

Geography Units

Year	Topic title	Concept Knowledge
1	<i>Where I live</i>	<p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> • Understand the name of their town and understand where it is in the country. <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> • Children recognise and understand that they live in a town and they live close to a church, park, town and leisure centre <p><u>Human Geography:</u></p> <ul style="list-style-type: none"> • Children recognise that these are things you can see in the local area that have been built by people like homes, shops, parks, churches and leisure centres <p><u>Geographical Skills</u></p> <ul style="list-style-type: none"> • maps, atlases, OS maps, keys and symbols.
1	<i>Wonderful Weather</i>	<p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> • Children recognise the weather patterns in their local area. <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> • Children recognise and understand that the weather that they experience is different to weather patterns in other parts of the world. <p><u>Human Geography:</u></p> <ul style="list-style-type: none"> • Children recognise that different weather patterns happen in different parts of the world. <p><u>Geographical Skills</u></p> <ul style="list-style-type: none"> • maps, atlases, OS maps, keys and symbols.
2	<i>Handa's African Adventure</i>	<p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> • Understand the locations of the UK and Kenya. (Which continents are they located in and which oceans are they connected to). • Understand what we mean by Northern Hemisphere, Southern Hemisphere and equator and make links to climate and location. <p><u>Place Knowledge:</u></p>

		<ul style="list-style-type: none"> • Understand why the climate is different in each location. • Understand which animals live in each country and understand the reasons why. <p><u>Human Geography:</u></p> <ul style="list-style-type: none"> • Understand what is meant by human geography. • Explore similarities/differences between African/UK villages. Compare man-made school buildings, looking at materials and why they are structured in certain ways. • Identify the human geography (carparks, buildings) in and around their own school <p><u>Geographical Skills</u></p> <ul style="list-style-type: none"> • maps, atlases, OS maps, keys and symbols.
2	Planet Earth	<p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> • Understand that the world is split into seven continents and five oceans. • Be able to name and locate the seven continents and five oceans. • Understand that the UK is made up of four countries. • Be able to name the four countries and their capital cities. <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> • Recognise why different continents have different temperatures • Recognise the different physical and human features found in the four countries of the UK <p><u>Human Geography:</u></p> <ul style="list-style-type: none"> • Understand what is meant by human geography. • Explore and sort images of physical.human geography in the UK and in South America • Identify the human geography in their own location <p><u>Geographical Skills</u></p> <ul style="list-style-type: none"> • maps, atlases, OS maps, keys and symbols.

3

My place in the world

Location and Place Knowledge	Geographical Techniques
<ul style="list-style-type: none">• UK location in the world• Location of home nations and capital cities• Location of counties, including our local area• Physical and human characteristics of London	<p><i>(Including tier 2 vocabulary and tier 3 vocabulary)</i></p> <ul style="list-style-type: none">• Interpret a range of sources of geographical information, including maps, diagrams, digital mapping• Use the eight points of a compass.• Communicate information in a variety of ways, including through maps, numerical and quantitative skills and writing at length• Ask and answer questions using a range of methods to describe features studied.
Physical features and processes	Human interaction with the environment
<ul style="list-style-type: none">• Weather and climate• Patterns of climate in the UK• Physical landscapes of the UK	<ul style="list-style-type: none">• Types of settlements and land use• Economic activity• Migration• Tourism

3	<i>Volcanoes and Earthquakes</i>	Location and Place Knowledge	Geographical Techniques
		<ul style="list-style-type: none"> ● Global distribution of volcanoes and earthquakes. ● Location of famous volcanoes of the world ● Investigating why Haiti and Japan had different impacts from an earthquake. ● Investigating how places predict, prepare and prevent tectonic hazards 	<p><i>(Including tier 2 vocabulary and tier 3 vocabulary)</i></p> <ul style="list-style-type: none"> ● Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs ● Communicate information in a variety of ways, including through maps and writing at length ● Ask and answer questions using a range of methods to describe features studied.
		Physical features and processes	Human interaction with the environment
		<ul style="list-style-type: none"> ● Physical features of earthquakes and volcanoes ● Identify past and present physical features. ● Differences between settlements. 	<ul style="list-style-type: none"> ● Effects of volcanoes on people and the environment. ● Effects of earthquakes on people, the environment and the economy.

4	Coasts		Location and Place Knowledge	Geographical Techniques
			<ul style="list-style-type: none"> • Name, locate and identify oceans and seas on a global, national and local scale; particularly focusing on the Sunderland and Tyneside coastline 	<i>(Including tier 2 vocabulary and tier 3 vocabulary)</i> <ul style="list-style-type: none"> • Use geographical terms and vocabulary, demonstrate geographical skills, including maps and graphical methods
			Physical features and processes	Human interaction with the environment
			<ul style="list-style-type: none"> • Identify and describe coastal characteristics and processes. • An understanding of the processes of erosion, weathering and transportation along the coastline. 	<ul style="list-style-type: none"> • Identify land use, and human activity along a river. Discuss the impacts of coastal erosion and sea level rise and management techniques to respond to this

4	<i>Journey of a river</i>		Location and Place Knowledge	Geographical Techniques
			<ul style="list-style-type: none"> Name, locate and identify key rivers on a global, national and local scale; particularly focusing on the Tyne, Wear and Tees 	<i>(Including tier 2 vocabulary and tier 3 vocabulary)</i> <ul style="list-style-type: none"> Interpret a range of sources of geographical information, including maps, diagrams, aerial photographs Communicate information in a variety of ways, including through maps and writing at length Ask and answer questions using a range of methods to describe features studied.
			Physical features and processes	Human interaction with the environment
			<ul style="list-style-type: none"> Identify and describe river characteristics and processes. Gain an understanding of the three stages of a river and how they differ. 	<ul style="list-style-type: none"> Identify land use, and economic activity along a river. Discuss the relationships between human activity and how this has changed overtime.

5	<i>Settle Down</i>	Location and Place Knowledge	Geographical Techniques
		<ul style="list-style-type: none"> • Local area (Hebburn, South Shields, Peterlee, Sunderland) • Shenzhen (Asia) • Understand geographical similarities and differences through the studying of human and physical geography. • Investigate land-use patterns and understand how some of these aspects have changed over time. 	<p><i>(Including tier 2 vocabulary and tier 3 vocabulary)</i></p> <ul style="list-style-type: none"> • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs • Communicate information in a variety of ways, including through maps, numerical and quantitative skills and writing at length • Ask and answer questions using a range of methods to describe features studied. • 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, graphs and digital technologies.
		Physical features and processes	Human interaction with the environment
		<ul style="list-style-type: none"> • Physical features of hamlets, villages, towns and cities. • Identify past and present physical features • Differences between settlements 	<ul style="list-style-type: none"> • Types of settlements and land use • Economic activity

5	Natural Resources		<ul style="list-style-type: none"> • Understand geographical similarities and differences through the studying of human and physical geography. • Investigate consumption patterns globally and understand why there are variations. 	<i>(Including tier 2 vocabulary and tier 3 vocabulary)</i> <ul style="list-style-type: none"> • Interpret a range of sources of geographical information, including maps, diagrams, globes. • Communicate information in a variety of ways, including through maps, numerical and quantitative skills and writing at length • Ask and answer questions using a range of methods to describe features studied.
			Physical features and processes	Human interaction with the environment
			<ul style="list-style-type: none"> • The formation of resources. • How location can determine access to resources. • Identify the physical reasons for why we have a world of 'haves' and 'have nots'. 	<ul style="list-style-type: none"> • Uses of resources • Access to resources • The impacts of using resources.

6	Biomes		Location and Place Knowledge	Geographical Techniques
			<ul style="list-style-type: none"> • Tropical Rainforest: South America • Temperate Deciduous Forest: UK • Southern/Northern hemispheres • Equator • Climates in different areas of the planet • Flora and fauna found in different biomes 	<i>(Including tier 2 vocabulary and tier 3 vocabulary)</i> <ul style="list-style-type: none"> • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs • Communicate information in a variety of ways, including through maps, numerical and quantitative skills and writing at length • Ask and answer questions using a range of methods to describe features studied. • 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, graphs and digital technologies.
			Physical features and processes	Human interaction with the environment
			<ul style="list-style-type: none"> • Physical features tropical rainforests (South America) and temperate deciduous forests (UK) • Differences between a rainforest and a temperate deciduous forest 	<ul style="list-style-type: none"> • Human use of the rainforest • Economic activity (goods and services) • Trade • Deforestation • Sustainable management

6	North America		Location and Place Knowledge	Geographical Techniques
			<ul style="list-style-type: none"> • Locate North America and the USA • Locate states, features and settlements of USA 	<i>(Including tier 2 vocabulary and tier 3 vocabulary)</i> <ul style="list-style-type: none"> • Interpret a range of sources of geographical information, including maps, diagrams and graphs. • Communicate information in a variety of ways, including through maps and writing at length • Ask and answer questions using a range of methods to describe features studied.
			Physical features and processes	Human interaction with the environment
			<ul style="list-style-type: none"> • Formation of a canyon and processes of erosion. • Causes and impacts of a hurricane. • Causes and impacts of wildfires. 	<ul style="list-style-type: none"> • Population distribution and density • Food and farming • Settlement changes of time. • Climate change.