Our Lady and St Edward's - Intent, Implementation and Impact in Geography

Intent

At Our Lady and Saint Edward's we aim to inspire our pupils with a life-long fascination about the world and its people. We are committed to providing a curriculum which is based on encouraging curiosity and enquiry about range of places in the world. Through quality teaching and learning opportunities, we aim to equip all children with the necessary Geographical skills to compare these places and apply their questioning skills.

Implementation

We teach the National Curriculum objectives which have been organised into a Key Stage knowledge and skills progression framework. This ensures that knowledge and skills are built upon year by year. Pupils will investigate a range of places, both in Britain and abroad, to help deepen their knowledge and understanding about the Earth's physical and human processes.

When teaching Geography, the teachers follow the children's interests, where possible, to ensure their learning is engaging and providing opportunities for the children to fulfil their curiosity. Pupils will develop a good knowledge and understanding of at least 1 country in every continent.

Children are encouraged to discuss their learning, comparing and contrasting places, using a range of age appropriate Key Vocabulary, as outlined in the planning framework.

Children are taught Geography throughout the year, with a clear topic focus throughout the Spring term.

Challenge and high order questioning are provided within lessons and children are given plentiful opportunities to communicate and explain their understanding within topics.

Impact

Our Geography Curriculum is high quality, progressive and built around fostering curiosity. When children leave Our Lady and St Edward's, they will be enthused and interested in the world around them. They will have developed life-long questioning and enquiry skills that will enable them to continue to investigate, as 'thinking Geographers', the world and its people.

Our Lady and St Edward's – Geography Curriculum Overview

	Autumn	Spring	Summer
Year 1	Our Local Area *Mapping Skills*	Explorers through Time *Countries and capital cities of the UK*	The World of Animals *Continents and oceans*
Year 2	*History topic*	Australia *Understand geographical similarities and differences*	The Seaside, Past and Present *Key physical and key human features*
Year 3	*History topic*	The Lake District *A region of the United Kingdom*	Coasts *Key aspects of physical geography: coasts*
Year 4	*History topic*	Iceland: The Land of Fire and Ice *A region in a European country; Key aspects of physical geography: volcanoes*	The Spirit of Preston's Past *A region within the United Kingdom*
Year 5	*History topic*	Rainforests – Lungs of the Earth *A region within South America; Key aspects of physical geography: climate zones, biomes and the water cycle*	On the Move: Understanding Refugees and Migration *Key aspects of human geography*
Year 6	Japan *Locate the world's countries; Key aspects of physical and human geography*	*History topic*	Countries Around the World: Comparison Study

Our Lady and St Edward's – National Curriculum Expectations for Geography

KS1

Locational Knowledge

Pupils should be taught to:

- 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.

Place Knowledge

Pupils should be taught to:

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

Human and Physical Geography

Pupils should be taught to:

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

Geographical Skills and Fieldwork

Pupils should be taught to:

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

KS2

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

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

Human and Physical Geography

Pupils should be taught to:

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

Geographical Skills and Fieldwork

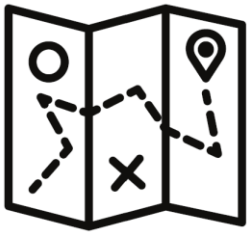
Pupils should be taught to:

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

Geographical Concepts

Children are introduced to Geographical Concepts to develop an understanding of the different types of disciplinary knowledge needed to 'think like a geographer'. The geographical concepts have been described progressively to support children's developing understanding.

We think like geographers when we…

	Location Knowledge	**Place Knowledge**	**Human Geography**	**Physical Geography**	**Mapping Skills**	**Fieldwork**	**Environmental Awareness**
							
KS1	..find where places are and name the countries, cities and seas around us.	...talk about what a place is like and how it is similar to or different from where we live.	...notice things people have built or use, like houses, roads and shops.	...spot natural features like rivers, beaches, hills and the weather.	...we read simple maps and draw our own to show where things are.	…go outside to look closely at our environment and record what we see.	...notice how people look after or harm the environment around us.
KS2	...use maps and world knowledge to locate countries, continents and key features, and describe where places are in relation to others	...compare places in the UK and the wider world and explain how their landscapes, weather and people's lives are different or similar	...explore how people live, work, travel and change places, including land use, settlements, jobs and trade.	...explain natural features and processes such as rivers, mountains, coasts, volcanoes and climate zones	...use grid references, symbols, keys, compass points and digital maps to explore places in detail.	...collect, measure, record and present data from the real world to investigate questions about places.	…explain how people affect the environment locally and globally and suggest ways to protect and improve our world.

Geographical Concepts Overview

Year	Term	Topic Title	Key Concept	Related Concepts					
1	Autumn	Our Local Area	**Mapping Skills**	Human Geography	Physical Geography	Place Knowledge	Location Knowledge	Fieldwork	
1	Spring	Explorers through Time	**Location Knowledge**	Map skills					
1	Summer	The World of Animals	**Place Knowledge**	Location Knowledge	Map skills	Physical Geography	Environmental Awareness	Fieldwork	
2	Spring	Australia	**Place Knowledge**	Location Knowledge	Human Geography	Physical Geography	Environmental Awareness	Mapping Skills	Fieldwork
2	Summer	Seaside's Past and Present	**Human Geography**	Physical Geography	Environmental Awareness				
3	Spring	The Lake District	**Physical Geography**	Place Knowledge	Location Knowledge	Human Geography	Environmental Awareness	Mapping Skills	Fieldwork
3	Summer	The Coast	**Place Knowledge**	Physical Geography	Human Geography	Location Knowledge	Environmental Awareness		
4	Spring	Iceland	**Physical Geography**	Place Knowledge	Human Geography	Environmental Awareness	Location Knowledge	Mapping Skills	Fieldwork
4	Summer	The Spirit of Preston's Past	**Mapping Skills**	Human Geography	Place Knowledge	Fieldwork			
5	Spring	Rainforests	**Environmental Awareness**	Place Knowledge	Physical Geography	Human Geography	Location Knowledge		
5	Summer	Refugees		Fieldwork					
6	Autumn	Japan	**Physical Geography**	Human Geography	Place Knowledge	Location Knowledge	Mapping Skills	Environmental Awareness	
6	Summer	Comparison	**Place Knowledge**	Location Knowledge	Human Geography	Physical Geography	Mapping Skills	Fieldwork	

KS1 Geographical Knowledge		Locational Knowledge		Place Knowledge	Human and Physical Geography		
		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 UK, and a contrasting non-European country	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: sea, ocean, river, season and weather key human features, including: city, town, farm, house and shop	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, season and weather key human features, including: city, town, village, house, port, harbour and shop
Y1	Our Local Area					✓	
	Explorers through Time		✓				
	The World of Animals	✓				✓	
	Change Outside My Window – Seasonal changes				✓		
Y2	Australia			✓			✓
	The Seaside Past and Present						✓

KS2 Geographical Knowledge		Locational Knowledge			Place Knowledge			Human and Physical Geography
		Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America.	Name and locate counties and cities of the United Kingdom	Identify the position of latitude, longitude, Equator, Northern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	A region of the United Kingdom	A region in a European country	A region within North or South America	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Y3	The Lake District		✓		✓			✓
	Coasts				✓			✓
Y4	Iceland	✓				✓		
	The Spirit of Preston's Past				✓			
Y5	Rainforests: The Lungs of the Earth						✓	✓
	On the Move: Understanding Refugees and Migration	✓	✓					
Y6	Japan	✓		✓				✓
	Countries Around the World: Comparison Study	✓	✓		✓	✓		✓

KS1 Geographical Skills and Fieldwork		Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key;	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Y1	Our Local Area		✓	✓	✓
	Explorers through Time	✓	✓		
	The World of Animals	✓	✓		✓
	Change Outside My Window – Seasonal changes				✓
Y2	Australia	✓	✓	✓	✓
	The Seaside Past and Present	✓	✓	✓	

KS2 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 keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Y3	The Lake District	✓	✓	✓
	Coasts	✓	✓	
Y4	Iceland	✓	✓	✓
	The Spirit of Preston's Past	✓	✓	✓
Y5	Rainforests: The Lungs of the Earth	✓	✓	
	On the Move: Understanding Refugees and Migration			✓
Y6	Japan	✓	✓	
	Countries Around the World: Comparison Study	✓	✓	✓

Year 1

Key Knowledge

Our Local Area	Explorers through Time	The World of Animals
My home address is…	The United Kingdom is made up of four countries: England, Scotland, Northern Ireland and Wales	The Earth is split up into continents and seas
My school is in Fulwood which is part of Preston. Preston is located in the North and West of England.		The Equator runs across the middle of the Earth and places nearest to the Equator are the hottest.
A simple map can be used to find or follow something.	Each of the four countries has a capital city: England's capital is London, Scotland's capital is Edinburgh, Northern Ireland's capital is Belfast and Wales' capital is Cardiff	Maps, globes and atlases can be used to locate different places across the world
A map can represent my journey.	The United Kingdom is surrounded by sea, including the North Sea, Irish Sea and English Channel	The UK's location means that in winter the climate is cool and wet and in summer it is warm and wet
Preston has many man-made and natural landmarks.		The North and South poles are located at the top and bottom of the Earth and these are cold places
The weather in Preston changes.	Maps and globes help us find places, including the UK and locations within it	Some parts of the world are hot and some are cold. These places have different physical features.
		Different animals are adapted to live in different parts of our world due to the climate

Map Knowledge and Skills (Y1)	Fieldwork	Communication	Enquiry
Use a simple picture map to move around the school	Use observational skills to describe and investigate a familiar locality	Communicate geographical understanding such as what they can see around them and a simple familiar journey in a range of ways. E.g. Speaking, writing, drawing or on a digital device	Ask what and where questions to find out more about locality studied
Use relative vocabulary such as bigger, smaller, like, dislike	Carry out small survey of the school locality		Find out about a locality using different sources of evidence e.g. a local walk, simple maps, photos, data, interview, library or internet search
Use directional language such as near and far, up and down, left and right, forwards and backwards	Use a pro-forma to collect data e.g tally survey	Use basic geographical vocabulary to describe specific local geographical features **North, South, East, West, environment, season, weather, human, physical, beach, forest, mountain, ocean, sea, river, country, capital city, city, town, house, farm, shops.**	
Use world maps to identify the UK in its position in the world	Sketch a simple fieldwork map or plan		Explore geographical change and difference e.g. seasonal weather and buildings/land use in own and contrasting locality
Use maps to locate the four countries and capital cities of the UK and its surrounding seas	Use a digital device in the field to record what is seen or heard		
Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles		Give and follow simple instructions to get from one place to another using positional and directional language e.g. near, far, left and right (Use programmable toys to support)	
Draw basic maps, including appropriate symbols and pictures to represent places or features			
Use photographs and maps to identify features (both human and physical) of our local area, a hot country and a cold country			

Year 2

Key Knowledge

Australia	The Seaside Past and Present
There are 7 continents – Asia, Africa, North America, South America, Antarctica, Europe, Australia.	The seaside has human and physical features and I can identify these.
There are 5 oceans – Pacific, Atlantic, Indian, Southern, Arctic.	Seasides are located at some points where the land meets the sea.
Australia is a continent on the other side of the world from the UK.	The seaside is a popular place for tourists to visit and this is due to the human and physical features of the area.
There are many world famous human and physical landmarks in Australia.	
The weather patterns and seasons in Australia are different from the UK due to its location in the Southern Hemisphere.	The weather can differ between inland and coastal locations.
Aboriginal people are indigenous to Australia and are closely associated with the Australian Outback.	People who live near the coast are glad of sea defences to help protect their homes and local areas.
Adelaide is a coastal city located in the south of Australia. It contains human and physical landmarks and there are many cultural things to do.	An aerial photo can be used to recognise landmarks and basic human and physical features.
The Great Barrier Reef is a famous physical feature of Australia, located East of Australia.	There are lots of coasts within the United Kingdom, many of which are popular for tourists.
Tourists like to visit Australia which has many similarities and differences to the UK.	Blackpool is the nearest coast to where we live.

Map Knowledge and Skills (Y2)	Fieldwork	Communication	Enquiry
Follow a route on a map	Use observational skills to describe and investigate a familiar locality	**Communicate geographical understanding such as what they can see around them and a simple familiar journey in a range of ways. E.g. Speaking, writing, drawing or on a digital device**	**Ask what and where questions to find out more about locality studied**
Use simple compass directions (North, South, East, West)	Carry out small survey of the school locality		**Find out about a locality using different sources of evidence e.g. a local walk, simple maps, photos, data, interview, library or internet search**
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	Use a pro-forma to collect data e.g. tally survey	**Use basic geographical vocabulary to describe specific local geographical features; North, South, East, West, environment, season, weather, human, physical, beach, forest, mountain, ocean, sea, river, country, capital city, city, town, house, farm, shops**	
Explore digital maps including zoom facility to control changes in detail	Sketch a simple fieldwork map or plan		Explore geographical change and difference e.g. seasonal weather and buildings/land use in own and contrasting locality
Locate and name on a world map and globe the seven continents and five oceans	Use a digital device in the field to record what is seen or heard		
Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles		Give and follow simple instructions to get from one place to another using positional and directional language e.g. near, far, left and right (Use programmable toys to support)	
Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) including labels			
Use and construct basic symbols in a key			

Year 3

Key Knowledge

The Lake District	Coasts
The Lake District is a national park located in the North West of England.	The UK has many coastal areas as it is surrounded by sea.
Mountains are formed in different ways, often due to movements in tectonic plates, volcanic activity or as a result of the Ice Age.	Coast lines have different human and physical features including piers, lighthouses, bays and cliffs.
There are five types of mountains: fold mountains, volcanic mountains, fault-block mountains, dome mountains and plateau mountains.	The features of a coastline have formed and changed over time due to erosion and deposition.
The Lake District is a mountain region and contains some mountain ranges.	The Giant's Causeway is an area of Northern Ireland's coastline.
All mountains are different shapes and sizes. Contour lines are used on maps to show the shape of a mountain.	The Giant's Causeway was formed when lava was released from a volcano.
Mountains can impact the climate, making the climate of the Lake District differ from Preston.	Blackpool is part of England's North West coastline and is our nearest coast.
Scafell Pike is the highest mountain in England and was formed by volcanic activity.	Blackpool has developed over time due to human influence and building.
Tourism is important for the Lake District and tourists visit the Lake District for different reasons e.g. to go to Scafell Pike.	
The Lake District plays an important role in the Water Cycle.	The coasts are popular for tourists who visit them via different transport methods and for different reasons. Tourists can have a positive effect on the local economy.
A river is formed when the water flow has eroded the land.	
The River Rothay flows from its source at Dunmail Raise to its mouth in Lake Windermere and has many key features of a river.	The weather at the coast can provide useful ways of creating energy and electricity but can also lead to natural disasters such as flooding.
The rivers, including the River Rothay, have a variety of uses both for humans and nature.	The coasts can have both positive and negative effects on people who live and visit them.
People have impacted the Lake District both through settlements and tourism.	People can have a positive and negative effect on the coasts' natural surroundings.

Map Knowledge and Skills (Y3)	Fieldwork	Communication	Enquiry
Follow a route on a map with some accuracy	Use observational skills to measure and record the human and physical features in the local area	Communicate geographical understanding and findings from fieldwork and research in a wider range of ways. E.g. Speaking, writing, drawing or on a digital device.	Ask more searching how and why geographical questions as well as where and what
Locate places using a range of maps including OS & digital	Collecting data from fieldtrips e.g. a tally chart with headings decided by the children		Find out about a locality using different sources of evidence e.g. a local walk, simple maps, photos, data, interview, library or internet search
Begin to match boundaries e.g. Find same boundary of a country on different scale maps	Sketch a simple fieldwork map or plan including descriptive and explanatory labels	Use a database to present findings	
Use 4 figure compasses, and letter/number co-ordinates to identify features on a map	Use a digital device in the field to record what is seen or heard and consider the usefulness of the evidence it provides	Use developing geographical vocabulary relating to physical and human process e.g. **climate, climate zone, biomes, natural disasters, mountains, volcanoes, earthquakes, tectonic plates, crust, mantle, core, rivers, population, settlement**	Identify and describe geographical features, processes and patterns
Locate the UK on a variety of different scale maps			Explore how a locality has changed over time with reference to human and/or physical features
Name & locate the counties and main cities of the UK			Describe similarities and differences between localities
Try to make a map of a short route experiences, with features in current order		Express opinions and personal views about what they like and don't like in relation to geographical features e.g. new houses being built on a field.	Use empathy to suggest different ways in which a locality studied can be changed or improved
Create a simple scale drawing			
Use standard symbols, and understand the importance of a key			

Year 4

Key Knowledge

Iceland

- Iceland is a country located in Europe, which is the same continent as the UK.
- Many people live in Iceland. Icelandic people have their own cultures and traditions which they preserve including their own language and currency.
- Iceland is a popular place in the Northern Hemisphere for tourists to visit mainly due to its location and its physical features.
- The Earth is structured in layers: the inner core, outer core, mantle and crust.
- The Earth's crust us made up of tectonic plates and these move.
- Some tectonic plates move away from each other and some tectonic plates move towards each other.
- Iceland is located on a tectonic plate boundary.
- A volcano is formed at a plate boundary.
- Volcanoes occurs where magma is released through the Earths' crust. Once the magma cools, it hardens to create the shape of the volcano.
- Some volcanoes are composite and some are shield.
- When pressure in the magma chamber gets too high, the larva is released through the vent during a volcanic eruption.
- When a volcano erupts, rock, gas and ash are released creating ash clouds which can drift for miles.
- A volcanic eruption can affect the landscape of its surrounding area and can also lead to natural disasters which can significantly impact the people who live and work near the volcano.
- Grindavik volcano is an active volcano located in the South West of Iceland which has caused recent natural disasters affecting people of Iceland.
- Land near to volcanos can have impact on the local economy such as through boosting tourism, supporting the production of geothermal energy, providing nutrient rich soil and geothermal spots.

The Spirit of Preston's Past

- Over time, Preston has urbanised and this has changed the land use.
- The population of Preston is continuing to rise and is now 338,000 (2024).
- Preston developed because it was in a good position to trade as it is a river-based town near to the River Ribble.
- Trade from docks in Preston flourished in eth 19th Century with Edward Dock (we know as 'the docks') being built in 1892. At the time it was the largest single dock in the country.
- The purpose of the docks today has changed and the area is now used more for residential and leisure purposes.
- One of the main forms of trade in Preston was the cotton industry and this led to the building of terraced houses around the areas of the mills.
- Some of the purpose-built buildings, such as Tulketh Mill and the former workhouse hospital, are still iconic landmarks in Preston today, however their use is different and many of these buildings have been demolished.
- People settled in Preston in the 16th and 17th Century due to Preston's strong trade links and the jobs that there provided however these jobs are different to those provided now.
- Preston became a city in 2002.
- Ordnance Survey maps have been used to map modern day Preston. These can be compared with historical maps of Preston.
- 8 figure compass and 6 figure grid reference help us to identify a location on a map.

Map Knowledge and Skills (Y4)

- Follow a route on a large scale map
- Locate places on a range of maps (variety of scales)
- Identify features on an aerial photograph, digital or computer map and match position of a photo to a map
- Begin to use 8 figure compass and four figure grid references to identify features on a map
- Locate Europe on a large scale map or globe
- Name and locate countries in Europe (including Russia) and their capital cities
- Recognise and use OS map symbols, including completion of a key and understanding why it is important
- Draw a sketch map from a high viewpoint

Fieldwork

- Use observational skills to measure and record the human and physical features in the local area
- Collecting data from fieldtrips e.g. a tally chart with headings decided by the children
- Sketch a simple fieldwork map or plan including descriptive and explanatory labels
- Use a digital device in the field to record what is seen or heard and consider the usefulness of the evidence it provides

Communication

- Communicate geographical understanding and findings from fieldwork and research in a wider range of ways. e.g. Speaking, writing, drawing or on a digital device
- Use a database to present findings
- Use developing geographical vocabulary relating to physical and human process: climate, climate zone, biomes, natural disasters, mountains, volcanoes, earthquakes, tectonic plates, crust, mantle, core, rivers, population, settlement
- Express opinions and personal views about what they like and don't like in relation to geographical features e.g. new houses being built on a field

Enquiry

- Ask more searching how and why geographical questions as well as where and what
- Find out about a locality using different sources of evidence e.g a local walk, simple maps, photos, data, interview, library or internet search
- Identify and describe geographical features, processes and patterns
- Explore how a locality has changed over time with reference to human and/or physical features
- Describe similarities and differences between localities
- Use empathy to suggest different ways in which a locality studied can be changed or improved

Year 5

Key Knowledge

Rainforests: Lungs of the Earth	On the Move: Understanding Refugees and Migration
Location can be identified more precisely using longitude and latitude.	*Know what it means to migrate and some of the different reasons people choose to migrate.*
There are different biomes – aquatic, desert, forest, grassland, rainforest, tundra. The rainforest is a biome.	*Know the route that the Mayflower intended to take to get to America; why it was unable to take its planned route; the actual route it took and how to use a map to show this.*
The animals and plants that inhabit different biomes are adapted to live there.	*Know how the pilgrims established their settlement and what impact this had on their lifestyle.*
The Amazon Rainforest is the largest rainforest in the world and is located in South America.	
The rainforest is made up of different layers (emergent, canopy, understorey, forest floor)	*Know that migration has an impact on places and know the impact the pilgrims on-board the Mayflower in 1620 had on the "New World".*
Deforestation is resulting in changes to the rainforest. This is having a negative impact on the global climate. Conservation is helping to protect it.	
The Amazon Rainforest is home to indigenous tribes who have their own cultures, customs and traditions. Contact with outsiders has both a positive and negative effect including supporting the economy through trade (Fair Trade) and spreading disease and destroying habitats.	
The Amazon River is the second largest river in the world. It plays an important role for different reasons including the water cycle, trade and production of hydroelectric power.	

Map Knowledge and Skills (Y5)	Fieldwork	Communication	Enquiry
Compare maps with aerial photos	Use observational skills to measure and record the human and physical features in the local area with greater accuracy	Communicate geographical understanding, findings from fieldwork & research in a variety of ways. e.g. maps, diagrams, numerical data and writing at increasing length	Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?
Select a map for a specific purpose			
Begin to use atlases to find out other information (e.g. temperature)	Select appropriate method for data collection	Use a database to analyse findings and identify patterns. Evaluate the quality of evidence collected; suggest improvements	Make predictions and test simple hypotheses about people and places
Find and recognise places on maps of different scales	Sketch a fieldwork map or plan and annotate to describe and explain geographical processes or features e.g. erosion	Use more precise geographical vocabulary for physical & human processes: Natural Disasters: tectonic plates, hot spot, conservative, constructive, destructive; Water Cycle: precipitation, condensation, evaporation; Climate Zones: tropical, temperate; Biomes: rainforest, deserts, savannah, woodland, grassland, tundra; Settlements: city, town, village, hamlet, residential, rural, city centre, suburbs, trade	Find out about a locality by selecting appropriate sources of evidence e.g. a local walk, simple maps, photos, data, interview, library or internet search
Use 8 figure compasses and begin to use 6 figure grid references			
Locate the world's countries, focus on North & South America	Use a digital device in the field to record evidence to support a prediction or hypothesis. e.g. recording sound to prove noise pollution		Identify and describe with increasing accuracy geographical features, processes and patterns
Identify the position and significance of lines of longitude & latitude			Explain what a locality might be like in the future, taking account of issues impacting and human features e.g. impact of flooding
Draw a variety of thematic maps based on their own data			
Use and recognise OS map symbols regularly		Develop views and attitudes to critically evaluate responses to local geographical issues or news events	

Year 6

Key Knowledge

Japan

Japan is an archipelago of islands located in East Asia and is surrounded by the Pacific Ocean, Sea of Japan, China Sea and Philippine Sea.

Japan trades with other countries.

Japanese culture is very unique and is one of the reasons that many tourists visit Japan.

The movement if tectonic plates causes natural disasters.

Earthquakes occurs at destructive and conservative plate boundaries.

Japan is located on a tectonic plate boundary where 4 tectonic plates meet.

In 2011, a major earthquake happened in Tōhoku and this impacted the people and city.

In 2022, an earthquake took place in Namie which was significantly less destructive than the Tōhoku earthquake.

Humans have the power to limit the destruction of earthquakes by introducing various strategies to the country.

Earthquakes in less economically developed countries often have worse effects than in more economically developed countries. For example, the 2011 earthquake in Haiti had a larger impact than the earthquakes in Japan.

Countries Around the World: Comparison Study

Japan, the UK and Iceland are located in the Northern Hemisphere. Iceland is located just south of The Arctic Circle whereas Japan and The British Isles are in the temperature zone of the Northern Hemisphere.

The UK and Iceland are located in Europe, however, Japan is located in Asia.

Japan, The British Isles and Iceland are all islands, however, Iceland is not an archipelago as it is a single island rather than a collection of islands.

Both Japan and Iceland lie on plate boundaries and therefore experience natural disasters. The Lake District does not lie on a plate boundary but it does experience flooding.

The population, landscape, land use, cultures and human and physical features vary in each of these places.

Reykjavik, Tokyo and the Lake District are all places that tourists visit due to their different tourist attractions.

All three areas have national parks which are popular tourist destinations. These are similarities and differences between them all.

Know the similarities and differences between the cities of Reykjavik, Tokyo and Preston.

Map Knowledge and Skills (Y6)	Fieldwork	Communication	Enquiry
Follow a short route on a OS map *(covered through a day session with Go Velo)*	Use observational skills to measure and record the human and physical features in the local area with greater accuracy	Communicate geographical understanding, findings from fieldwork & research in a variety of ways. E.g maps, diagrams, numerical data and writing at increasing length	Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?
Describe the features shown on an OS map *(covered through a day session with Go Velo)*			
Use atlases to find out data about other places	Select appropriate method for data collection	Use a database to analyse findings and identify patterns. Evaluate the quality of evidence collected; suggest improvements	Make predictions and test simple hypotheses about people and places.
Use 8 figure compass and 6 figure grid reference accurately *(covered through a day session with Go Velo)*	Sketch a fieldwork map or plan and annotate to describe and explain geographical processes or features e.g. erosion		Find out about a locality by selecting appropriate sources of evidence e.g. a local walk, simple maps, photos, data, interview, library or internet search
Use lines of longitude and latitude on maps		Use more precise geographical vocabulary for physical & human processes: <u>Natural Disasters: tectonic plates, hot spot, conservative, constructive, destructive;</u> Water Cycle: precipitation, condensation, evaporation; Climate Zones: tropical, temperate; Biomes: rainforest, deserts, savannah, woodland, grassland, tundra; <u>Settlements: city, town, village, hamlet, residential, rural, city centre, suburbs, trade</u>	
Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages	Use a digital device in the field to record evidence to support a prediction or hypothesis. e.g. recording sound to prove noise pollution		Identify and describe with increasing accuracy geographical features, processes and patterns
Identify the position and significance of lines of longitude & latitude			Explain what a locality might be like in the future, taking account of issues impacting and human features e.g. impact of flooding
Draw plans of increasing complexity			
Begin to use and recognise atlas symbols *(covered through a day session with Go Velo)*		Develop views and attitudes to critically evaluate responses to local geographical issues or news events	