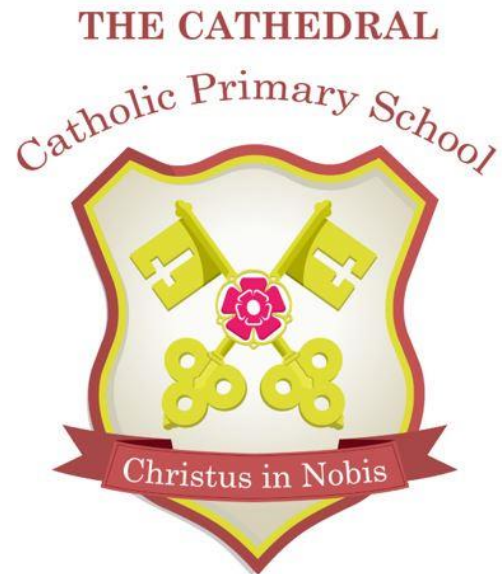


The Cathedral Catholic Primary School



*Unlocking Potential Together
in Faith and Love*

Key Learning in Geography



Reception Key Learning in Geography



EYFS Statutory Framework (Understanding the World)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Early Learning Goals (UTW – People Culture and Communities)

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Early Learning Goals (UTW – The Natural World)

- 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
- 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.

	All About Me	Superheroes	Animals	Journeys and Transport	<u>Fairy Tales</u>	<u>Growing</u>
	Immediate environments/Seasons	Seasons	Habitats/Seasons	Maps/Seasons		Seasons
Key Knowledge	<ul style="list-style-type: none"> • To know some features of our school environment • To know some features of autumn 	<ul style="list-style-type: none"> • To know some features of winter 	<ul style="list-style-type: none"> • To know some animals that live in a hot habitat • To know some animals that live in a cold habitat • To know what a habitat is 	<ul style="list-style-type: none"> • To know what a map is • To know some features of spring 		<ul style="list-style-type: none"> • To know some signs of summer
Key Skills	<ul style="list-style-type: none"> • To discuss the features of our school environment • To discuss and observe some features of autumn 	<ul style="list-style-type: none"> • To discuss and observe the features of winter 	<ul style="list-style-type: none"> • To sort animals into their different environments 	<ul style="list-style-type: none"> • To discuss and observe signs of spring 		<ul style="list-style-type: none"> • To discuss and observe signs of summer
Assessments/Out come	<p>To take pictures of some signs of autumn</p> <p>To complete and I-spy quiz of the school features</p>	<p>To take pictures of some signs of winter</p>	<p>To retell a story based in a different country</p> <p>To sort animal into their different environments</p>	<p>To create a simple map of our classroom.</p> <p>To take pictures of some signs of spring</p>		<p>To create a picture showing the changes in the seasons over the year.</p> <p>To take pictures of some signs of summer</p>
Key Vocabulary	Grass, building, playground, season, autumn, conker, leaf,	Ice, snow, cold, winter	Habitat, desert, Antarctica, camel, meerkat, snake, penguin, polar bear, whale, seal	Map, spring, blossom, buds, daffodil, snowdrop, bluebell, mild		Summer, hot, flowers, butterflies,



Year 1 Key Learning in Geography



Key Knowledge from the National Curriculum KS1

- ♣ name and locate the world's seven continents and five oceans
- ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- ♣ 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 (Y2)
- ♣ identify seasonal and daily weather patterns in the United Kingdom (Y2) and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Y1)
- ♣ 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
- ♣ identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage on maps, atlases and globes
- ♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- ♣ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

	Hot and Cold Places	Fieldwork skills	Sun, Sea and Sand
	This unit aims to help children to think geographically and to equip them with some knowledge about the hot and cold places of the world and how these are different from the UK.	In this theme children will learn simple fieldwork skills , including observation and recording, to study the geography of their school and its grounds.	In this theme, children will learn to name, locate and identify the characteristics of the four countries of the United Kingdom and its surrounding seas. They will look closely at Morecambe .
Fieldwork Question		How is the land used in our playground?	
Key Knowledge	To know what you need to visit a cold or a hot place To know where hot and cold places are on a map To know Africa is a hot place and Antarctica is a cold place. To know some differences between hot and cold places. To know what the weather is like in a hot and cold place. To use basic geographical vocabulary to refer to key physical and human features To know what different animals are in hot and cold places.	To know some geographical features, both man-made and natural, in the school grounds <i>e.g. playgrounds, fields, fences, gates, trees, wildflowers, lawns, car parks, paths, an outdoor classroom, a sand pit, a seating area etc.</i> To know simple features on a map <i>e.g. playground, cathedral, trees.</i> To know how to follow a map around the school grounds to find the treasure To know how to draw their own map of the immediate surroundings To know some directional language (near, far, left, right) To begin to know simple compass points N and S To know what we like and dislike about our school grounds and how to make them better.	To know what land, sea and coast are. To know the four countries of the UK. To know the seas around the UK. To know Morecambe is on the coast To know what there is in Morecambe To know some basic physical and human features of coasts <i>e.g sea, beach, cafes, sand, pier</i> To know some differences between Morecambe beach with a Caribbean beach To know how to ask questions about coasts and seas
Key Skills	Use a range of maps and globes (including picture maps) at different scales. Know that maps give information about places in the world (where/what?). Locate land and sea on maps.	Recognise simple features on maps <i>e.g. buildings, roads and fields.</i> Recognise landmarks and basic human features on aerial photos. Draw a simple map <i>e.g. of a garden, route map, place in a story.</i> Look down on objects and make a plan <i>e.g. of the classroom or playground.</i> Use large scale maps and aerial photos of the school and local area	Identify land sea and coast on a UK map. locate and identify the four countries of the United Kingdom. Ask simple geographical, 'where?', 'what?', and 'who?' questions about their environment.

	To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Follow a route on a map starting with a picture map of the school Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. Use vocabulary such as bigger/smaller, near/far.	Investigate through observation and description. Recognise that maps need titles. Use a range of maps and globes (including picture maps) at different scales. Use vocabulary such as bigger/smaller, near/far. Know that maps give information about places in the world (where/what?). Recognise simple features on maps e.g. buildings, beaches, fields. Cliffs, pier, shops. Recognise landmarks and basic human features on aerial photos. Know that symbols mean something on maps.
Key Vocabulary	land, sea, ocean, season and weather, cold, hot, equator, map, globe	Countries, man-made, natural, map, north, south, compass	Morecambe, coast, land, sea, physical and human features, maps, capital cities
Key Resources	Google maps, Atlas, globe, photos of hot and cold places, photos of animals	Map of the UK, Map of the school grounds, compasses	Map of the UK, maps of Morecambe, photos of Morecambe
Assessment/ Outcome	Design a leaflet for a holiday – place, weather, what you'll see – animals and land	Create a guide for our school grounds – describe what a visitor might find.	Create an advertisement poster for Morecambe.



Year 2 Key Learning in Geography



Prior learning: To know the seas around the UK
To know that Africa is a hot place

Key Knowledge from the National Curriculum KS1

- ♣ name and locate the world's seven continents and five oceans
- ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- ♣ 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 (Y2)
- ♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- ♣ use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- ♣ identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage on maps, atlases and globes
- ♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- ♣ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

	Island life In this theme children will use fieldwork skills to study the area they live and play. (small area of the UK)	An African Safari In this theme, children will learn about a small area within a contrasting non-European country – African Safari	The Three Little Wolves and the Big Bad Pig In this theme, children will learn about seasonal and daily weather patterns in the United Kingdom.
Fieldwork Question			How much rainfall/hours of sunshine do we have in Lancaster during the month of June?
Key Knowledge	To know the capital cities of the UK To know the UK is surrounded by sea To know they live in Lancaster which is in England To locate Lancaster on a map and know it is a city. To know the local features of Lancaster <i>e.g. castle, town hall, cathedral, park.</i> To find the road around school on a map To use vocabulary such as bigger/smaller, near/far To know the symbols on a map <i>e.g. road, church, school</i> To name some key features of the area around school <i>e.g. canal, church, castle</i>	To know that maps give information about places in the world (where/what?). To know the names of the seven continents To know the names of five oceans To know why Africa is a hot place (use equator to describe why) To know some differences between own life and children in Africa. To know some key physical features and key human features of Africa <i>e.g. city, desert and vegetation.</i> To know what sort of buildings people live in in hot places To compare and contrast the animals living in Africa and UK. (science link)	To recall the names of the four countries and capital cities of the United Kingdom (<i>e.g. on a weather map</i>). To know the four compass points (N S W E) To know the four seasons and weather associated with these. (science) To know the weather symbols on a weather map To know that weather changes around the UK. To know which parts of the UK are colder and hotter and know why. To know that the weather changes daily in the UK. To know some geographical vocabulary to refer to key physical features including season and weather. To know how to take a photo using the IPad of the weather
Key Skills	Use a range of maps (including picture maps) at different scales. Locate land and sea on maps Use large scale maps and aerial photos of the school and local area. To recognise simple features on maps <i>e.g. buildings, roads and fields.</i>	Locate the world's seven continents and five oceans on a world map, globe and in atlas. Use a map to locate hot countries (Africa) Use a range of maps and globes (including picture maps) at different scales. Ask simple geographical, 'where?', 'what?', and 'who?' questions about Africa and the environment <i>e.g. 'What is it like to live in this place?'</i>	Use simple compass directions (NSEW) Use and construct basic symbols in a map key (weather symbols). Recognise simple features on maps <i>e.g. cities, rivers.</i> Use simple fieldwork techniques such as observation and identification to study the geography of the school and its

	<p>Recognise that maps need titles. To recognise landmarks and basic human features on aerial photos. Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Draw a simple map of the area around school with a key. Use and construct basic symbols in a map key. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. Use a plan view of the school.</p>	<p>Recognise that maps need titles. Recognise landmarks and basic human features on aerial photos of African places. Investigate through observation and description.</p>	<p>grounds as well as the key human and physical features (e.g. weather) of its surrounding environment. Know that maps give information about the weather. To Identify seasonal and daily weather patterns in the United Kingdom (science link) Use a range of maps and globes (including picture maps) at different scales. Use large scale maps and aerial photos of the school and local area. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.</p>
Key Vocabulary	Capital cities, Countries, Lancaster, England	Continents, Oceans, Africa, Equator,	Capital Cities, compass, weather,
Key Resources	Maps of the UK, map of Lancaster.	Maps of the world, globe, Atlas, photos of children in Africa, photos of features in Africa	Maps of the UK, compasses, pictures of weather symbols
Outcome	Create a map with a key	Table of similarities and differences between Lancaster and Nairob.	To measure the rainfall/ sun during June



Year 3 Key Learning in Geography



Prior learning: capital cities, countries in the UK, 4 compass points, use of maps,

Key Knowledge from the National Curriculum KS2

Locational Knowledge

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

Place Knowledge

- a region of the United Kingdom (Y3)
- a region in a European country (Y4)
- a region within North or South America (Y5)

Human and Physical Geography

- climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

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

	Local Area Study – Lancaster The purpose of this unit is to enable pupils to investigate their local area . – Key question – how can we improve our local area?	Earthquakes and Volcanoes In this theme, children will investigate earthquakes and volcanoes : what they are; why they happen; and how they affect the landscape and human activity.	A region of the UK (Lake District) In this theme children will investigate the Lake district using maps and fieldwork
Fieldwork Question	How is the land used in the local area?		
Key Knowledge	<p>To know that Lancaster is part of Lancashire and that it is part of the UK.</p> <p>To know what physical and human features are.</p> <p>To identify and describe human and physical features of Lancaster <i>e.g castle – human and river lune – physical</i> To know the different types of land use in Lancaster, <i>e.g housing, industrial, leisure, retails</i></p> <p>To know that larger scale maps cover less area</p> <p>To know that features on a OS map are represented by standard OS symbols.</p> <p>To know how to use the eight points of a compass.</p> <p>To know that humans have an impact on their local area.</p>	<p>To locate countries on a map where volcanoes and earthquakes occur.</p> <p>To know how the contents and index are ordered in an atlas</p> <p>To know and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>To know what causes earthquakes and volcanoes.</p> <p>To know the impact of earth quakes and volcanoes on humans and settlement and use of land near them.</p> <p>To make connections between features on maps and aerial photos.</p>	<p>To know that the Lake District is in Cumbria.</p> <p>To know the names of Lakes/ bodies of water in the Lake District (physical features)</p> <p>To know compass directions to describe locations in relation to each other.</p> <p>To know the Lake District is a national park and what this is.</p> <p>To know some of the hills in the Lake district (physical features)</p> <p>To know some of the human features of the Lakes (housing, farming, shops, tourists attractions)</p> <p>To know similarities and differences between The Lake District and Lancaster.</p>

			To know some of the positives and negatives of tourism in the Lake District
Key Skills	<p>Use a wider range of maps (including digital), atlases and globes.</p> <p>Use maps at more than one scale.</p> <p>Make and use simple route maps.</p> <p>Create maps of small areas with features in the correct place.</p> <p>Link features on maps to photos and aerial views.</p> <p>Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</p> <p>Make links between features observed in the environment to those on maps and aerial photos.</p>	<p>Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</p> <p>Use maps at more than one scale.</p> <p>Use the index page and contents page</p>	<p>Identify, describe and interpret relief features (hills and mountains)on OS maps.</p> <p>Use a wider range of maps (including digi maps), atlases to find lakes and other physical features of the lake district</p> <p>Use maps and diagrams from a range of publications e.g tourist leaflets from the Lakes</p> <p>Use models and maps to discuss land shape i.e. contours and slopes.</p> <p>Recognise patterns on maps and begin to explain what they show.</p> <p>Relate measurement on large scale maps to measurements outside.</p> <p>Observe, measure and record the human and physical features in Windermere/ Bowness using a range of methods including sketch maps, cameras and other digital devices.</p> <p>Use compass points</p>
Key Vocabulary	Lancaster, city, Lancashire, county, housing, industrial, leisure, retail, OS map,	Volcanoes, earthquakes, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, tectonic plates, Richter Scale, Pacific Ring of Fire, tsunamis,	Lake District, Cumbria, county National Park, names of lakes, Lake District hills, tourism
Key Resources	Google maps, compasses, Atlas, photos of features of Lancaster,	Maps, Atlases, Globe, case studies of past eruptions and earthquakes	Maps of the Lake District, compasses
Assessment/Outcome	Field work mapping	Non- Chronological Report Outcome 3 English Earthquakes and Volcanoes	Tourist leaflet Windermere/Bowness



Year 4 Key Learning in Geography



Prior Learning: that Lancashire is a county, that Morecambe is on the coast, where the Equator is.

Key Knowledge from the National Curriculum KS2

Locational Knowledge

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

Place Knowledge

- a region of the United Kingdom (Y3)
- a region in a European country (Y4)
- a region within North or South America (Y5)

Human and Physical Geography

- climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

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

	Rivers <i>In this theme, children will learn about rivers and the water cycle.</i>	Morecambe Bay <i>This unit is about fieldwork and locational knowledge</i>	The Mediterranean <i>This unit covers a region in European Society.</i>
Fieldwork Question			
Key Knowledge	To know the different stages of a river. To describe the key features of the stages of a river. To explain the water cycle (link to science). To know at least 4 rivers of the UK To know the rivers of Lancashire on a county map - Lune, Wyre, Ribble, Hodder, Calder. To know some features of the river Lune To know why rivers flood. To know and recognise the effects of flooding. To know some solutions to flooding	To name and locate some counties of the United Kingdom. e.g. Cumbria, Lancashire and Yorkshire To know towns in Lancashire To recognise and know OS symbols To know how to record 4 figure grid references. To know where Morecambe Bay is To know and describe some physical and some man-made features of Morecambe Bay To know the places and names of mountains around Morecambe Bay.	To locate the world's countries, using maps to focus on Europe (including the location of Russia). To identify the position of latitude, longitude, Equator, Northern Hemisphere. To locate the Mediterranean Sea on a map of Europe. To know the climate and physical geography of the Mediterranean area. To describe the physical geography of Italy. To describe the key features of an Italian city. – choose from Milan, Venice, Rome, Florence, Naples and Aosta To know and recognise similarities and differences between the Mediterranean and Morecambe Bay.
Key Skills	<i>To identify and locate rivers of the UK and Lancashire on a map, using maps at more than one scale.</i>	<i>Use a wider range of maps (including digital), and atlases to locate features studied.</i>	<i>Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</i>

	<p>To use maps at more than one scale. To use a scale bar to calculate some distances. To link features on maps to photos and aerial photos. To make links between features observed in the environment to those on maps and aerial photographs. To make links between features observed in the environment and those on maps. Use a wider range of maps (including digital), atlases and globes to locate features studied. Use maps at more than one scale. Recognise patterns on maps and begin to explain what they show.</p>	<p>Use maps and diagrams from a range of publications e.g. recycling/waste site maps and plans from the local Council website. Use maps and digital maps at more than one scale. Recognise that larger scale maps cover less area. Recognise patterns on maps and begin to explain what they show. Use 4 figure coordinates to locate features on maps. Use plan views. Recognise some standard OS symbols. Link features on maps to photos and aerial views. To recognise that contours show height and slope. To observe and record the physical and human features in Morecambe Bay and on Morecambe Promenade. To make links between features observed in the environment to those on maps and aerial photos. To express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. Should a bridge be built over Morecambe Bay? To communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</p>	<p>Use maps at more than one scale. Link features on maps to photos and aerial views. To use key questions to research an Italian city e.g. What are the physical features of Italy? What is a region? Why might country be divided into regions? What does a regional map of Italy look like? What are the differences between Italian regions? What is a 'capoluogo'? What are the special features of the city? How do these cities compare to cities in the UK?</p>
Key Vocabulary	Country, Lancashire, Yorkshire, Cumbria, town, cities, OS symbol, 4 figure grid reference, Morecambe Bay, mountains, contours	River, sources, channels, tributaries and mouths, estuary, delta, Lune, Wyre, Ribble, Hodder, Calder., evaporation, condensation, precipitation	Countries, Europe, Italy, Mediterranean Sea, latitude, longitude, Equator, Northern Hemisphere.
Key Resources	Map of Morecambe bay and surrounding area	Diagrams of water cycle and rivers. Map with rivers of the UK, map of the river Lune	Globe, map of Europe, map of Italy, photos of Italian life,
Assessment/Outcomes	Map work completed in books (link to land use and food in DT unit, Autumn 2)	Fieldwork based on a visit to Lune flood defences Research/mini project in books about one of the local rivers.	Fieldwork based on trip to Morecambe Bay (noticing human and physical features and environmental impacts)



Year 5 Key Learning in Geography



Prior learning: the names and locations of some counties and cities in the UK, Ordnance Survey symbols, knowledge about rivers, Northern hemisphere

Key Knowledge from the National Curriculum KS2

Locational Knowledge

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

Place Knowledge

- a region of the United Kingdom (Y3)
- a region in a European country (Y4)
- a region within North or South America (Y5)

Human and Physical Geography

- climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

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

	Kingdom United (½ term)		Ancient and amazing Americas (1 term)
	Locational Knowledge, Human and Physical Geography		Place knowledge - A region within North or South America
Fieldwork Question	How is land used in Lancaster City Centre?		
Key Knowledge	<p>To know the names and locations of counties and cities of the United Kingdom.</p> <p>To know the different types of maps and their features e.g <i>Google maps versus Google Earth, and OS maps.</i></p> <p>To know what a thematic map is</p> <p>To know why six figure grid reference are used.</p> <p>To know the Ordnance Survey symbols (exact ones) including 1:50K symbols.</p> <p>To know and understand how key aspects of physical geography are shown on a map including rivers, mountains.</p> <p>To know and understand human geography, including: types of settlement and land use in the UK</p> <p>To Know that different scale Ordnance Survey maps use some different symbols.</p>		<p>To know the position of the equator, the Northern Hemisphere, the Southern Hemisphere, the Tropics of Cancer and Capricorn, South America and the Amazon rainforest.</p> <p>To know the key features of the Amazon River</p> <p>To know what the tropical rainforest biomes are.</p> <p>To know what a climate zone is.</p> <p>To know how indigenous people live in the rainforest.</p> <p>To know the resources provided by the Amazon rainforest and the effect of taking these resources.</p> <p>To know how the rainforest alliance works to protect the rainforests.</p> <p>To know the cause of deforestation in the Amazon rainforest.</p> <p>To describe the effects of deforestation in the Amazon Rainforest.</p> <p>To understand and know trade links between South America and other parts of the world. (include fair trade)</p> <p>To know the natural resources available and how we use them</p>

Key Skills	<p>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</p> <p>Choose the most appropriate map/globe for a specific purpose</p> <p>Relate different maps to each other and to aerial photos.</p> <p>To interpret and use thematic maps.</p> <p>Use six figure coordinates.</p> <p>Use eight cardinal points to give directions and instructions.</p>		<p>Read and compare map scales.</p> <p>To use an atlas to label the rainforest and countries of South America.</p> <p>To relate different maps to each other and to aerial photos.</p> <p>To use the scale bar on maps.</p> <p>To begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</p> <p>To research key features of the Amazon River.</p> <p>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</p> <p>Interpret and use thematic maps.</p> <p>Recognise different map projections.</p> <p>Use latitude/longitude in a globe or atlas.</p>
Key Vocabulary	<p>Ordnance Survey, Settlement, Land use, thematic map, cardinal point</p>		<p>the equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, South America, Amazon rainforest, the Amazon River, indigenous people, biome, climate zone, Rainforest alliance, deforestation, trade</p>
Key Resources	<p>Google maps, google Earth, OS maps, Atlases, globes,</p>		<p>Globes, map of Amazon river, photos of the rainforest</p>
Outcome/ Assessment	<p>Learning about six-figure grid references and OS symbols shown in books.</p> <p>Outcomes from fieldwork investigation – How is land used in Lancaster City Centre?</p>		<p>Mapwork shown in books – labelling and using different types of maps</p> <p>Group posters about indigenous people who live in the rainforest.</p> <p>Persuasive writing and debate in English about deforestation</p>



Year 6 Key Learning in Geography



Prior learning: earthquakes and their causes, latitude and longitude, Equator, hemispheres, tropics, six figure co-ordinates, OS symbols

Key Knowledge from the National Curriculum KS2

Locational Knowledge

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

Place Knowledge

- a region of the United Kingdom (Y3)
- a region in a European country (Y4)
- a region within North or South America (Y5)

Human and Physical Geography

- climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

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

	Survival and the 2004 Boxing Day Tsunami – Human and Physical Geography, Locational Knowledge		Frances Elizabeth Johnson and the Lancaster Slave Trade - Human and Physical Geography
Fieldwork Question			What evidence (geographical features) remains in Lancaster of the impact of its involvement in the Trans-Atlantic Slave Trade?
Key Knowledge	<p>To know the 5 continents. (revision)</p> <p>To know and locate European countries on a map</p> <p>To know the location of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>To know the world is divided into 24 time zones.</p> <p>To know how to use six figure coordinates and relate to latitude and longitude.</p> <p>To know that purpose, scale, symbols and style of maps are related.</p> <p>To know that different maps relay different information to each other and to aerial photos.</p> <p>To know that Indonesia is located in the ring of fire</p> <p>To know that Indonesia geography was affected by the 2004 Tsunami</p>		<p>To know that Lancaster and Liverpool are two ports of the UK on the North West of the UK.</p> <p>To know the route of the Transatlantic slave trade.</p> <p>To know the most appropriate map/globe for a specific purpose.</p> <p>To know how to use the scale bar on maps.</p> <p>To know how to create a sketch map of Lancaster slave trade using symbols and a key.</p> <p>To know how the human geography of North West Africa related to the physical geography of the Caribbean and the Americas as part of the triangular transatlantic slave trade. <i>i.e the movement of enslaved Africans to the Americas in return for the importing of mahogany (cotton) wool and rum to Europe.</i></p>

Key Skills	<p>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</p> <p>To understand the differences between maps e.g. <i>Google maps versus Google Earth, and OS maps.</i></p> <p>Choose the most appropriate map/globe for a specific purpose.</p> <p>Interpret and use thematic maps.</p> <p>Pupils research aspects of Indonesia including the size, major rivers and mountain ranges, capital cities including tourism and trade and major exports.</p> <p>Interpret data collected and present the information in a variety of ways including charts and graphs.</p>		<p>Use a wider range of OS symbols including 1:50K symbols.</p> <p>Know that different scale OS maps use some different symbols</p> <p>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied including Google maps and Earth and Digi maps</p> <p>Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies.</p> <p>Use six figure coordinates</p> <p>Follow routes on maps describing what can be seen (Lancaster slave trade tour)</p>
Key Vocabulary	<p>Continents, European countries, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, time zones, ring of fire, tsunami</p>		<p>Liverpool, Lancaster, slave trade, transatlantic, triangular, importing</p>
Key Resources	<p>World map, atlas, globe, digital maps, map of time zones, map of the ring of fire,</p>		<p>Map of the transatlantic slave trade, maps of specific areas in the triangle,</p>
Outcome	<p>Mapping evidence in books</p>		<p>Presentation of fieldwork evidence to class.</p>