assessing Sticky Knowledge: Children to draw and label an image of Shanghai and write a description. Kapow Unit Quiz	Assessing Key Vocabulary: Match Vocabulary to Definition
	<i>See also: Knowledge organiser.</i>		



Whole School Geography Curriculum

Year	Knowledge		Skills
Year 2 Summer	<i>Focus: What is it like to live by the coast?</i>		<i>Locational Knowledge</i> - Locating the world's five oceans on a world map. - Showing on a map the oceans nearest the continent they live in.
	<i>National Curriculum Knowledge</i> ✓ Locational Knowledge ✓ Human and Physical Geography		<i>Human and physical geography</i> - Describing the key physical features of a coast using subject specific vocabulary. - Describing and understanding the differences between a city, town and village. - Describing the key human features of a coastal town using subject specific vocabulary.
	<i>National Curriculum Knowledge</i> Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		<i>Geographical skills and fieldwork</i> - Recognising why maps need a title. - Using an atlas to locate the four capital cities of the UK. - Using a world map, globe and atlas to locate the world's seven continents on a world map. - Using a world map, globe and atlas to locate the world's five oceans. - Using locational language and the compass points (N,S,E,W) to describe the location of features on a map. - Using locational language and the compass points (N,S,E,W) to describe the route on a map. - Using a map to follow a prepared route. - Recognising human features on aerial photographs and plan perspectives. - Recognising physical features on aerial photographs and plan perspectives. - Drawing a map and using class agreed symbols to make a simple key. - Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. - Finding a given OS symbol on a map with support. - Beginning to draw objects to scale (eg. show the school playground is smaller than the school or school field) - Using an aerial photograph to draw a simple sketch map using absic symbols for a key.
	<i>Prior Learning: What makes our natural world wonderful? (Year 2)</i>		
	<i>Contributing towards: Are all settlements the same? (Year 3)</i>		
	Lesson	Sticky Knowledge	Key Vocabulary
	1: Where are the seas and oceans surrounding the UK? To locate the seas and oceans surrounding the UK.	The seas and oceans of the UK are the Atlantic Ocean, North Sea, English Channel and the Irish Sea.	Island: An area of land surrounded by sea.
	2: What is the coast? To explain what the coast is.	A coast as a piece of land along the sea or ocean.	Coastline: Where the sea meets the land.
	3: What are the features of the Jurassic Coast? To identify the physical features of the coast.	The Jurassic Coast is in the South of England. There are steep cliffs, and rock formations including arches and stacks.	Cliff: A steep rock face. Arch: A natural landform made from rock. Stack: A steep column of rock.
	4: How do people use Weymouth? To identify human features on the coast.	Human features you might see on the coast are a train station, car parks, hotels and a harbour.	Tourist: A person who travels to a place for leisure. Tourism: The industry which is supported by tourists.
	5: How do people use our local coast? To investigate how people use the local coast.	Data collection is important in geographical investigations.	Data collection: Gathering information, which can be used to answer questions or spot patterns.
	<i>Assessment Tasks</i> What is it like to live by the Coast?	Assessing Sticky Knowledge: Summarise their learning using visual aids. Kapow Unit Quiz	Assessing Key Vocabulary: Multiple Choice Quiz
	<i>See also: Knowledge organiser.</i>		

Whole School Geography Curriculum



Year	Knowledge	Skills																					
Year 3 Autumn	<i>Focus: Who lives in Antarctica?</i> <i>National Curriculum Knowledge</i> ✓ Locational Knowledge ✓ Human and Physical Geography <i>Prior Learning: Would you prefer to live in a hot or cold place? (Year 1)</i> <i>Contributing towards: Would you like to live in the desert? (Year 3)</i> <table border="1"> <thead> <tr> <th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocabulary</th></tr> </thead> <tbody> <tr> <td> 1: What is climate? To understand the position and significance of lines of latitude. </td><td>A climate zone is a belt-shaped area of the earth with similar weather patterns.</td><td>Climate zone: Areas of the world grouped together that have a similar climate.</td></tr> <tr> <td> 2: Where is Antarctica? To describe the location and physical features of Antarctica. </td><td>Antarctica is in the Antarctic circle. It has a cold climate. It has different length of daylight at different times of year and it changes in changing size.</td><td>Iceberg: Large, floating chunks of ice that break off a glacier.</td></tr> <tr> <td> 3: Who lives in Antarctica? To describe the human features of Antarctica. </td><td>Human features of Antarctica include research stations. There is no permanent population and no country owns Antarctica.</td><td>Wilderness: An unexplored, uninhabited place.</td></tr> <tr> <td> 4: Who was Shackleton? To use four-figure grid references to plot Shackleton's route to Antarctica. </td><td>Shackleton made three different attempts to get to and explore Antarctica. He wanted to be the first person to cross the continent.</td><td>Four-figure grid reference: Numbers used to find a particular point on a grid on a map.</td></tr> <tr> <td> 5: Can we plan an expedition around school? To plan a simple route on a map using compass points. </td><td>An expedition is a journey undertaken by a group of people with a particular purpose, especially that of exploration, research, or war.</td><td>Eight points of the compass: north, east, south, west, north-east, south-east, south-west, north-west</td></tr> <tr> <td> <i>Assessment Tasks</i> Who lives in Antarctica? </td><td>Assessing Sticky Knowledge: Balloon debate- which of these facts/people/evidence is the most important and why.</td><td>Assessing Key Vocabulary: Match definition with the key words</td></tr> </tbody> </table> <i>See also: Knowledge organiser.</i>	Lesson	Sticky Knowledge	Key Vocabulary	1: What is climate? To understand the position and significance of lines of latitude.	A climate zone is a belt-shaped area of the earth with similar weather patterns.	Climate zone: Areas of the world grouped together that have a similar climate.	2: Where is Antarctica? 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An expedition is a journey undertaken by a group of people with a particular purpose, especially that of exploration, research, or war.	Eight points of the compass: north, east, south, west, north-east, south-east, south-west, north-west	<i>Assessment Tasks</i> Who lives in Antarctica?	Assessing Sticky Knowledge: Balloon debate- which of these facts/people/evidence is the most important and why.	Assessing Key Vocabulary: Match definition with the key words	<i>Locational</i> - Locating some countries in Europe and North and South America using maps. - Locating some key physical features in countries studied on a map including significant environmental regions. - Locating some key human features in countries studied. - Finding the position of the Equator and describing how this impacts our environmental regions. - Finding lines of latitude and longitude on a globe and explaining why these are important. - Identifying the position of the Tropics of Cancer and Capricorn and their significance. - Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. - Identifying the position and significance of both the Arctic and Antarctic Circle. <i>Place Knowledge</i> - Describing and beginning to explain similarities between two regions studied. Place knowledge - Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. - Discussing climates and their impact on trade, land use and settlement. - Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. <i>Human and physical features</i> - Describing where volcanoes, earthquakes and mountains are located globally. <i>Geographical skills and fieldwork</i> - Beginning to use maps at more than one scale. - Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. - Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. - Using the scale bar on a map to estimate distances. - Finding countries and features of countries in an atlas using contents and index. - Zooming in and out of a digital map - Accurately using 4-figure grid references to locate features on a map in regions studied. - Beginning to locate features using the 8 points of a compass. - Making and using a simple route on a map - Observing, recording, and naming geographical features in their local environments.
Lesson	Sticky Knowledge	Key Vocabulary																					
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Whole School Geography Curriculum



Year	Knowledge			Skills
Year 3 Spring	Focus: Why do people live near volcanoes?			Locational Knowledge
	National Curriculum Knowledge			
	✓ Locational Knowledge			
	✓ Human and Physical Geography			
	Prior Learning: What makes our natural world wonderful? (Year 2)			
	Contributing towards: What is life like in the Alps? (Year 5)			
	Lesson	Sticky Knowledge	Key Vocabulary	
	1: How is the Earth constructed? To name and describe the layers of the Earth.	The names and the order of the four layers of the Earth: Crust, mantle, outer core, inner core.	Crust: The outer layer of the Earth where all life is.	
	2: Where are mountains found? To explain how and where mountains are formed.	Most mountains are formed and found on or near plate boundaries.	Tectonic plate: A piece of the Earth’s crust. Plate boundary: Where two tectonic plates meet.	Place knowledge
	3: Why and where do we get volcanoes? To explain why volcanoes happen and where they occur.	Volcanoes form when two plates come together, internal pressure causes magma to rise out the top.	Magma chamber: An area filled with magma underneath a volcano.	
4: What are the effects of a volcanic eruption? To recognise the negative and positive effects of living near a volcano.	There can be positive as well as negative effects of a volcanic eruption (rich, fertile soil, new land over time, tourism vs. people killed, forests, farmlands and homes destroyed, pollution, livestock killed)	Positive effects: When something is made better. Negative effects: When something is made worse.	Human and physical geography	
5: What are earthquakes and where do we get them? To explain what earthquakes are and where they occur.	Earthquakes happen along plate boundaries.	Earthquake: A shaking of the ground caused by moving tectonic plates.		
Assessment Tasks Why do people live near volcanoes?	Assessing Sticky Knowledge: Workbook reflections “At the end of this unit/study” the most important thing I learnt was...	Assessing Key Vocabulary Vocabulary bingo		
See also: Knowledge organiser.				
				</

Whole School Geography Curriculum



Year	Knowledge		Skills
Year 3 Summer	<i>Focus: Are all settlements the same?</i> <i>National Curriculum Knowledge</i> ✓ Locational Knowledge ✓ Human and Physical Geography <i>Prior Learning: What is it like to live by the coast? (Year 2)</i> <i>Contributing towards: Where does our food come from? (Year 4)</i>		<i>Locational Knowledge</i> - Locating some major cities of the countries studied. - Locating key physical features in countries studied including significant environmental regions. - Locating some key human features in countries studied. - Locating some counties in the UK (local to your school). - Locating some cities in the UK (local to your school). - Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK - Describing how a locality has changed over time, giving examples of both physical and human features
	Lesson	Sticky Knowledge	Key Vocabulary
	1: What is a settlement? To describe different types of settlements.	There are different types of settlement: cities, town and villages.	Settlement: A community where people live.
	2: How is land used in my local area? To identify the human and physical features in the local.	The land around Stroud is mainly used for agriculture, but in Stroud it is mainly residential and commercial.	Agricultural land: Land used for farming, cattle and crops. Residential land: Land used for houses and homes. Commercial land: Land used for buildings aimed at making money
	3: Can I explain the location of features in my local area? To discuss why physical and human features are in particular locations.	The hills and rivers around Stroud were important for early industry and trade routes developed including the canal and railway, for the delivery of coal and distribution of textiles.	Transport: A way of getting something from one place to another
	4: How has my local area changed over time? To describe how land use in the local area has changed.	Features of Stroud that have changed over time, include the loss of working mills and Brimscombe Port, and the arrival of the by-pass Doctor Newton's Way.	Compare: To find the similarities and differences between two things.
	5: How is land used in New Delhi? To identify land use in New Delhi.	Land in New Delhi is used for commercial purposes. There are many markets and an underground railway. There are lots of gardens, places of worship and places for tourism.	Memorial: A statue or structure to remind people of a person or event. Metro: An underground railway.
	<i>Assessment Tasks</i> Are all settlements the same?	Assessing Sticky Knowledge: Question 'tennis' Children ask questions of one another about an essential question, topic, or selected text. Questions initiate a conversation that continues with a series of responses and additional questions.	Assessing Key Vocabulary: Write your own definition for.....
	<i>See also: Knowledge organiser.</i>		<i>Place Knowledge</i> - Describing and beginning to explain similarities between two regions studied. - Describing and beginning to explain differences between two regions studied. - Discussing how and why humans have responded in different ways to their local environments. - Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. <i>Human and physical geography</i> - Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities - Describing and understanding types of settlement and land use. - Explaining why a settlement and community has grown in a particular location. - Explaining why different locations have different human features - Explaining why people might prefer to live in an urban or rural place <i>Geographical skills and fieldwork</i> - Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. - Using a simple key on their own map to show an example of both physical and human features. - Following a route on a map with some accuracy. Geographical skills and fieldwork - Saying which directions are N, S, E, W on an OS map. - Making and using a simple route on a map. - Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. - Beginning to choose the best approach to answer an enquiry question. - Mapping land use in a small local area using maps and plans.

Whole School Geography Curriculum



Year	Knowledge		Skills
Year 4 Autumn	<i>Focus: What are rivers and why are they important to us?</i> <i>National Curriculum Knowledge</i> ✓ Locational Knowledge ✓ Human and Physical Geography <i>Prior Learning: What is it like to live by the coast? (Year 2)</i> <i>Contributing towards: Why do oceans matter? (Year 5)</i>		<i>Locational Knowledge</i> - Locating some countries in Europe and North and South America using maps. Locational knowledge - Locating some major cities of the countries studied. - Locating key physical features in countries studied including significant environmental regions. - Locating the world's most significant mountain ranges on a map and identifying any patterns - Locating some of the world's most significant rivers and identifying any patterns. - Locating some cities in the UK (local to your school). - Beginning to locate the twelve geographical regions of the UK - Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. <i>Place Knowledge</i> - Describing how and why humans have responded in different ways to their local environments. <i>Human and physical geography</i> - Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. - Describing where volcanoes, earthquakes and mountains are located globally. - Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. - Describing how humans use water in a variety of ways. - Describing and understanding types of settlement and land use. - Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features <i>Geographical skills and fieldwork</i> - Beginning to use maps at more than one scale. - Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. - Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. - Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. - Accurately using 4-figure grid references to locate features on a map in regions studied. - Beginning to locate features using the 8 points of a compass. - Using a simple key on their own map to show an example of both physical and human features. - Following a route on a map with some accuracy. - Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. - Taking digital photos and labelling or captioning them. - Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. - Beginning to use a simplified Likert Scale to record their judgements of environmental quality
	Lesson	Sticky Knowledge	Key Vocabulary
	1: What is the water cycle? To describe how the water cycle works.	The water cycle is follows the cycle of evaporation, condensation, precipitation and river formation.	Evaporation: The process in which warm water turns from a liquid to a gas in the air (water vapour). Condensation: Small water droplets formed when warm air rises and cools down.
	2: How is a river formed? To recognise the features and course of a river.	Water percolates through the soil, after precipitation, and will always flow downhill, taking the easiest way down. Eventually rivers form and flow to the sea.	Precipitation: Water that falls from clouds to the ground, including rain, sleet, snow and hail. Percolation: Water moving into the ground through small holes in the soil.
	3: Where can we find rivers? To name and locate some of the world's longest rivers.	Rivers are represented in maps as thin blue lines, labelled with the river's name (or "R" for River)	Represent: To use a symbol to show a feature.
	4: How are rivers used? To describe how rivers are used.	Rivers are used as transport routes (leisure of trading), habitats for wildlife, water for agriculture and energy sources.	Renewable energy: Energy generated from a source that is continuous, such as wind or water.
	5: What can we find out about our local river? To identify and locate human and physical features on a map.	The River Severn is located due East, starting out as small streams in Wales. It meets the sea near Bristol.	Tributary: A stream that flows into a larger stream or river. River mouth: The place where a river flows into the sea.
	Assessment Tasks What are rivers and why are they important to us?	Assessing Sticky Knowledge: List uses of rivers; explain why rivers are part of the water cycle.	Assessing Key Vocabulary Label a picture of water cycle with key vocabulary; complete 2 sentences.
	See also: Knowledge organiser.		



Year	Knowledge		Skills
Year 4 Spring	Focus: <i>Where does our food come from?</i>		<i>Locational Knowledge</i>
	National Curriculum Knowledge		- Locating key physical features in countries studied including significant environmental regions. Locating some key human features in countries studied. - Locating some countries in Europe and North and South America using maps - Finding the position of the Equator and describing how this impacts our environmental regions. - Identifying the position of the Tropics of Cancer and Capricorn and their significance. - Identifying the position and significance of both the Arctic and Antarctic Circle.
	✓ Locational Knowledge		
	✓ Human and Physical Geography		
	Prior Learning: <i>Are all settlements the same? (Year 3)</i>		
	Contributing towards: <i>Why does population change? (Year 6)</i>		
	Lesson	Sticky Knowledge	<i>Place Knowledge</i>
	1: How can our food choices impact the environment? To describe how the water cycle works.	Eating less meat will reduce greenhouse gasses. Vegetables are the most environmentally friendly food. Food miles means how far a product travels to get to us. Waste is harmful.	- Describing and beginning to explain similarities between two regions studied. Place knowledge - Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing climates and their impact on trade, land use and settlement. - Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
	2: What does it mean to trade responsibly? To recognise the features and courses of a river.	Fair trade gives more control and more profit to local farmers. Working conditions are better.	
	3: How do we get our chocolate? To name and locate some of the world's longest rivers.	Chocolate comes from (cacao beans) and can describe the journey of a bean from Cote d'Ivoire.	
	4: Where does our food come from? To describe how rivers are used.	I know that 'Made in...', 'Produced in...' and 'Grown in...' tell me the source of a food product. E.g. coffee from Brazil, tea from China, bananas from India.	<i>Human and physical geography</i> - Mapping and labelling the seven biomes on a world map - Understanding some the causes of climate change - Describing and understanding types of settlement and land use. - Explaining why a settlement and community has grown in a particular location. - Explaining why different locations have different human features. - Explaining why people might prefer to live in an urban or rural place. - Describing how humans can impact the environment both positively and negatively, using examples
	5: Are our school dinners locally sourced? To identify and locate human and physical features on a map.	There are different types of data that can be collected: quantitative and qualitative	<i>Geographical skills and fieldwork</i> - Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. - Making digital audio recordings for a specific purpose. - Designing a questionnaire/interview to collect qualitative fieldwork data. - Using a questionnaire/interview to collect qualitative fieldwork data. - Using a questionnaire/interview to collect qualitative fieldwork data.
	Assessment Tasks Where does our food come from?	Assessing Sticky Knowledge True or false statements – stick in correct column.	
	See also: Knowledge organiser.		

Whole School Geography Curriculum



Year	Knowledge		Skills
Year 4 Summer	Focus: Why are rainforests important to us?		Locational knowledge
	National Curriculum Knowledge		- Locating some countries in Europe and North and South America using maps - Locating key physical features in countries studied including significant environmental regions. - Locating some key human features in countries studied. - Locating some of the world's most significant rivers and identifying any patterns. - Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. - Finding the position of the Equator and describing how this impacts our environmental regions. - Finding lines of latitude and longitude on a globe and explaining why these are important. - Identifying the position of the Tropics of Cancer and Capricorn and their significance.
	✓ Locational Knowledge		
	✓ Human and Physical Geography		
	Prior Learning: What makes our natural world wonderful? (Year 2)		
	Contributing towards: Where does energy come from? (Year 6)		
	Lesson	Sticky Knowledge	Key Vocabulary
	1: Where in the world are tropical rainforests? To describe and give examples of a biome and find the location and some features of the Amazon rainforest.	North America, South America, Africa, Asia and Oceania have tropical rainforests.	Biome: An area of the world with a similar climate and landscape, where similar plants and animals live.
	2: What is the Amazon rainforest like? To describe the characteristics of each layer of a tropical rainforest.	The four layers of a rainforest: Emergent, Canopy, Understorey and Forest floor.	Emergent layer: The top layer of the rainforest with the tallest trees that gets lots of sunlight, rain and wind. Forest floor: The ground layer of the rainforest where it is dark, wet and hot.
	3: Who lives in the rainforest? To understand the lives of indigenous peoples living in the Amazon rainforest.	Indigenous people live in the Amazon rainforest. They use trees for homes, plants for medicine and connect with nature.	Indigenous peoples: People living in an area whose ancestors were the first groups of people to live there.
	4: How are rainforests changing? To describe why tropical rainforests are important and understand the threats to the Amazon.	The rainforest has been loss due to logging and agriculture. This has had a negative impact on indigenous people. The carbon cycle is important to the world.	Deforestation: The cutting down of trees in a large area.
	5: How is our local woodland used? Data collection To understand how local woodland is used using a variety of a data collection methods.	Local arboretums, including Stratford Park, are used for leisure purposes, scientific study and wildlife.	Method: A way of doing something. Data: Numbers or facts collected to prove something
	Assessment Tasks:	Assessing Sticky Knowledge:	Assessing Key Vocabulary:
	Why are rainforests important to us?	Write a paragraph to answer overarching question using some given words	Match definition to word/word to definition
	See also: Knowledge organiser.		Place Knowledge. - Describing and beginning to explain similarities between two regions studied. Place knowledge - Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. - Discussing climates and their impact on trade, land use and settlement. - Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. Human and physical geography - Mapping and labelling the seven biomes on a world map - Understanding some of the causes of climate change - Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. - Describing how humans use water in a variety of ways. - Describing and understanding types of settlement and land use. - Explaining why a settlement and community has grown in a particular location. Geographical skills and fieldwork - Making and using a simple route on a map. - Asking and answering one-step and two-step geographical questions. - Observing, recording, and naming geographical features in their local environments. - Collecting quantitative data in charts and graphs - Suggesting different ways that a locality could be changed and improved.

Whole School Geography Curriculum



Year	Knowledge		Skills
Year 5 Autumn	Focus: What is life like in the Alps?		Locational
	National Curriculum Knowledge		Locating more countries in Europe and North and South America using maps.
	✓ Locational Knowledge		Locational knowledge
	✓ Human and Physical Geography		- Locating major cities of the countries studied. - Locating some key physical features in countries studied on a map. - Locating key human features in countries studied.
	Prior Learning: Why do people live near volcanoes? (Year 3)		Identifying significant environmental regions on a map.
	Contributing towards: What is life like in the Alps? (Year 5)		- Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. - Explaining why a locality has changed over time, giving examples of both physical and human features. - Using longitude and latitude when referencing location in an atlas or on a globe.
	Lesson	Sticky Knowledge	Place knowledge
	1: Where are the Alps? To locate the Alps on a map.	The Alps are a mountain range in Europe stretching across France, Monaco, Italy, Switzerland, Austria Liechtenstein, Germany and Slovenia.)	- Describing and explaining similarities between two environmental regions studied. - Describing and explaining differences between two environmental regions studied. - Understanding how climates impact on trade, land use and settlement.
	2: What is it like in the Alps? To locate the key physical and human characteristics of the Alps	The Alps have a temperate climate with warm summers and cold winters. However, the climate also depends on the height above sea level — the higher up the mountains, the colder it gets.	Human and physical geography
	3: Why do people visit the Alps? To describe the physical and human features of an Alpine region.	People visit the Alps for skiing, hiking, climbing, sightseeing, mountain biking or cultural activities (in a city such as Innsbruck.)	- Describing and understanding the key aspects of the six biomes. Human and physical geography - Describing and understanding the key aspects of the six climate zones. - Understanding some of the impacts and causes of climate change. - Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather - Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples.
	4: What is there to do in our local area? To investigate what there is to do in the local area using data collection.	People visit Stroud for – shopping, museums, the railway, shows at the Subscription Rooms or Playhouse, and its history, inc. the canal and Brunel railway shed.	Geographical skills and fieldwork
	5: How are the Alps different from our local area? To understand similarities and differences between the local area and an Alpine area.	A Venn diagram can be used to present similarities and differences.	- Confidently using and understanding maps at more than one scale. - Using atlases, maps, globes and digital mapping to locate countries studied. - Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied - Using the scale bar on a map to calculate distances - Confidently using the key on an OS map to name and recognise key physical and human features in regions studied - Following a short pre-prepared route on an OS map - Choosing the best approach to answering an enquiry question. - Making sketch maps of areas studied including labels and keys where necessary. - Selecting appropriate methods for data collection. Geographical skills and fieldwork - Designing interviews/questionnaires to collect qualitative data. - Conducting interviews/questionnaires to collect qualitative data.
	Assessment Tasks What is life like in the Alps?	Assessing Sticky Knowledge Newspaper report	
	Assessing Key Vocabulary Definition Bingo		
	See also: Knowledge organiser.		



Year	Knowledge	Skills																					
Year 5 Spring	<i>Focus: Would you like to live in the desert?</i> <u>National Curriculum Knowledge</u> ✓ Locational Knowledge ✓ Human and Physical Geography <u>Prior Learning: What is life like in the Alps? (Year 5)</u> <u>Contributing towards: Human and physical geography KEY STAGE THREE</u> <table border="1"> <thead> <tr> <th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocabulary</th></tr> </thead> <tbody> <tr> <td> 1: What is a hot desert biome? To summarise the characteristics of a desert biome. </td><td>Hot desert biomes are located on a line of latitude.</td><td>Biome: An area of the world with a similar climate and landscape, where similar plants and animals live.</td></tr> <tr> <td> 2: Where are deserts located? To locate and explore features of deserts. </td><td>The Mojave Desert is in the United States, North America. It spans the states of California, Nevada, Utah and Arizona.</td><td>Arid: Too little rain to support lots of vegetation. Barren: Land that cannot grow vegetation.</td></tr> <tr> <td> 3: What physical features are found in a desert? To describe the physical features of a desert environment. </td><td>Key physical features of deserts include a natural arch, mesa, mushroom rock and salt flats.</td><td>Natural arch: An arch shape made of rock. Mesa: A mountain with steep sides and a flat top. Mushroom rock: A rock in a shape similar to a mushroom. Salt flat: A flat area of land covered in salt, caused by evaporation.</td></tr> <tr> <td> 4: How can people use deserts? To explain the different ways humans can use deserts. </td><td>Deserts can be used for a variety of purposes, including: protected nature reserves, recreational purposes, farming or ranching, military purposes, mining, renewable energy, tourism and settlement.</td><td>Ranching: Keeping animals on a large farm, particularly in the Americas. Mining: Digging underground for precious metals and stones.</td></tr> <tr> <td> 5: What are the threats to deserts? To describe some of the threats facing deserts. </td><td>Human activity may contribute to the changing climate and environment of the desert.</td><td>Desertification: When land turns into desert. Irrigation: Water provided to an area of land to grow crops.</td></tr> <tr> <td> Assessment Tasks Would you like to live in the desert? </td><td>Assessing Sticky Knowledge True or False</td><td>Assessing Key Vocabulary Sometimes, always, never true</td></tr> </tbody> </table> <i>See also: Knowledge organiser.</i>	Lesson	Sticky Knowledge	Key Vocabulary	1: What is a hot desert biome? To summarise the characteristics of a desert biome.	Hot desert biomes are located on a line of latitude.	Biome: An area of the world with a similar climate and landscape, where similar plants and animals live.	2: Where are deserts located? To locate and explore features of deserts.	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Assessing Sticky Knowledge True or False	Assessing Key Vocabulary Sometimes, always, never true	<u>Locational Knowledge</u> - Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. - Confidently locating the twelve geographical regions of the UK. - Understanding how land use has changed over time using examples. - Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. - Using longitude and latitude when referencing location in an atlas or on a globe. <u>Place Knowledge</u> - Describing and explaining similarities between two environmental regions studied. - Describing and explaining differences between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. - Understanding how climates impact on trade, land use and settlement. - Explaining how humans have used desert environments. <u>Human and physical geography</u> - Describing and understanding the key aspects of the six biomes. Human and physical geography - Describing and understanding the key aspects of the six climate zones. - Understanding some of the impacts and causes of climate change. - Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. - Describing the 'push' and 'pull' factors that people may consider when migrating. - Understanding the distribution of natural resources both globally and within a specific region or country studied. <u>Geographical skills and fieldwork</u> - Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). - Using models and maps to talk about contours and slopes - Interpreting and using real-time/live data.
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Year	Knowledge	Skills
Year 5 Summer	<i>Focus: Why do oceans matter?</i>	<i>Locational Knowledge</i>
	<i>National Curriculum Knowledge</i>	- Locating major cities of the countries studied. - Locating some key physical features in countries studied on a map. - Locating key human features in countries studied. - Identifying significant environmental regions on a map. - Identifying key physical and human characteristics of the geographical regions in the UK - Explaining why a locality has changed over time, giving examples of both physical and human features.
	✓ Locational Knowledge	
	✓ Human and Physical Geography	
	<i>Prior Learning: What are rivers and how are they used? (Year 4)</i>	
	<i>Contributing towards: Can I carry out an independent fieldwork study? (Year 6)</i>	<i>Place Knowledge</i>
		- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. - Understanding how climates impact on trade, land use and settlement. - Using maps to explore wider global trading routes.
		<i>Human and physical geography</i>
		- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. - Describing and understanding economic activity, including trade links.
		<i>Geographical Skills and Fieldwork</i>
	- Using the scale bar on a map to calculate distances. - Beginning to use thematic maps to recognise and describe human and physical features studied. - Selecting a map for a specific purpose. - Choosing the best approach to answering an enquiry question. - Making sketch maps of areas studied including labels and keys where necessary. - Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. - Selecting appropriate methods for data collection. - Beginning to use standard field sampling techniques appropriately. - Using GIS (Geographical Information Systems) to plot data sets. - Interpreting and using real-time/live data. - Evaluating evidence collected and suggesting ways to improve this. - Analysing quantitative data in pie charts, line graphs and graphs with two variables.	



Year	Knowledge			Skills
Year 6 Autumn	<i>Focus: Why does population change?</i>			<i>Locational Knowledge</i>
	<i>National Curriculum Knowledge</i>			- Locating more countries in Europe and North and South America using maps. - Locating key human features in countries studied. - Locating many counties in the UK. - Confidently locating the twelve geographical regions of the UK. Locational knowledge - Identifying key physical and human characteristics of the geographical regions in the UK - Explaining why a locality has changed over time, giving examples of both physical and human features.
	<i>✓ Locational Knowledge</i>			
	<i>✓ Human and Physical Geography</i>			
	<i>Prior Learning: Are all settlements the same? (Year 3)</i>			
	<i>Contributing towards: Human and physical geography KEY STAGE THREE</i>			
	Lesson	Sticky Knowledge	Key Vocabulary	<i>Place Knowledge</i>
	1: How is the global population changing? To understand the change and distribution of the global population.	Densely populated environments have a high number of people within an area. Sparsely populated environments have a low number of people within an area. Over time the global population is growing	Population density: A measurement of how many people are within a certain area.	- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. - Understanding how climates impact on trade, land use and settlement.
	2: What are birth and death rates? To define birth and death rates and describe why they change.	People are not evenly distributed. Illness and health care, food scarcity or abundance, wealth and poverty, war and peace can influence birth and death rates.	Population distribution: How people are spread out across an area. Birth rate / Death rate: The average number of babies born, or people dying per 1000 people every year.	<i>Human and Physical Geography</i>
	3: Why do people migrate? To recognise the push and pull factors influencing migration.	Disaster, war, illness and disease can cause people to choose to move, to find safety in another country. These people are called ‘refugees’	Refugee: People forced to leave their country to find safety because of conflict, violence or war. Migration: The act of people moving from one place to another	- Understanding some of the impacts and causes of climate change. - Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. - Describing and understanding economic activity, including trade links. - Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the ‘push’ and ‘pull’ factors that people may consider when migrating - Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples.
4: How is climate change impacting the population? To begin to understand the impact climate change can have on the global population.	Climate helps us to grow food, provides habitats for humans and wildlife and regulates the Earth’s temperature and weather systems. Deforestation, use of fossil fuels and greenhouse gases contributes to climate change	Greenhouse gases: Gases in the atmosphere that trap heat from the sun and increase the temperature of our planet. Climate change: A change in the Earth’s temperature, weather and rainfall over a long time.	<i>Geographical Skills and Fieldwork</i>	
5: How is population impacting our environment? Data collection To collect data showing how population impacts the amount of traffic and litter in an area.	A Likert scale is a method of rating responses and opinions.	Noise pollution: The level of disturbing noise in an environment. Air pollution: The level of harmful gases and dangerous particles in the air. Likert scale: A method of rating responses and opinions.	- Confidently using and understanding maps at more than one scale. Geographical skills and fieldwork - Using atlases, maps, globes and digital mapping to locate countries studied. - Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied - Beginning to use thematic maps to recognise and describe human and physical features studied. - Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. - Accurately using four and six-figure grid references to locate features on a map in regions studied. - Confidently locating features using the 8 points of a compass. - Following a short pre-prepared route on an OS map. - Developing their own enquiry questions. - Analysing quantitative data in pie charts, line graphs and graphs with two variables	
Assessment Tasks Why does population change?	Assessing Sticky Knowledge: End of Unit Quiz	Assessing Key Vocabulary: Definition Bingo		
	See also: Knowledge organiser.			

Whole School Geography Curriculum



Year	Knowledge	Skills
Year 6 Spring	Focus: <i>Where does energy come from?</i>	<i>Locational Knowledge</i>
	<i>National Curriculum Knowledge</i>	- Locating more countries in Europe and North and South America using maps. Locational knowledge - Locating major cities of the countries studied. - Locating some key physical features in countries studied on a map. - Locating key human features in countries studied. - Locating many cities in the UK. - Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land use has changed over time using example - Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. - Using longitude and latitude when referencing location in an atlas or on a globe.
	✓ Locational Knowledge	<i>Place Knowledge</i>
	✓ Human and Physical Geography	- Describing and explaining similarities between two environmental regions studied. Place knowledge - Describing and explaining differences between two environmental regions studied. - Understanding how climates impact on trade, land use and settlement - Using maps to explore wider global trading routes.
	Prior Learning: <i>Why are rainforests important to us? (Year 4)</i>	<i>Human and Physical Geography</i>
	Contributing towards: <i>Human and physical geography KEY STAGE THREE</i>	- Understanding some of the impacts and causes of climate change - Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. - Describing and understanding economic activity, including trade links. - Suggesting reasons why the global population has grown significantly in the last 70 years. Understanding the distribution of natural resources both globally and within a specific region or country studied. - Recognising geographical issues affecting people in different places and environments. - Describing and explaining how humans can impact the environment both positively and negatively, using examples.
		<i>Geographical Skills and Fieldwork</i>
		- Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). - Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. - Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. - Using models and maps to talk about contours and slopes. Geographical skills and fieldwork - Selecting a map for a specific purpose - Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. - Accurately using four and six-figure grid references to locate features on a map in regions studied. - Making sketch maps of areas studied including labels and keys where necessary. - Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. - Selecting appropriate methods for data collection. Geographical skills and fieldwork Designing interviews/questionnaires to collect qualitative data.



Year	Knowledge	Skills																					
Year 6 Summer	<i>Focus: Can I carry out an independent fieldwork study?</i>	These skills will be developed through the creating of their enquiry: - Developing an enquiry question. - Collection methods for fieldwork. - Planning a route for a fieldtrip. - Collecting data. - Analysing data. - Presenting data.																					
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