



WHOLE SCHOOL GEOGRAPHY OVERVIEW



When teaching Geography, the five key geographical skills must be taught for each one.

- Map skills
- Fieldwork
- Building a sense of place (physical and human features)
- Enquiry/Using sources
- Environment

For each location children will learn about and compare some or all of the following geographical themes.

- Land use / settlement
- Weather and climate
- Lifestyle and culture
- Sustainability and environment
- Trade/economy (KS2)

The first lesson for any place topic must set the context by focusing on identifying where in the world the place is, what continent it is on, what seas surround it, what the capital and major cities are and what the culture is like in that location. In this lesson the knowledge organiser will be introduced which children will add to throughout the unit of work.

Can you still ? (Last lesson, last term and last year) to be used at the start of each Geography lesson.

Retrieval lesson objectives to be taken from overview of substantive and disciplinary knowledge document.

YEAR 1

Year 1 Fieldwork Enquiry Unit

What is the weather like and how do we record it?

Unit Context	In this unit children will gain an understanding of different weather and their symbols. They will record the weather daily and notice how it changes throughout the day and week and how people adapt to different weather. They will use equipment to record temperature and look at how the weather affects us.
Map Skills <ul style="list-style-type: none">• Use the vocabulary of North and South• Use a simple picture map/atlas to locate some places. Fieldwork <ul style="list-style-type: none">• Investigate their surroundings.• Draw simple features that they have observed.• To identify daily weather patterns in the context of the weather of the UK.• To understand seasonal weather patterns in the context of the weather of The UK.• To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather• To understand how weather affects people (clothing, human features)	

Year 1 Geography Unit
My School, My Village, My Town, My City

Unit Context	In this unit children will gain an understanding of where they live, starting with school and working out to the city of Sunderland.
Disciplinary Knowledge	They will be given the opportunity to: <ul style="list-style-type: none"> • Ask questions about their local area. • Use a range of sources to investigate a location. • Use maps and aerial photographs to locate places and landmarks. Devise simple maps.
Substantive Knowledge	By the end of the unit children must: <ul style="list-style-type: none"> • Know the name of the village the school is located in. • Know the difference between a village, town and city (amenities, size and land use) • Know the difference between a physical and human feature. • Be able to identify physical and human features within the local area.

These are some suggested objectives to support the teaching of this unit

Sense of Place

- Understand the difference between human and physical features.
- Identify human features of a place using vocabulary from the vocab list.
- Identify physical features using the vocabulary list
- Understand that land can be used for different purposes (fields, houses etc.)
- Recognise amenities within the local area
- Identify different types of housing with a place.
- Identify the differences between villages, towns and cities
- To understand that villages towns and cities have different amenities
- Make simple comparisons of human and physical features in different places with support.
- Understand the difference between rural and urban villages.

Map Skills

- Describe places using simple directions (up/down, left/right, forwards/backwards near/far)
- Have experience of using maps and plan views of locations.
- Attempt to make own maps of the school.
- Use a simple picture map/atlas to locate some places.
- Use plan perspective to recognise basic human and physical features.
- Use aerial photographs to recognise landmarks and basic human and physical features.

Fieldwork

- Investigate their surroundings and express what they like/dislike about the area.
- Make observations about where things are (around school and in local area)
- Draw simple features that they have observed.
- Use a camera to record and label what they have seen (colours, objects, textures etc.)

Geographical Enquiry/Using Sources

- Use information books and pictures as sources of information about a location.
- Use given resources and own observations to respond to closed questions about a location.
- With support, ask own questions about a locality.

Environment

- Understand that humans can have a negative impact on the environment – litter
- Consider how the local environment has been affected by human activity.

Useful information for Teachers to support the children in learning more and remembering more

Builds on:

EYFS-

- Identify familiar physical and human features in the school grounds.
- Begin to identify location school and home.
- Observe and record using drawing and model making.
- Draw simple maps of own environment or imaginary stories.

Future Learning:

- Year 3
- The UK – Cities, counties, rivers, coastlines and mountains.

Year 1 Social Responsibility Unit
How appealing is our local area? Why is nature special?

Unit Context	In this unit children will build on their knowledge of the local area and discuss how appealing it is to residents and visitors. They will discuss why nature is special and the impact nature can have on their lives.
Environment	
<ul style="list-style-type: none"> • Understand that humans can have a negative impact on the environment – litter • With support, give simple examples of how the local environment has been affected by human activity. • To explore how nature makes us feel. • To understand what nature gives us. • To understand how littering harms animals and nature. 	

Year 1 Geography Unit
The UK Countries and Capitals

Unit Context	In this unit children will gain an understanding of the countries that make up the UK and their capital cities. Children will investigate the weather of the various countries of the UK.
Disciplinary Knowledge	They will be given the opportunity to: <ul style="list-style-type: none"> • Ask questions about a locality. • Use a range of sources to investigate a location. • Use vocabulary of North and South. • Use maps to locate places.
Substantive Knowledge	By the end of the unit children must: <ul style="list-style-type: none"> • Be able to locate the counties of the UK. • Know and locate the capital cities within each country. • Name and locate the seas that surround the UK. • Describe the characteristics of the four countries. • Recognise iconic landmarks within each country and capital city. • Identify seasonal and daily weather patterns in the UK.
<p>These are some <u>suggested</u> objectives to support the teaching of this unit</p> <p>Sense of Place</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns and compare to other areas of the UK. • Apply knowledge of human and physical features. • Understand that land can be used for different purposes (fields, houses etc.) • Make simple comparisons of human and physical features in different places with support. • Identify the differences between capital cities in the UK. • Identify the characteristics of the four countries of the UK (land use, culture, traditions, events, emblems, saints) • Name, locate and identify surrounding seas of the UK. • Know names and locations of the countries and capitals of the UK as well as some features of each one (e.g., River Thames, London Eye, Edinburgh Castle etc) <p>Map Skills</p> <ul style="list-style-type: none"> • Use the vocabulary of North and South. • Have experience of using maps and plan views of locations. • Use a simple picture map/atlas to locate some places. • Use aerial photographs to recognise landmarks and basic human and physical features. <p>Fieldwork (not in this unit)</p> <p>Geographical Enquiry/Using Sources</p> <ul style="list-style-type: none"> • Use information books and pictures as sources of information about a location. • Use given resources and own observations to respond to closed questions about a location. • With support, ask own questions about a locality. <p>Environment</p> <ul style="list-style-type: none"> • Understand that humans can have a negative impact on the environment. 	

Useful Information for Teachers to support the children in learning more and remembering more

Builds on:

EYFS-

- Begin to identify location school and home.

Future Learning:

Year 3

- The UK – Cities, counties, rivers, coastlines and mountains.

Year 1 Social Responsibility Unit Where does our food come from (farm to fork)

Unit Context	In this unit children will investigate where their food comes from and the journey it takes from the farm to their forks.
Environment <ul style="list-style-type: none">• To explore where our food comes from.• To describe what happens on the farm during each season.• To explore how our food travels.• Understand that humans can have a negative impact on the environment.• With support suggest what we can do to protect environment – planting our vegetables/buying locally.	

Year 1 Fieldwork Enquiry Unit How do we travel in our local area?

Unit Context	In this unit children will investigate how we can travel in our local area. They will plot a route on a map from school to North Shields and then follow this route using the various forms of transport – bus, metro and ferry.
Map Skills <ul style="list-style-type: none">• Follow simple directions (up/down, left/right, forwards/backwards near/far)• Use the vocabulary of North and South• Have experience of using maps and plan views of locations.• Attempt to make own maps of real or imaginary places.• Use a simple picture map/atlas to locate some places.• Use plan perspective to recognise basic human and physical features.• Use aerial photographs to recognise landmarks and basic human and physical features. Fieldwork <ul style="list-style-type: none">• Investigate their surroundings and express what they like/dislike about the area.• Make observations about where things are (around school and in local area)• Draw simple features that they have observed.• Use a camera to record and label what they have seen (colours, objects, textures etc.)• With support, gather evidence about a place and record it in a pictogram.	

YEAR 2

Year 2 Fieldwork Enquiry Unit Where do people visit the Galleries?

In this unit children will investigate the different facilities at the Galleries. They will plot and follow a route from school to the Galleries where they will make observations and collect data from the public.

Map Skills

- Use vocabulary N,S,E&W.
- Follow directions using cardinal compass points (N,S,E&W)
- Draw own maps of real or imaginary places.
- Use own symbols to create simple legends on a map)
- Use an atlas/globe/online/ world map to locate places around the world.

Fieldwork

- With support, gather evidence about a place and record it (pictograms, tally chart, Venn, Carroll etc.)
- Use observational skills to attempt to make simple drawings of appropriate scale.
- Record and label observations using geographical vocabulary.
- Investigate their surroundings, expressing their own views and considering other people's views.

Year 2 Geography Unit Hot and Cold Places

Unit Context	In this unit children will learn and locate the continents of the world. They will be introduced to the basic concept of climate zones, mapping out hot and cold places globally and look at features in the North and South Poles. They will study two contrasting locations and compare weather, lifestyles and land use.
Disciplinary Knowledge	They will be given the opportunity to: <ul style="list-style-type: none">• Use vocabulary of North, South, East and West.• Use an atlas/globe/online/world map to locate places around the world.• Use books, maps and images of a location as sources of information.
Substantive Knowledge	By the end of the unit children must: <ul style="list-style-type: none">• Name and locate the seven continents.• Name and locate the five oceans.• Recognise and locate the equator on a globe / world map and locate countries in the Northern and Southern Hemisphere.• Understand how hot and cold a location is depends on its distance from the Equator and north and south poles.

These are some suggested objectives to support the teaching of this unit

Sense of Place

- Compare the weather in different places around the world.
- Identify Equator and North and South Pole.
- Identify and describe where places are in the world, including Northern and Southern hemispheres.
- Understand that land can be used for different purposes (fields, houses etc.)
- Identify land use in different areas.
- Make simple comparisons between human and physical features of different places using geographical vocabulary.
- To compare their own lifestyles to that of humans in a contrasting location.
- To name and locate the seven continents.
- To name and locate the five oceans of the world.

Map Skills

- Use vocabulary North, South, East and West.
- Follow directions using cardinal compass points (N,S,E&W)
- Have experience of using maps and plan views of locations.
- Use an atlas/globe/online/world map to locate places around the world.

Fieldwork (Not in this unit)

Geographical Enquiry/Using Sources

- Use books, maps and images of a location as sources of information.
- Use resources to respond to open questions about a locality.
- Ask own simple geographical questions about a locality.

Environment

- Understand that humans have had a negative impact on the environment – melting ice caps.
- Give some examples of how human development has affected animals habitats – melting ice caps.
- Suggest ways to help improve the environment.

Useful Information for Teachers to support the children in learning more and remembering more

Builds on:

EYFS- Comparing Mary Seacole's home in Jamaica to our local area.

Animals in contrasting environments – how do they differ to our pets (animals in Antarctica, The Amazon and the African Savannah / Grasslands)

Future Learning:

Year 4 -Recognise and identify climate zones.

Year 5 -Identifying location Greece within continent of Europe.

Identifying climate zones and Biomes.

Suggest areas around world that would have similar climates and justify reasoning.

Make detailed comparisons places- land use, human and physical features and climate.

Year 2 Social Responsibility Unit **How is the weather in our world changing?**

Unit Context	This unit builds on the children existing knowledge of weather, how it can change daily and how it affects our lives. They will focus on how weather has changed over a period of time in the UK and different parts of the world and how this impacts people and environments.
Environment	<ul style="list-style-type: none">• To know where our water comes from and what it is used for.• Give simple examples of how the environment has been affected by human activity (melting ice caps)• To understand what a drought is and how poorer countries deal with it.• To consider ways in which we can help ensure everybody has access to clean safe water.

Year 2 Geography Unit **Comparing Sulgrave to Mugumareno, Zambia**

Unit Context	In this unit children will compare their locality to that of Mugumareno in Zambia. They will consider lifestyle, land use, weather and locations.
Disciplinary Knowledge	They will be given the opportunity to: <ul style="list-style-type: none">• Ask and answer geographical questions about Zambia and how it is similar / different to Sulgrave.• Use an atlas/globe/online/world map to locate places around the world.• Use books, maps and images of a location as sources of information.• Record and label observations using geographical vocabulary.• Investigate their surroundings and compare it to those of Mugumareno.
Substantive Knowledge	By the end of the unit children must: <ul style="list-style-type: none">• Know and locate the continent Zambia is in.• Locate Zambia villages within Zambia.• Know how the weather differs between Zambia and the UK.• Know how land use differs between Zambia and the UK.• Identify how life of a child in Zambia differs to them.
These are some <u>suggested</u> objectives to support the teaching of this unit	

Sense of place

- Compare the weather in different places around the world
- Identify and describe where places are in the world, including Northern and Southern hemispheres.
- Identify human features of a place.
- Identify physical features of a place.
- Identify land use in different areas.
- Make simple comparisons between human and physical features of different places using geographical vocabulary.
- To compare how humans, utilise human and physical features within their locality.
- To compare their own lifestyles to that of humans in a contrasting location.

Map Skills

- Draw own maps of real or imaginary places.
- Use own symbols to create simple legends on a map)
- Use an atlas/globe/online/ world map to locate places around the world.

Fieldwork

- With support, gather evidence about a place and record it (pictograms, tally chart, Venn, Carroll etc.)
- Use observational skills to attempt to make simple drawings of appropriate scale.
- Record and label observations using geographical vocabulary.
- Investigate their surroundings, expressing their own views and considering other people's views.

Geographical Enquiry/Using Sources

- Use books, maps and images of a location as sources of information.
- Use resources to respond to open questions about a locality.
- Ask own simple geographical questions about a locality.

Environment

- Suggest ways to help improve the environment – walk/cycle, recycle
- Give simple examples of how the environment has been affected by human activity
- Give some examples of how human development has affected animal's habitats.

Useful information for Teachers to support the children in learning more and remembering more.

Builds on:

Year 2

Hot and cold places topic – children can name and locate the seven continents including Africa.

Future Learning:

KS2 Comparing locations of a range of contrasting places outside the UK with their own location.

Year 4

- Himalayas with UK

Year 5

- Greece with UK
- North America with UK

Year 6

- South America with UK

Year 2 Social Responsibility Unit **Why should I value my education?**

Unit Context	In this unit children will reflect on their comparison study and gain an understanding of how and why education differs around the world
Environment	<ul style="list-style-type: none">• To understand the similarities and differences of education around the world.• To consider why there are such differences in the level of education people receive.• To consider how we can encourage people in charge to value education.

Year 2 Fieldwork Enquiry Unit
How polluted Is Our Local Beach?

Unit Context	In this unit the children will carry out a beach study. They will visit Roker Beach to investigate how polluted it is. They will record their findings in a variety of ways and then present to Eco-Warriors at school.
Map Skills	
<ul style="list-style-type: none"> • Use vocabulary N,S,E&W. • Follow directions using cardinal compass points (N,S,E&W) • Draw own maps of real or imaginary places. • Use own symbols to create simple legends on a map) • Use an atlas/globe/online/ world map to locate places around the world. 	
Fieldwork	
<ul style="list-style-type: none"> • With support, gather evidence about a place and record it (pictograms, tally chart, Venn, Carroll etc.) • Use observational skills to attempt to make simple drawings of appropriate scale. • Record and label observations using geographical vocabulary. • Investigate their surroundings, expressing their own views and considering other people's views. 	

YEAR 3

Year 3 Geography Unit: The UK (its counties, cities, rivers, mountains and coastline)

Unit Context	In this unit children will consolidate and build on their existing knowledge of the UK. They will learn to locate and name the counties of the UK, the major cities, the major rivers and its mountain ranges. They will identify coastlines and compare two coastal locations in the UK, one in the North East and one further away. Children will learn how these locations have changed over time.
Disciplinary Knowledge	They will be given the opportunity to: <ul style="list-style-type: none"> • Use a range of sources (maps, anecdotes, books and photos) to find out about a location. • Ask a range of geographical questions about a locality. • Use a map to identify physical features of place.
Substantive Knowledge	By the end of the unit children must: <ul style="list-style-type: none"> • Name and locate major cities in the UK. • Name and locate counties of the UK. • Name and locate the major rivers of the UK. • Name and locate the mountain ranges in the UK. • Identify the UK coastline and name some famous landmarks along the coast. • Identify similarities and differences between two contrasting coastal locations. • Understand how locations can change over time due to human activity. • Recognise standard symbols on a map.

These are some *suggested* objectives to support the teaching of this unit

Sense of Place

- Name and locate major cities in the UK.
- Name and locate major rivers in the UK.
- Identify the source of a river and the sea it joins.
- Name and locate the mountain ranges of the UK.
- Identify and describe landmarks of a place.
- Make comparisons between human and physical features using geographical vocabulary.
- Identify land use from range of maps and aerial photographs.
- Use maps to identify counties and cities within the UK.
- With support, identify how human and physical features in the UK have changed over time.

Map Skills

- Give and follow directions using cardinal compass points (N,S,E&W)
- Explain the need for a legend on a map
- Recognise and identify some standard symbols on a map.
- Use a map to identify the physical features of a place (eg. Mountains, rivers etc.)

- Use pairs of letters or number coordinates to locate places on a map.

Fieldwork

Geographical Enquiry/Using Sources

- Use a range of sources (maps, anecdotes, books, photos) to find out about a location.
- Ask a range of geographical questions about a locality.
- With support offer simple explanations for their observations/findings.

Environment

- Understand that humans have had a negative impact on the environment – tourism.
- Suggest ways to help save the environment –walk/cycle/reduce transport in coastal regions.
- Give examples of how environments have been affected by human activities.
- To describe the impact tourism can have on a location.

Useful information for Teachers to support the children in learning more and remembering more.

Builds on:

Year 1

- The UK countries and capitals

Future Learning:

Year 4

- Volcanoes, earthquakes and tsunamis.

Year 3 Fieldwork Enquiry Unit
Where does the water go when it rains?

Unit Context	In this unit children will build on their existing knowledge of weather from KS1 and investigate where the water goes when it rains. They will look at the impact of too much / too little rain on people and environments.
Map Skills	
<ul style="list-style-type: none"> • Give and follow directions using cardinal compass points (N,S,E&W) • Use pairs of letters or number coordinates to locate places on a map. • Explain the need for a legend on a map • Recognise and identify some standard symbols on a map. • Use a map to identify the physical features of a place (e.g. Mountains, rivers etc.) 	
Fieldwork	
<ul style="list-style-type: none"> • Collect and record evidence about a place and record using bar graphs. • Collect data about a place to compare with other locations (rainfall, temperature etc.) • With support, analyse data collected and form simple conclusions. • With support, create a simple sketch map of a location. • Use historical photographs as evidence in an investigation into a local area. 	

Year 3 Geography Unit: The Lake District

Unit Context	In this unit children will build on their existing knowledge of mountain ranges in the UK. They will undertake a case study of the Lake District focusing on <ul style="list-style-type: none"> • Location in relation to the Pennines. • Weather • Physical features (lakes and rivers) • Human impact / effect of tourism on the area.
Disciplinary Knowledge	They will be given the opportunity to: <ul style="list-style-type: none"> • Question and explore whether tourism is beneficial to a location. • Use a range of sources (maps, anecdotes, books and photos) to find out about a location. • Ask a range of geographical questions about a locality. • Use a map to identify physical features of place.
Substantive Knowledge	By the end of the unit children must: <ul style="list-style-type: none"> • Be able to locate and describe the location of the Lake District. • Describe the physical features of the Lake District (The mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east) • Understand the water cycle. • Describe the difference between a tourist and a resident. • Explain what tourism is. • Explain why tourists are attracted to the Lake District. • Explain the impact of tourism on the Lake District.

These are some suggested objectives to support the teaching of this unit

Sense of Place

- Use maps to identify the location of the Lake District.
- Identify and describe physical features and landmarks of a place.
- Identify land use from range of maps and aerial photographs (residential, industrial, commercial, entertainment, public building, open space, transport, services)
- Make comparisons between the amount of human and physical features in an area using geographical vocabulary.
- To compare rural and urban locations. (rural and urban villages).
- To describe and understand the key features and sequence of the water cycle linked to the physical features of the Lake District.
- To describe the difference between a resident and a tourist.
- To consider why tourist would visit a location

Map Skills

- Give and follow directions using cardinal compass points (N,S,E&W)
- Use pairs of letters or number coordinates to locate places on a map.
- Explain the need for a legend on a map
- Recognise and identify some standard symbols on a map.
- Use a map to identify the physical features of a place (eg. Mountains, rivers etc.)

Fieldwork (not in this unit)

Geographical Enquiry/Using Sources

- Use a range of sources (maps, anecdotes, books, photos) to find out about a location.
- Ask a range of geographical questions about a locality.

Environment

- Understand that humans have had a negative impact on the environment – tourism.
- Suggest ways to help save the environment – Lakes banned motor boats.
- Give examples of how environments have been affected by human activities.
- To describe the impact tourism can have on a location.
- To understand the term sustainability and give some basic examples – car free villages.

Useful information for Teachers to support the children in learning more and remembering more

Builds on:

Year 1 – Urban and rural locations and weather patterns.

Future Learning:

Year 4 – Mountains, Volcanoes, Earthquakes and Tsunamis and Himalayas

Year 3 Social Responsibility

Why should I worry about wasting water in a country where it rains so much?

Unit Context	In this unit children will learn about the importance of saving water and ways they can become responsible users of this finite resource.
Environment	<ul style="list-style-type: none">• Give examples of how environments have been affected by human activities.• Understand the term sustainability and give some basic examples.• Consider ways we can encourage people to save water.

Year 3 Social Responsibility What is biodiversity and why does it matter?

Unit Context	In this unit children will gain an understanding of biodiversity, ecosystems and food chains. They will compare ecosystems which are high and low in biodiversity and investigate the importance of birds in an ecosystem.
Environment	<ul style="list-style-type: none">• Give examples of how environments have been affected by human activities (how humans can threaten the biodiversity of different areas).• To understand what the word biodiversity means.• To consider how biodiversity benefits nature.• To understand the important role birds play in biodiversity.• To know what extinction is and which animals are at risk.• To reflect on ways in which we can help and encourage biodiversity.

Year 3 Fieldwork Enquiry Unit Why should we protect the biodiversity of our school?

Unit Context	In this unit children will build on their knowledge of biodiversity and have the opportunity to apply their knowledge to their own school grounds, collecting and presenting data.
Map Skills	<ul style="list-style-type: none">• Give and follow directions using cardinal compass points (N,S,E&W)• Use pairs of letters or number coordinates to locate places on a map.• Explain the need for a legend on a map• Recognise and identify some standard symbols on a map.• Use a map to identify the physical features of a place (e.g. Mountains, rivers etc.)
Fieldwork	<ul style="list-style-type: none">• Collect and record evidence about a place and record using bar graphs.• Collect data about a place to compare with other locations (rainfall, temperature etc.)• With support, analyse data collected and form simple conclusions.• With support, create a simple sketch map of a location.• Use historical photographs as evidence in an investigation into a local area.

YEAR 4

Year 4 Fieldwork Enquiry Unit

What would attract tourists to our local area (Newcastle)?

Unit Context	In this unit children will investigate their local area of Newcastle Upon Tyne and what the city can offer tourists. They will use maps to plot a route from school to Newcastle. During their visit they will investigate land use, create sketch maps and collect data from visitors.
Map Skills	<ul style="list-style-type: none">• Use and follow directions using 8 compass points.• Use pairs of co-ordinates to identify features on a map.• Use OS maps, understanding common symbols (see separate document)• Use a map to identify complex features (bus stop, church, phone box etc)• Use maps with a variety of scales to locate places.
Fieldwork	<ul style="list-style-type: none">• Collect and record evidence about a location and present findings in a suitable form.• Collect data about a location and begin to look for patterns in their results.• Compare findings on a location with other locations and draw simple conclusions (human and physical features).• Use historical maps as evidence when investigating a local area.• Create a simple sketch map of a location.

Year 4 Social Responsibility

Should we ban cars from our city centre?

Unit Context	In this unit children will reflect on how city centres, in particular Newcastle Upon Tyne, are becoming more sustainable and reducing the impact of pollution on the environment. They will explore differences of opinion and the impact this ban can have on people's lives.
Environment	<ul style="list-style-type: none">• Understand that humans have had negative impact on the environment – tourism, pollution, plastics.• To consider what causes pollution.• To consider the human and physical impacts pollution has on our lives.• To explore ways we can reduce pollution.

Year 4 Geography Unit: Mountains Volcanoes Earthquakes and Tsunamis

Unit Context	In this unit children will build on their existing knowledge of mountain ranges in the UK and particularly the Lake District. They will explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution. They will explain how earthquakes and tsunamis happen and the impact these natural disasters have on people and the environment.
Disciplinary Knowledge	They will be given the opportunity to: <ul style="list-style-type: none">• Question and respond to geographical questions about a locality, offering own ideas and observations.• Use satellite images, digital images and aerial photos to investigate a locality.• Use maps with a variety of scales to locate places where significant earthquakes and volcanoes have occurred (e.g. the Pacific 'Ring of Fire')• Make a reasoned geographical judgement, using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes.
Substantive Knowledge	By the end of the unit children must: <ul style="list-style-type: none">• To name and describe the layers of the earth.• To describe what happens at the boundaries between the Earth's plates.• To explain why earthquakes occur.• To explain why tsunamis occur.• To locate and name some mountains and volcanoes across the world.

These are some suggested objectives to support the teaching of this unit

Sense of Place

- Begin to recognise and identify climate zones.
- Identify and describe physical features and explain how they affect settlement locations (+ /- living near a volcano)
- Recognise how some places in the world are linked to others
- Make comparisons between places, describing the human, physical and climate features.
- Use maps to locate and name some mountains and volcanoes across the world.
- To name and describe the layers of the earth. (crust mantle core).
- To describe what happens at the boundaries between the Earth's plates.
- Describe and explain the key features of a volcano.
- To explain why earthquakes, occur.
- To explain why tsunamis, occur.
- To describe the impact of natural disasters.

Map Skills

- Use and follow directions using 8 compass points.
- Use pairs of co-ordinates to identify features on a map.
- Use maps with a variety of scales to locate places.

Fieldwork

Geographical Enquiry/Using Sources

- Use satellite images, digital images and aerial photos to investigate a locality.
- Offer plausible explanations for the location of some human features.
- Ask and respond to geographical questions about a locality, offering own ideas and observations.

Environment

- Understand how and why environments have changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people.

Useful information for Teachers to support the children in learning more and remembering more

Builds on:

Year 3- The UK mountains and The Lake District.

Future Learning:

Year 5- Mountains in Greece

Year 5- North America – San Andreas fault

Year 4 Fieldwork OS Map Skills

Pick a location to Identify symbols on an OS map and match to location in real world

Unit Context	In this unit of work children will use symbols on an OS map and match to a location in the real world.
Map Skills	<ul style="list-style-type: none">• Use and follow directions using 8 compass points.• Use pairs of co-ordinates to identify features on a map.• Use OS maps, understanding common symbols (see separate document)• Use a map to identify complex features (bus stop, church, phone box etc)• Use maps with a variety of scales to locate places.
Fieldwork	<ul style="list-style-type: none">• Collect and record evidence about a location and present findings in a suitable form.• Collect data about a location and begin to look for patterns in their results.• Compare findings on a location with other locations and draw simple conclusions (human and physical features).• Use historical maps as evidence when investigating a local area.• Create a simple sketch map of a location.

Year 4 Geography Unit: Himalayas

Unit Context	<p>In this unit children will build on their existing knowledge of mountain ranges. They will undertake a case study of the Himalayas</p> <ul style="list-style-type: none"> • Location • Weather • Physical features (rivers, glaciers) • Life in the Himalayas (tribes, culture, religion) • Human impact / effect of tourism on the area.
Disciplinary Knowledge	<p>They will be given the opportunity to:</p> <ul style="list-style-type: none"> • Use satellite images, digital images and aerial photos to investigate a locality. • Offer plausible explanations for the location of some human features. • Ask and respond to geographical questions about a locality, offering own ideas and observations.
Substantive Knowledge	<p>By the end of the unit children must:</p> <ul style="list-style-type: none"> • Identify the location of the Himalayas. • Know the mountain belts in the Himalayas and name the highest peaks. • Describe the features of the mountains in the Himalayas including impact on climate. • Describe the life of those living in the Himalayas. • Understand the impact humans are having on the area (tourism, economy, grazing)

These are some suggested objectives to support the teaching of this unit

Sense of Place

- Begin to recognise and identify climate zones.
- Identify and describe the human features of an area (tourism/economy)
- Map land use in a location.
- Use maps to locate and name some countries and cities in the Himalayas.
- To understand what tourism is and what tourists require.
- To compare their own lifestyles to that of humans in a contrasting location.

Map Skills

- Use and follow directions using 8 compass points.
- Use pairs of co-ordinates to identify features on a map.
-

Fieldwork

Geographical Enquiry/Using Sources

- Use satellite images, digital images and aerial photos to investigate a locality.
- Offer plausible explanations for the location of some human features.
- Ask and respond to geographical questions about a locality, offering own ideas and observations.

Environment

- Understand that humans have had negative impact on the environment – tourism, pollution, economy
- Suggest ways to help save the environment.
- Investigate the effect of human activity on other species of animals.
- To describe how tourism is detrimentally effecting the environment.
- Investigate some different ways that sustainability can be achieved.

Useful information for Teachers to support the children in learning more and remembering more

Builds on:

Year 2 – Hot and Cold Places (continents)

Year 3- Lake District

Year 4 –Mountains, Volcanoes, Earthquakes and Tsunamis

Future Learning:

Year 5-North America (climate zones, significant places)

Year 6-South America

Year 4 Social Responsibility

Is tourism to the Himalayas causing a mountain of problems?

Unit Context	In this unit children will build on their unit of the Himalayas and investigate the impact tourists are having on the people who live there and the environment.
Environment <ul style="list-style-type: none">• Understand that humans have had negative impact on the environment – tourism, pollution, plastics.• Suggest ways to help save the environment.• Investigate the effect of human activity on other species of animals (intensive livestock grazing damaging alpine meadows)• To understand the term deforestation.• To discover what is already being done to restore and protect forests.	

YEAR 5

Year 5 Fieldwork OS Map Skills

Follow a route on an OS map

Unit Context	In this unit the children will build on their existing knowledge of OS maps from Year 4 and will plot and follow a route on an OS map in the local area.
Map Skills	
<ul style="list-style-type: none"> • Use 8 compass points to describe locational relationships. • Use 4 figure grid references to identify places/features on an OS map. • Follow short routes using an OS map. • Select maps for a specific purpose. (eg. topography, political, population, land use etc) • Draw sketch maps using standard symbols and a key. • Use scale to measure straight line distances. 	
Fieldwork	
<ul style="list-style-type: none"> • Independently decide how to collect data about a location and present findings in an appropriate form. • Compare findings with information about other locations and draw conclusions (focus on land use). • Use a variety of sources as evidence to compare the local area to the past (maps, photos, anecdotes etc.) • Create a simple scaled sketch map of a location/feature. • Make semi-independent decisions on how to collect data to answer own questions. 	

Year 5 Geography Unit: Greece

Unit Context	In this unit children will build on their knowledge of Europe. They will use maps to locate Greece and the surrounding seas. They will focus on why Greece is a popular tourist destination and the impact this has on the country. Children will learn how Greece has developed and changed over time.
Disciplinary Knowledge	They will be given the opportunity to: <ul style="list-style-type: none"> • Use geographical knowledge to respond to simple questions about a location. • With support reach plausible conclusions about a location and present findings graphically and in writing. • Select maps for a specific purpose. (political, population, topography, land use etc.) • Use scale to measure straight line distances. (between islands distance from mainland and other countries etc.)
Substantive Knowledge	By the end of the unit children must: <ul style="list-style-type: none"> • Locate Greece on a map. • Name the seas surrounding Greece. • Describe the climate of Greece. • Identify physical features of a location and describe how this affects how an area develops. • Compare land use, human, physical and climate features across the country.

These are some suggested objectives to support the teaching of this unit

Sense of Place

- Identify climate zones around the world.
- Suggest areas on a world map that could have similar climates and justify reasoning.
- Identify how physical features can affect how an area develops (resources, coastlines, natural defences etc.)
- Identify the impact on trade of the human features of an area.
- Map and compare land use in different locations.
- Make detailed comparisons between places using land use, human, physical, climate features.

Map Skills

- Use 8 compass points to describe locational relationships. (between islands mainland and other countries)
- Select maps for a specific purpose. (political, population, topography, land use etc.)
- Use scale to measure straight line distances. (between islands distance from mainland and other countries etc.)
- To use 4 figure grid references to locate places on a map.

Fieldwork

Geographical Enquiry/Using Sources

- Use both primary and secondary sources when investigating a locality.
- Use geographical knowledge to respond to simple questions about a location.

- With support reach plausible conclusions about a location and present findings graphically and in writing.

Environment

- Understand that humans are having a negative impact on the environment, including the impact of human activity on climate change.
- Suggest ways to help save the environment and possibly reverse climate change – turn lights off, electric cars renewable energy etc.)
- Suggest some different ways to make a location more sustainable

Useful information for Teachers to support the children in learning more and remembering more

Builds on:

Year 2 – Hot and cold places (continents)

Year 3 – mountains

Year 4 – Mountains, volcanoes, earthquakes and tsunamis

Future Learning:

Year 6- biomes around the world

Year 5 Social Responsibility

Our Changing World

Unit Context	In this unit children will investigate what climate change is and how human activity is contributing to climate change. They will explore the effects of climate change both locally and globally.
Environment	<ul style="list-style-type: none"> • Understand that humans are having a negative impact on the environment, including the impact of human activity on climate change. • To understand what climate change is and how it is causing global warming. • To understand what happened in the 1980’s with the ozone layer and CFC’s. • To identify some of the effects of climate change on us locally and globally.

Year 5 Geography Unit: North America

Unit Context	In this unit children will build on their existing knowledge of North America and use maps to locate countries, states and capitals in North America together with significant places. They will investigate how the land use and climates differ across North America differs.
Disciplinary Knowledge	<p>They will be given the opportunity to:</p> <ul style="list-style-type: none"> • Use both primary and secondary sources when investigating a locality. • Use 8 compass points to describe locational relationships. • Select maps for a specific purpose. (political, population, topography, land use etc.) • Use geographical knowledge to respond to simple questions about a location. • With support reach plausible conclusions about a location and present findings graphically and in writing.
Substantive Knowledge	<p>By the end of the unit children must:</p> <ul style="list-style-type: none"> • To identify lines of longitude and latitude on a world map. • To name and locate countries, states and capitals in North America. • To identify significant places around the world (Grand Canyon, Washington DC, New York, Niagara Falls)

These are some suggested objectives to support the teaching of this unit

Sense of Place

- Identify climate zones around the world.
- Suggest areas on a world map that could have similar climates and justify reasoning.
- Identify significant places and environments around the world (Grand Canyon, Washington DC, New York, Niagara Falls, Florida)
- Identify how physical features can affect how an area develops (resources, coastlines, natural defences etc.)
- Identify the impact on trade of the human features of an area.
- Map and compare land use in different locations.
- Make detailed comparisons between places using land use, human, physical, climate features.
- To identify lines of longitude and latitude on a world map and begin to use them to compare locations.
- Name and locate some countries, states and capitals in North America.

Map Skills

- Use 8 compass points to describe locational relationships.
- Select maps for a specific purpose. (political, population, topography, land use etc.)
- Use scale to measure straight line distances. (sizes of states, distance between states etc)
- To use 4 figure grid references to locate places on a map.

Fieldwork

Geographical Enquiry/Using Sources

- Use both primary and secondary sources when investigating a locality.
- Use geographical knowledge to respond to simple questions about a location.
- With support reach plausible conclusions about a location and present findings graphically and in writing.

Environment

- Understand that humans are having a negative impact on the environment, including the impact of human activity on climate change.
- Identify the negative effects of using non-renewable energy sources

Useful information for Teachers to support the children in learning more and remembering more

Builds on:

Year 2- Hot and Cold places (continents)

Future Learning:

Year 6 – South America

Year 6 -Biomes around the world

Year 5 Social Responsibility

Know Better, Do Better

Unit Context	In this unit children will build on their existing knowledge of climate change and focus on the effects of a growing population and using non-renewable energy sources. This unit will allow children to suggest how they can help our environment and explore possible ‘green’ careers.
<p>Environment</p> <ul style="list-style-type: none"> • Understand that humans are having a negative impact on the environment, including the impact of human activity on climate change. • To understand how an increased population and consumption are putting pressure on the planet. • Identify the negative effects of using non-renewable energy sources. • To investigate alternative energy sources. • Suggest ways to help save the environment and possibly reverse climate change – turn lights off, electric cars, renewable energy etc. • To find out about ‘green’ careers. 	

Year 5 Fieldwork Enquiry Unit

Who does the farm benefit?

Unit Context	In this unit the children will investigate different farms and what they can provide. They will visit a farm to identify the land use and the explore the different ways a farm can generate revenue.
<p>Map Skills</p> <ul style="list-style-type: none"> • Use 8 compass points to describe locational relationships. • Use 4 figure grid references to identify places/features on an OS map. • Follow short routes using an OS map. • Select maps for a specific purpose. (eg. topography, political, population, land use etc) • Draw sketch maps using standard symbols and a key. • Use scale to measure straight line distances. <p>Fieldwork</p> <ul style="list-style-type: none"> • Independently decide how to collect data about a location and present findings in an appropriate form. • Compare findings with information about other locations and draw conclusions (focus on land use). • Use a variety of sources as evidence to compare the local area to the past (maps, photos, anecdotes etc.) • Create a simple scaled sketch map of a location/feature. • Make semi-independent decisions on how to collect data to answer own questions. 	

YEAR 6

Year 6 Geography Unit: Scandinavia

Unit Context	In this unit children will understand where Scandinavia is located in Europe and what the culture is like in comparison to the UK. They will look at land use and how this has changed over time with a particular focus on Sweden. Children will identify a range of renewable energy sources and people who have made a significant change to the environment. (Greta Thunberg, David Attenborough).
Disciplinary Knowledge	They will be given the opportunity to: <ul style="list-style-type: none">• Answer geographical questions about a location.• Suggest relevant geographical questions to investigate about a location.• Compare findings about a location with other location and draw plausible, justified conclusions.• Use a wide range of sources, selecting the most appropriate, when investigating a location.
Substantive Knowledge	By the end of the unit children must: <ul style="list-style-type: none">• To name and locate countries in Scandinavia.• To name capitals of countries in Scandinavia.• Identify positions of lines of longitude and latitude including the Greenwich Meridian.

These are some **suggested** objectives to support the teaching of this unit

Sense of Place

- Understand and describe biomes and vegetation belts and identify their locations around the world.
- Identify the biome and vegetation belt within the location studied
- Recognise how the biome and vegetation belt impacts on life within a location
- Identify how and why some locations in the world have become more significant than others.
- Map land use and consider how it has changed over time, offering reasons for the observed changes.
- Identify positions of lines of longitude and latitude including the Greenwich Meridian.
- Understand why we have time zones and how they work.
- Identify and describe trade between Scandinavia, the UK, EU and rest of the world.
- Name and locate countries and capitals in Scandinavia.

Map Skills

- Accurately and confidently use 8 compass points in a range of situations.
- Use a range of maps to find out about locations (rainfall, temperature, population etc.)
- Draw and use maps of different scales.
- Use scale to measure route distances (string).
- To use 6 figure grid reference to locate places on a map.

Fieldwork

Geographical Enquiry/Using Sources

- Compare findings about a location with other location and draw plausible, justified conclusions.
- Use a wide range of sources, selecting the most appropriate, when investigating a location.
- Suggest relevant geographical questions to investigate about a location.
- Answer geographical questions about a location.

Environment

- Understand that humans have had a negative impact on the environment and recognise the greenhouse effect as a driver of climate change.
- Suggest ways to help save the environment and reduce the greenhouse effect– renewable energy sources, carbon neutral products, energy efficiency.
- Identify a range of renewable energy sources, analysing their efficiency and viability
- people who have made a significant change to the environment (Greta Thunberg, David Attenborough)

Useful information for Teachers to support the children in learning more and remembering more

Builds on:

Year 2- Hot and Cold places

Year 5- North America

Year 6 Social Responsibility
People and the Planet

Unit Context	In this unit of work children will build on their existing knowledge of climate change and those people who have made a significant change to the environment (Greta Thunberg, David Attenborough). They will suggest ways they can help reduce the greenhouse effect through renewable energy sources, analysing which is the most efficient.
Environment	
<ul style="list-style-type: none"> • To consider reasons why some people do not believe or take action on climate change. • To find ways of encouraging other people to take positive steps to reduce climate change. • Suggest ways to help save the environment and reduce the greenhouse effect– renewable energy sources, carbon neutral products, energy efficiency. • Identify a range of renewable energy sources, analysing their efficiency and viability 	

Year 6 Social Responsibility
Fair Trade

Unit Context	In this unit children will explore the concept of fair trade and the importance of supporting fair trade.
Environment	
<ul style="list-style-type: none"> • To explore the concept of fair trade and why it is important. • To explore ways in which we can support fair trade goods. • To think about how we can support our local community to purchase fair trade. 	

Year 6 Geography Unit: The Amazon Rainforest and South America

Unit Context	In this unit children will build on their existing knowledge of South America. They will use maps to locate countries and capitals in South America. They will investigate why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading. The children will identify how humans have had a negative impact on the environment, through deforestation and recognise the greenhouse effect as a driver of climate change.
Disciplinary Knowledge	They will be given the opportunity to: <ul style="list-style-type: none"> • Use a wide range of sources, selecting the most appropriate, when investigating a location. • Answer geographical questions about a location. • Reach plausible conclusions about a location, drawing on prior knowledge. • Suggest relevant geographical questions to investigate about a location.
Substantive Knowledge	By the end of the unit children must: <ul style="list-style-type: none"> • To name and locate countries and capitals in South America. • To identify biomes across South America. • Explain what trade and fair trade means. • Identify a range of renewable energy sources.
These are some <u>suggested</u> objectives to support the teaching of this unit	
Sense of Place	
<ul style="list-style-type: none"> • Understand and describe biomes and vegetation belts and identify their locations around the world. • Identify the biome and vegetation belt within the location studied • Recognise how the biome and vegetation belt impacts on life within a location • Identify the unfair distribution of natural resources around the world and link to fair trade • Identify how and why some locations in the world have become more significant than others. • Map land use and consider how it has changed over time, offering reasons for the observed changes. • Identify positions of lines of longitude and latitude including the Greenwich Meridian. • Understand why we have time zones and how they work. • Identify and describe trade between the UK, EU and rest of the world. • Name and locate countries and capitals in South America. • Describe and understand the key aspects of the water cycle and how it is impacted (e.g. the Rainforest) 	

Map Skills

- Accurately and confidently use 8 compass points in a range of situations.
- Use a range of maps to find out about locations (rainfall, temperature, population etc.)
- Use maps of different scales.
- Use scale to measure route distances (string).
- To use 6 figure grid reference to locate places on a map.

Fieldwork**Geographical Enquiry/Using Sources**

- Use a wide range of sources, selecting the most appropriate, when investigating a location.
- Reach plausible conclusions about a location, drawing on prior knowledge.
- Suggest relevant geographical questions to investigate about a location.
- Answer geographical questions about a location.

Environment

- Understand that humans have had a negative impact on the environment, through deforestation and recognise the greenhouse effect as a driver of climate change.
- Suggest ways to help save the environment and reduce the greenhouse effect– renewable energy sources, carbon neutral products, energy efficiency.
- Identify a range of renewable energy sources, analysing their efficiency and viability
- people who have made a significant change to the environment (Greta Thunberg, David Attenborough)

Useful information for Teachers to support the children in learning more and remembering more**Builds on:**Year 2 – Hot and Cold placesYear 5 – North America

Year 6 Fieldwork Enquiry Unit
Can we reduce our foods carbon footprint?

Unit Context	In this unit children will build on their knowledge from KS1 of where our food comes from. They will investigate how far food travels and ways they can reduce their foods carbon footprint to benefit the environment.
Map Skills	
<ul style="list-style-type: none"> • Accurately and confidently use 8 compass points in a range of situations. • Use 6 figure grid references to locate features on an OS map. • Plan and follow short routes on an OS map. • Use a range of maps to find out about locations (rainfall, temperature, population etc.) • Use maps of different scales. • Use scale to measure route distances (string). 	
Fieldwork	
<ul style="list-style-type: none"> • Independently decide how to collect evidence and present in chosen form, justifying choices made. • Compare findings about a location with other location and draw plausible, justified conclusions. • Use a variety of sources as evidence to compare the local area to the past and suggest reasons for changes observed. • Create a scaled sketch map of a location/feature using symbols and a legend. • Make independent decisions on how to collect data to answer own questions. 	

Year 6 Fieldwork OS Map Skills
Use an OS map to plot and follow a route independently

Unit Context	This unit of work will build on children's existing knowledge from Year 4 and Year 5, They will culminate their knowledge of maps and will plot a route using an OS map to follow independently.
Map Skills <ul style="list-style-type: none">• Accurately and confidently use 8 compass points in a range of situations.• Use 6 figure grid references to locate features on an OS map.• Plan and follow short routes on an OS map.• Use a range of maps to find out about locations (rainfall, temperature, population etc.)• Use maps of different scales.• Use scale to measure route distances (string). Fieldwork <ul style="list-style-type: none">• Independently decide how to collect evidence and present in chosen form, justifying choices made.• Compare findings about a location with other location and draw plausible, justified conclusions.• Use a variety of sources as evidence to compare the local area to the past and suggest reasons for changes observed.• Create a scaled sketch map of a location/feature using symbols and a legend.• Make independent decisions on how to collect data to answer own questions.	