St Francis Xavier Catholic Primary School

Geography Curriculum 2026-2027

What do we want for our pupils?

Intent

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At St Francis Xavier, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it and to enhance their cultural capital and know about life beyond Balby. The knowledge rich geography curriculum is carefully sequenced and enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At St Francis Xavier our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Implementation

We teach the National Curriculum 2014 and Understanding the World, People, Culture and Communities, in the Early Years. Geography at St Francis Xavier is delivered using the 'ARK Mastery Curriculum' once per week. A progression grid is in place to ensure that Geography is taught in a systematic and progressive way, as well as long term planning. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise. School trips and fieldwork are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality.

In Key Stage 1, pupils begin their journey in geography with a study of the familiar – the local area. They then move outwards to study the United Kingdom and outwards again to gain an overview of the world and the continents and oceans within it. Pupils then study a contrasting location within Kenya, Africa.

Through Key Stage 2, pupils develop their understanding of locations, places, processes and people. In Lower Key Stage 2, they use their knowledge of the UK to understand settlements and land use before exploring Europe, North and South America. The exploration of these continents includes identifying the location of and characteristics of a range of the most significant human and physical features as well as the opportunity to explore three places in more depth and compare them to their own locality. Pupils also learn about climate zones, biomes, rivers and rainforests.

What is our goal?

By the time children leave St Francis Xavier they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have significant levels of originality, imagination or creativity.
- Be highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Substantive concepts	Disciplinary concepts
As outlined in the National Curriculum the following substantive concepts are taught throughout the units covered: • Locational knowledge • Environmental, physical, and human geography • Geographical skills and fieldwork	DC1—The Physical World DC2—Human Environments DC3—Interdependence DC4—Place and Space DC5—Scale DC6—Young people's lives

Assessment in Geography

Attainment of Geography is reported on Otrack; staff are also supported through moderation with examples of WTS, EXS and GDS shared to support judgements.

Pre-unit assessments are completed to show prior knowledge and understanding. Assessments are then revisited at the end of the unit as a post-unit assessment to show the knowledge and understanding of pupils.

Monitoring– Book looks, monitoring with other schools will also take place. The assessment tool is kept up to date on a regular basis. The geography team check the data at the end of Autumn, Spring and Summer.

Teachers will revisit learning from previous session, revisit driving question and learning journey so far, to assess what pupils have retained.

Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Our Local Area	Toys in Time	Transport and Travel		United Kingdom	Beside the Sea

Year 2	The Great Fire of London	Kings and Queens	Planet Earth	People who made a difference	Life in Kenya
Year 3	Stone, Bronze and Iron Ages	Settlements and Land Use	Ancient Egypt	Climate and Climate Zones	Europe
Year 4	The Romans	Roman Britain	Amazon: Rivers and Rainforest	Maya Civilisation	The USA
Year 5	Anglo- Saxons and Scots	Vikings	Asia: Volcanoes and Earthquakes	Baghdad and the Middle East	Biomes and Vegetation
Year 6	Ancient Greece	Mapping the World	Conflict and Resolution	Global Challenges: Climate Change	Global Challenges: Trade

KS1

KS1 pupils should be taught to:

Locational Knowledge

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

- 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

- 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

- 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, west) and locational and directional language [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 contrast basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment

Year 1	Our Local Area	Autumn 1

In this unit, pupils will ...

- Know what a map is.
- Know where they go to school
- Know how to draw and describe their school grounds Know what a local area is.
- Know the name of their local area.
- Describe things they can see, smell, and hear in their local area.
- know what a local landmark is.
- name and describe some of the buildings, places, events, and people from their local area.
- use a range of adjectives to describe their favourite local landmark.
- know what a house/home is.
- identify different types of houses/ homes.
- know what a job/place of work is.
- know some of the jobs/places of work found in the locality.
- know what a map is.
- know the difference between near and far.
- know which places are near to school and which are far.
- mark places near and far on a map.
- understand what it means to like something.

Fieldwork Opportunities

Children are to become familiar with their local area and walk around taking photos of key features. From this, children are to draw a simple map and construct a key.

This fieldwork should be pre-planned in terms of the route you take and the four places (front of school, corner of Roberts Road, shop, field) you visit as the pupils will need to record what they can see, hear and smell in each of these locations. Back in the classroom, pupils should draw the route they took around their local area – including the things they could see, hear and smell. Pupils should then record their route in written form as part of the session too.

Vocabulary

Key, map, symbol, hear, local area, route, see, smell, building, local landmark, special, bungalow, caravan, cottage, flat, home, house, houseboat, landmark, change, dislike, future, improvements, like

• understand what it means to dislike something. • Say what they like and dislike about their local area. • suggest changes to the local area. • write about their local area in the future	**Substantive concepts:** Locational knowledge Geographical skills and fieldwork **Disciplinary concepts:** DC4—Place and Space

Year 1	The United Kingdom	Summer 1

In this unit, pupils will...

- understand what 'union' means.
- name and locate the four countries that make up the UK.
- know the capital of Scotland is called Edinburgh, and can locate it on a map.
- identify the border between Scotland and England.
- Be aware of some of Scotland's famous landmarks and traditions (music and food).
- know the capital of Wales and can locate it on a map.
- Be aware of some of Wales's attractions and landmarks, including Snowdonia.
- understand Wales is famous for its mountainous geography.
- know of Snowdon, where it is located, and can describe the view from the top.
- understand that Ireland is two countries, and that only Northern Ireland is part of the UK
- know the name of the capital city of Northern Ireland and where it is located.
- Be familiar with Irish customs and traditions.
- know what the Giant's Causeway is and where it is located.
- know the difference between a natural and a human-made landmark.
- know that England is the biggest country in the UK, and can locate its capital.
- compare and contrast the city and countryside. Be familiar with some of England's famous landmarks know the flags of the four countries in the UK.
- Will recognise the Union Jack flag and understand what the Union Jack flag represents.

Fieldwork Opportunities

Children are to use and interpret a range of maps, globes, aerial photographs to identify the United Kingdom and its countries. Children should be able to use simple compass directions (North, East, South, West) to describe the location of various places within the United Kingdom.

Vocabulary

England, Northern Ireland, Scotland, United Kingdom, Wales, capital city, haggis, Highlands, lakes (lochs), mountains (munros), Cardiff, Cymraeg, Mount Snowdon, national landmark, Snowdonia, Belfast, Gaelic, Giant's Causeway, tourist, city, countryside, London, parliament, River Thames, Scafell Pike, flag, union, Union Flag, Union Jack

Substantive concepts:

Locational knowledge

Environmental, physical , and human geography

Geographical skills and fieldwork **Disciplinary concepts:**

DC4—Place and Space

Year 1	Beside the Sea	Summer 2
In this unit, pupils will... • understand what the terms ‘seaside’ and ‘coastline’ mean. • locate and name seaside resorts in each country of the UK. • know that the seaside is located along the coastline. □ name their local seaside. • understand what the term ‘physical feature’ means. □ describe some of the physical features found at the seaside □ understand what the term ‘human feature’ means. • describe some of the human features found at the seaside. • describe some of the activities that people do at the seaside. • understand the difference between land activities and water activities • understand how to use a compass, and revisit the compass directions north, south, east, and west. • use compass directions to plot a route around a map. • Be able to spot hazards at the seaside. • understand the rules for how to stay safe at the seaside.	**Fieldwork Opportunities** Pupils will visit the seaside and begin to identify key human and physical features they can see. The children will also visit the RNLI to understand further how to stay safe at the seaside. **Vocabulary** Beach, coast, holiday, resort, bay, cliff, physical feature, rockpool, sand dune, caravan site, fairground, human feature, lighthouse, pier, promenade, boat rides, fair ground, fishing, sandcastles, surfing, compass, directions, north, east, south, west, beach safety flags, current, danger, lifeguard, safety	

	<u>Substantive concepts:</u> Locational knowledge Environmental, physical, and human geography **<u>Disciplinary concepts:</u>** DC1— The Physical World DC2— Human Environments

Year 2	**Planet Earth**	**Spring**

In this unit, pupils will...

- know what a globe is and what it shows.
- understand that the Earth is round and so a globe shows information better than a flat map.
- know what a continent is and name the seven continents in the world, recognise their shapes, and where they are in relation to one another.
- know what an ocean is and name and locate the five oceans that make up planet Earth.
- tell the difference between an ocean and a sea.
- know some of the wildlife that lives in each ocean.
- locate Europe on a map and name some of Europe's countries and capital cities know what Europe's climate is like.
- locate North America on a map and name some of North America's countries and capital cities.
- know what North America's climate is like.
- name some of North America's landmarks. distinguish between human and physical features in Europe.
- locate South America on a map and name some of South America's countries and capital cities.
- understand the difference between a country and a territory.
- know what South America's climate is like.
- name some of South America's landmarks.
- locate Oceania on a map and name some of Oceania's countries and capital cities.
- know what Oceania's climate is like.
- name some of Oceania's landmarks and native animals.
- research and write a fact file for a native Oceanic animal.
- Locate Africa on a map. and name some of Africa's countries and capital cities know what Africa's climate is like.
- name some of Africa's landmarks and native animals.
- locate Asia on a map and can name some of Asia's countries and capital cities.
- know what Asia's climate is like
- name some of Asia's landmarks and native animals.
- locate Antarctica on a map and understand why Antarctica does not have any countries or cities.
- know what Antarctica's climate is like and how the extreme conditions make it impossible for humans to live there
- name some of Antarctica's animals and say what they eat.
- recognise the Northern and Southern Hemispheres and the Equator.
- understand places are warm or cold because of their location.
- know there are seven different climate zones and each continent falls into different zones.

Fieldwork Opportunities

Children are to use maps, digital maps and globes to identify the shapes of each continent. By the end of the unit children should be able to identify the name and locate of all seven continents and five oceans on planet Earth.

Vocabulary

Continent, globe, land, sea, ocean, sea, species, border, city, climate, country, landmark, tourist, canyons, geysers, natural wonders, polar, tropical climate, desert, glacier, territory, rainforest, coral reef, ecosystem, landmass, native, the Outback, animal reserve, migration, savannah, border, camouflage, habitat, peak, skyscraper, carnivore, predator, prey, South Pole, climate zone, Equator, hemisphere

Substantive concepts:

Locational knowledge

Environmental, physical, and human geography

Geographical skills and fieldwork **Disciplinary concepts:**

DC1— The Physical World

DC2— Human Environments

DC4—Place and Space

Year 2	Life in Kenya	Summer 2

In this unit, pupils will...

- recall the names of the seven continents and where they are in relation to one another.
- understand the difference between a country and a continent (and that Kenya is a country within the continent of Africa)
- locate Kenya on a map and locate the countries and ocean that it borders.
- suggest ways to travel to Kenya from the UK.
- know what the term climate means.
- understand how a country's location affects its climate.
- locate countries on the Equator
- compare the climate of Kenya with the climate of the UK, listing similarities and differences.
- explore the physical and human features of Kenya.
- identify physical features of Kenya on the map.
- explain what savannahs, valleys, deserts, and volcanos are.
- distinguish between features that can be found in both countries and features that are just in Kenya.
- understand what the term rural means.
- analyse a typical day in the life of a rural Kenyan child and compare it to their own, observing similarities and differences.
- learn about the Maasai and understand how their Nomadic lifestyle differs from the lives of other Kenyans living in rural areas
- understand what the term urban means and how it is the opposite to rural.
- compare the life of an urban child in Kenya to their own.
- identify similarities and differences between living in Kenya and the UK.
- sort features of the different countries into categories.

Fieldwork Opportunities

Children to visit a rural farm area to develop their understanding of what rural means. Children are to devise a simple map and take photographs to identify key human and physical features of the landscape. Children should begin to complete simple field sketches of features they can see.

Vocabulary

Africa, border, continent, country, Kenya, climate, Equator, humid, season, weather, coast, desert, mountain, savannah, valley, countryside, Maasai, nomads, rural, tribe, capital city, outskirts, urban, compare, nyama choma, shillings, Swahili, ugali

Substantive concepts:

Locational knowledge

Environmental, physical, and human geography

Disciplinary concepts:

DC1— The Physical World

DC4—Place and Space

KS2

KS2 pupils should be taught to:

Locational knowledge

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

Place knowledge

- 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 in North or South America

Human and Physical Geography 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

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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

Year 3	Settlements and Land Use	Autumn 2

In this unit, pupils will know and understand

- There are hills and mountains in each country in the UK.
- Some parts of the UK are more mountainous than others.
- The UK is an island, surrounded by seas. Seas and oceans represent a body of water
- Where the land meets the sea, it is called a coast.
- Rivers change along the course.
- Distinct features can be found along the course of a river and are shaped by different processes.
- Settlements of different sizes can be found across the UK.
- Some settlement are located in rural areas whilst others are located in urban areas.

Fieldwork Opportunities

Children are to complete fieldwork to investigate their local area focusing on how land is used and the types of settlements within the area. Children should be reading OS maps of the local area and using maps to investigate types of settlements in the UK. Field sketches are to be used of key features within the local area e.g. river.

Vocabulary

Hill, peak, slope, steeper, taller, Atlantic Ocean, coastline, English Channel, Irish Sea, island, North Sea, ocean, sea, course, floodplain, meander, mouth, source, tributary, city, hamlet, population, rural, town, village, urban, border, compass, council, services, conservation, countryside, farming, leisure, protected land

• There are lots of different counties or regions in England, Scotland, Wales, and Northern Ireland. • Each county has different sized settlements. • A council is responsible for looking after the local services for the people who live there. • The land in the UK is used for farming, building, leisure, and conservation. • The countryside is used mostly for farming and conservation. • Built up land is used mostly for buildings and leisure.	**Substantive concepts:** Locational knowledge Geographical skills **Disciplinary concepts:** DC1—The Physical World DC2—Human Environments DC3—Interdependence DC4—Place and Space DC5—Scale DC6—Young people's lives

Year 3	**Climate and Climate Zones**	**Summer 1**

In this unit, pupils will know and understand

- Weather is the day-to-day condition of the atmosphere; climate is the average weather of a place over time.
- Weather conditions can be measured and recorded using specialist equipment such as a rain gauge or thermometer
- Climates are different around the world. They are influenced by proximity to the Equator.
- Places get colder as you move away from the Equator.
- Polar climate zones are the coldest areas on Earth. These are found furthest away from the Equator.
- Temperate zones have four different seasons and are located north or south of the subpolar zones.
- Mediterranean climate zones are located closer to the Equator than the temperate zones.
- Mediterranean zones have two seasons: dry, very warm summers and cool, wet winters.
- Tropical and Equatorial climate zones are located in different places on Earth.
- Tropical climate zones have two very different seasons, while Equatorial climate zones are not and humid all year round.
- Weather varies across the UK as well as the world.
- Weather data can be collected and recorded.
- Data can be plotted on different types of charts and graphs to compare the weather in different places.

Fieldwork Opportunities

Children are to explore and record what the weather and climate is like in the UK. Using various equipment including weather stations, maps and tables children will answer the question 'What is the weather and climate like in the UK?'

Vocabulary

Climate, degrees Celsius, millimetres, rainfall, temperature, arid, subpolar, equatorial, temperate, polar, tropical, arid climate zone, latitude, subpolar climate zone, longitude, Mediterranean climate zone, equatorial climate zone, season, plot, weather

Substantive concepts:

Locational knowledge

Environmental, human and physical geography

Disciplinary concepts:

DC1—The Physical World

DC2—Human Environments

DC3—Interdependence

DC4—Place and Space

DC5—Scale

Year 3	Europe	Summer 2

In this unit, pupils will know and understand A continent is a large area of land that includes more than one country.

- Europe is located in the Northern Hemisphere and includes over 40 different countries.
- Geography explores the physical and human world.
- There are many physical features across Europe, these include mountains, rivers, forests, and coastlines. Human features including buildings and landmarks, such as castles, bridges, and monuments.
- Each country has a capital city.
- All countries are different but have some similarities. Sweden is a country in Northern Europe.
- Poland is one of the countries in Eastern Europe.
- Belgium is a country in Western Europe.
- Spain in one of the countries in Southern Europe.
- Italy is a Mediterranean country in Southern Europe. It is bordered by four other countries and by the Mediterranean Sea.

Fieldwork Opportunities

Fieldwork should be used to compare how our locality and city centre can be compared to countries and cities within Europe. Children should have opportunities to use photos and maps of their locality and City Centre. Allowing the children to visit an area within the locality will provide opportunities for field sketches, map use and photographs. Children should then use this to compare our locality with that of a city in Europe.

Vocabulary

Continent, country, mainland, Northern hemisphere, transcontinental, fjord, forest, lake, landmark, natural, volcano, currency, government, human geography, language, physical geography, population, traditional, climate, coastline, island, lake, mountain, peninsula, river, climate, founded, Mediterranean, population

• The climate in the North of Italy is different to the South of Italy. • Rome is the capital city of Italy. It was founded over 2000 years ago. • Rome has a Mediterranean climate and has landmarks such as St Peter's square and the Colosseum	**Substantive concepts:** Locational knowledge Environmental, human and physical geography **Disciplinary concepts:** DC1—The Physical World DC2—Human Environments DC3—Interdependence DC4—Place and Space DC5—Scale

Year 4	**Amazon: Rivers and Rainforests**	**Spring**

In this unit, pupils will know and understand

- South America is a continent located in the Southern Hemisphere.
- There are many different climate zones across the continent with different physical features
- South America is a diverse continent which is made up of 12 independent countries and 1 territory.
- There are various religions, languages, and currencies across South America.
- Different industries export different products to different countries around the world.
- Tropical rainforests are located along the Equator and have hot temperatures and high amounts of rainfall all year round.
- The Amazon Rainforest is the largest tropical rainforest in the world and contains a diverse range of trees, plants, and animals.
- Tropical Rainforests have four different layers; emergent, canopy, understory, and forest floor layers.
- Each layer has distinct characteristics and have access to different amounts of rainfall and sunlight.
- Tropical rainforests are home to many animals. These animals have adapted to live in different layers of the rainforest, as such, their characteristics are also different. Some animals move between different rainforest layers.
- The Amazon rainforest is home to many different indigenous people. These indigenous tribes live a traditional way of life. Some remain isolated and uncontacted.
- The Yanomami tribe is the largest Amazon tribe. There are similarities and differences between different tribes.
- The Amazon Rainforest is the largest remaining tropical forest. Large areas of land are being cleared for different uses.
- Many species of plants and animals as well as indigenous people are losing their homes. We can do more to protect the rainforest.
- A river is a body of water that flows across the land. Rivers have a source, course, and a mouth.
- Rivers can be different lengths and carry different volumes of water.
- The water cycle is an important part of making sure there is water in our rivers.
- Rivers do not travel in straight lines. They meander across the land.
- Rivers cause erosion of the land and deposit rock and soil along the course of the river.
- Erosion and deposition create the meanders of a river and can eventually form ox bow lakes.
- Rivers are a natural habitat for plants and animals.
- Humans use rivers in different ways. Their impact on this use can be positive or negative.
- The use of a river can have later consequences, which may not be immediately obvious.

Fieldwork Opportunities

Children to carry out fieldwork to explore the rivers in the local area. Within this fieldwork, children are to use photographs to identify the different features of the river, use maps to identify where the rivers are within the local area, fieldwork sketches to draw the river through observation.

Vocabulary

Climate, continent, hemisphere, human, interaction, currency, export, industries, language, population, religion, territory, trade, Equator, humid, rainfall, temperature, tropical rainforest, canopy, deciduous, emergent, evergreen, forest floor, understory, adapted, camouflage, decomposer, predator, prey, species, ancestors, loincloth, hammock, indigenous, traditional, tribe, agriculture, cattle ranching, clearing, logging, palm oil, evaporate, groundwater, mouth, precipitation, river, source, water cycle, bend, deposition, erosion, oxbow lake, straight, dam, energy, hydroelectric power, irrigation, reservoir, transport

Substantive concepts:

Locational knowledge

Environmental, human and physical geography

Disciplinary concepts:

DC1—The Physical World

DC2—Human Environments

DC3—Interdependence

DC4—Place and Space

DC5—Scale

Year 4	The USA	Summer 2

In this unit, pupils will know and understand

- The USA is a diverse country in the continent of North America.
- The USA has 50 states and four main climate zones.
- The USA is a diverse country, made up of different states with different population sizes in each.
- The USA is a large country with varied physical characteristics, such as mountains, rivers, lakes, and deserts.
- The USA has a number of significant landmarks that have been built throughout history.
- California is the most populated state and is located on the West Coast of the USA.
- New York state is located on the East Coast.

Fieldwork Opportunities

Compare locality to regions within America (California, Alaska, New York and Florida). Children should be given opportunities to explore their local area making note of settlements, land use and key features. Children should collect relevant data to develop a knowledge of their locality through field sketches, photographs and data collection (e.g count of specific settlement etc) Children should use maps and photographs of American regions to compare their locality to various regions, they should present their findings accordingly.

Vocabulary

Climate zone, continent, equator, Northern Hemisphere, government, population, president, state capital, state governor, coastline, co-ordinates, landscape, physical feature, harbour, human feature, human-made, landmark, monument, border, culture, motto, national park, protected, coastal, finance, global power, skyscraper

• The state capital is Albany. In New York City, space is limited so people have built skyscrapers.	**Substantive concepts:** Locational knowledge Environmental, human and physical geography **Disciplinary concepts:** DC3—Interdependence DC4—Place and Space DC5—Scale

Year 5	**Asia: Mountains, Earthquakes and Volcanoes**	**Spring**

In this unit, pupils will know and understand

- Asia is a diverse continent, and the largest. It is located in the Northern Hemisphere.
- Different people in different countries have different life expectancies. These statistics are dependent on many factors.
- Borders can be natural or human made and separate different countries.
- Borders can be classified as hard or soft.
- The Earth is comprised of different layers.
- Tectonic plates move in different directions and at different speeds.
- Mountains are most often formed by the movement of the tectonic plates.
- 20 percent of the Earth's surface is covered by mountains.
- Volcanoes most often form along tectonic boundaries and allow magma, ash, and gases to escape from inside the Earth.
- Volcanic eruptions can be catastrophic but they also bring benefits to the surrounding area.
- Earthquakes area caused due to the movement of tectonic plates.
- Seismic waves travel out from the focus. The intensity of an earthquakes can be recorded.
- People can prepare for earthquakes. However, people's ability to prepare and deal with earthquakes varies depending on where the earthquakes occur and their intensity.
- Tsunamis can be caused by underwater earthquakes or volcanoes and can have a significant impact on people and the environment.

Fieldwork Opportunities

Compare locality to regions within Asia . Children should be given opportunities to explore their local area making note of settlements, land use and key features. Children should collect relevant data to develop a knowledge of their locality through field sketches, photographs and data collection (e.g count of specific settlement etc) Children should use maps and photographs of American regions to compare their locality to various regions, they should present their findings accordingly. **Vocabulary**

continent, climate zone, hemisphere, topography, life expectancy, population, region, border, hard border, independence, political, soft border, crust, inner core, mantle, outer core, tectonic plates, landform, plateau, slope, summit, valley, crater, lava, magma chamber, main vent, secondary vent, volcanic eruption, formant, erupt, geothermal energy, volcanic ash, volcanic eruption, epicentre, fault line, focus, seismic waves, seismograph, aftershock, debris, earthquake-proof, engineer, seismic energy, landslide, natural disaster, tsunami

Substantive concepts:

Environmental, human and physical geography

Disciplinary concepts:

DC1—Physical World

DC3—Interdependence

Year 5	Biomes	Summer 2

In this unit, pupils will know and understand

- Climate varies around the world and is influenced by proximity to the Equator, the tropics, or the poles.
- Biomes are large-scale ecosystems defined by factors such as climate, soil, and vegetation.
- Biomes can be found across different continents at different scales.
- Flora and fauna adapt to survive in different biomes.
- The geographical distribution of tundra and boreal forest biomes are influenced by distance from the Equator.
- Flora and fauna adapt to survive in different biomes.
- The geographical distribution of tropical rainforest and savannah biomes are influenced by proximity to the Equator.
- Some resources are essential, others desirable.

Fieldwork Opportunities

Children are to use fieldwork to investigate the impact humans have had on deciduous forests in the UK. There should be opportunities for children to carry out research, use maps and compasses, record data and present findings. Possible questions to investigate include: what evidence is there that there were once deciduous forests in my area? How have humans impacted on deciduous forests in my area? How do I know I am in a deciduous forest?

Vocabulary

Climate, climate zones, rainfall, temperature, weather, biome, ecosystem, fauna, flora, adaptation, camouflage, hibernate, migrate, predator, prey, drought, resource, settlement, shelter, transport, deforestation, fieldwork, reasons for, reasons against

• Different biomes present a range of challenges and opportunities for the people who live there. • The scale of deciduous forests covering the UK has changed over time. This brings with it challenges and opportunities.	**Substantive concepts:** Environmental, human and physical geography **Disciplinary concepts:** DC1—Physical World DC3—Interdependence

Year 6	**Mapping the World**	**Autumn 2**

In this unit, pupils will know and understand

- Maps are designed for different uses and show places at different scales.
- Lines of latitude and longitude are used to locate places around the world. These lines are measured in degrees, minutes, and seconds.
- Four and six figure grid references allow you to locate with accuracy specific features on Ordnance Survey maps in Great Britain.
- Outdoor geographical investigations of physical and human environments involve fieldwork.
- Geographical enquiry underpins fieldwork processes and skills.
- Fieldwork involves the processes of observing and collecting information or data to better understand geographical knowledge and ideas.
- Fieldwork findings can be presented in different ways for different purposes.

Fieldwork Opportunities

Children to plan and carry out their own fieldwork investigation within their local area using a range of techniques.

Sketch maps of roads, Field sketches, Data collection methods, Photographs, Map work

Once children have investigated their fieldwork enquiry this should then be presented using graphs, reports and presentations where needed.

Vocabulary

Border, distortion, human feature, landmass, physical feature, projection, compass, Equator, latitude, longitude, Prime Meridian, eastings, grid reference, location, northings, data, plan, research, collection, explore, fieldwork, analyse, conclusion, presentation

Substantive concepts:

Geographical skills and fieldwork

Disciplinary concepts:

DC4—Place and Space

DC6—Young People's Lives

Year 6	Global Challenges: Climate Change	Summer 1

In this unit, pupils will know and understand

- The climate influences how land is used in different parts of the world.
- Changes to climate affect how land is used.
- Climate change is happening and affects people and places around the world differently.
- The activities of people are contributing to the rise in greenhouse gases that contribute to global warming.
- Global warming will affect people around the world.
- Negative consequences of global warming include sea level rises, polar ice sheets melting.
- Climate change will impact on agriculture around the world. This will have consequences for people and environments.

Fieldwork Opportunities

Building on previous fieldwork unit children should be given opportunities to explore the question 'How does climate change effect our local area?'. In this, children should use fieldwork strategies through research, data collection, map work and presentation methods.

Vocabulary

Agricultural land, climate change, climate zones, forest land, urban land, atmosphere, greenhouse effect, greenhouse gases, radiation, carbon dioxide, deforestation, fossil fuels, industrial revolution, methane, drought, flood, glacier, habitat, polar, infestation, rainfall, temperature, vegetation, waterlogged, activist, emissions, environmentalist, global citizen, treaty

• As responsible global citizens we can all limit the impact we have on the environment. • Environmentalists actively campaign to raise awareness of this and international agreements are reached to limited people's impact on the planet	**Substantive concepts:** Environmental, physical and human geography **Disciplinary concepts:** DC1—The Physical World DC2—Human Environments DC3—Interdependence DC4—Place and Space DC5—Scale DC6—Young people's lives

Year 6	**Global Challenges: Trade**	**Summer 2**

In this unit, pupils will know and understand □

Natural resource use has changed over time.

- With rising demand for some resources overconsumption means that we are no longer using some resources sustainably.
- Resource distribution is unequal.
- The unequal distribution provides opportunities and challenges for different people around the world.
- The UK trades with people in different countries around the world.
- Goods are imported and exported for sale, making money for the economy of different countries.
- Countries consume different materials at different rates.
- More wealthy countries often consume more than less wealthy countries.
- Trade is not always fair, but it can be made fairer for workers who export raw materials.
- Renewable and non-renewable resources are used at different rates around the world.
- Some resources need to be used in a more sustainable way to ensure they last for longer
- Organisations at different scales aim to become more sustainable. There are different ways to do this.

Fieldwork Opportunities

Building on previous fieldwork unit children should be given opportunities to explore the question 'How are natural resources used sustainably in our local area?'. In this, children should use fieldwork strategies through research, data collection, map work and presentation methods

Vocabulary

Natural resource, non-renewable, renewable, distribution, plentiful, reserves, scarce, consume, consumption, exports, goods, import, fair trade, sustainability, biodegradable, fossil fuels, limited, replenish, sustainable, environmental science, global, local, national, recycle

Substantive concepts:

Environmental, physical and human geography **Disciplinary concepts:**

DC1—The Physical World

DC2—Human Environments

DC3—Interdependence

DC4—Place and Space

DC5—Scale

DC6—Young people's lives