Geography

Collingbourne CE Primary School

Progression of Knowledge and Skills in Geography – Cycle A

Whole School Geography Curriculum

<table>
<tr><th>Year</th><th>Knowledge</th><th>Skills</th></tr>
<tr>
<td>Reception
Term 2</td>
<td>
<u>Focus: Exploring Maps</u>

<u>Early Years Outcomes (Development Matters)</u>
ELG: Understanding the World – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

<u>Contributing towards: What is it like here? (year 1)</u>
<table>
<tr><th>Objective</th><th>Sticky Knowledge</th><th>Key Vocabulary</th></tr>
<tr><td>To find and name familiar features on maps.</td><td>A map is used to show you locations and places. It shows you where things are.</td><td>Map: is a drawing of all or part of Earths surface.
Feature: something is an interesting or important part or characteristic of it.
Identify: to know and say who someone is or what something is.</td></tr>
<tr><td>To consider shapes and positions of features when making a map.</td><td>Google maps show us real locations from above.</td><td>Aerial: when we look at something from above.
Bird’s eye view: a view from a high angle as if seen by a bird in flight.
Above: a higher place.</td></tr>
<tr><td>To build and describe a model of a familiar place.</td><td>You can make a map using a variety of resources.</td><td>Town: a area where people live.(a small place)
Village: a small settlement unusually found in a rural setting.</td></tr>
<tr><td>To describe a journey using found objects as prompts.</td><td>Objects can be used to help people remember a journey.</td><td>Journey: Travel to and from a location.
Route: a line of travel
Direction: An example of direction is when you go right and left</td></tr>
<tr><td>To explore a range of maps</td><td>There are many types of maps we can use.</td><td>Find: To discover something
Search: to look into or over carefully or thoroughly in an effort to find or discover something.</td></tr>
<tr><td>To apply their knowledge of maps to make their own.</td><td>Maps need to have key features on them.</td><td>Place: is a location
(see above key vocab)</td></tr>
<tr><td><u>Assessment Tasks:</u></td><td>Assessing Sticky Knowledge
Children to create a variety of maps and talk about the features.</td><td>Assessing Key Vocabulary
Through presentation children use key vocab to</td></tr>
</table>
</td>
<td>
<u>Development Matters</u>
<u>Location Knowledge</u>
• Draw information from a simple map.
• Describe what they see, hear and feel whilst outside.
• Recognise some environments that are different from the one in which they live.
• Understand that some places are special to members of their community.

<u>Place Knowledge</u>
• Recognise some environments that are different from the one in which they live.
• Recognise some similarities and differences between life in this country and life in other countries.

<u>Human And Physical Geography</u>
• Explore the natural world around them.
• Understand the effect of changing seasons on the natural world around them.

<u>Geographical Skills and Fieldwork</u>
• Explore the natural world around them.
• Describe what they see, hear and feel whilst outside.
• Understand that some places are special to members of their community.
• Draw information from a simple map.
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Whole School Geography Curriculum

<table>
<tr><th>Year</th><th>Knowledge</th><th>Skills</th></tr>
<tr>
<td>Reception
Term 4</td>
<td>
<u>Focus: Outdoor Adventures</u>

<u>Early Years Outcomes (Development Matters)</u>
ELG: Understanding the World –

Explore the natural world around them, making observations and drawing pictures of animals and plants.
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

<u>Contributing towards: What is the weather like in the UK (Year 1)</u>
<table>
<tr><th>Objective</th><th>Sticky Knowledge</th><th>Key Vocabulary</th></tr>
<tr><td>To use the senses to explore natural materials.</td><td>We can explore nature outside</td><td>Natural: of or produced by nature; not made by humans.
Senses: The seasons are four different times during the year with different types of weather.</td></tr>
<tr><td>To make observations of natural materials in the world around them.</td><td>Observational drawing is drawing what you can see.</td><td>Look: see, gaze, or spy
Notice: attention; observation
See: look at
Observe: to watch and sometimes also listen to (someone or something) carefully</td></tr>
<tr><td>To describe the effects of different weather conditions.</td><td>Different weathers have different conditions. (E.G rain is wet, sunny is warm/hot etc)</td><td>Weather: the state of the atmosphere at any given time</td></tr>
<tr><td>To use the senses to observe and talk about experiences whilst outside.</td><td>We can use our senses to describe different outdoor environments</td><td>See lesson one words and consolidate</td></tr>
<tr><td>To begin to notice some of the features of the changing seasons.</td><td>Seasons change and have different features. (Spring new life and growth, summer warm and sunny, winter cold and some plants hibernate, autumn some trees leaves change colour and fall off.)</td><td>Autumn: the season when warm summer temperatures gradually decrease to the cold of winter
Spring: the season when cold winter temperatures gradually rise to the warmth of summer
Summer: the warmest season of the year
Winter: one of the four seasons in the Northern Hemisphere, where it takes place from the beginning of December to the beginning of March</td></tr>
<tr><td>To begin to recognise seasonal weather conditions.</td><td>Different seasons have different weather conditions. (winter-cold/icy, Spring- wet, Summer- warm and sunny, Autumn- windy and wet)</td><td>Words related to the senses and the seasons (e.g. cold, frosty, hot, sunny, wet, etc.)</td></tr>
<tr><td><u>Assessment Tasks</u></td><td>Assessing Sticky Knowledge:
Children to create art work relating to the seasons and can talk about what they have done.</td><td>Assessing Key Vocabulary
Children to be observed using the vocabulary during sessions, explaining what they can see etc.</td></tr>
</table>
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<td>
<u>Location Knowledge</u>

Describe what they see, hear and feel whilst outside.
Recognise some environments that are different from the one in which they live.
Understand that some places are special to members of their community.

<u>Place Knowledge</u>

Recognise some environments that are different from the one in which they live.

<u>Human And Physical Geography</u>

Describe what they see, hear and feel whilst outside.
Explore the natural world around them.
Understand the effect of changing seasons on the natural world around them.

<u>Geographical Skills and Fieldwork</u>

Explore the natural world around them.
Describe what they see, hear and feel whilst outside.
Understand that some places are special to members of their community.
Draw information from a simple map.

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Whole School Geography Curriculum

Year	Knowledge	Skills
Reception Term 6	**<u>Focus: Around the World</u>** **<u>Early Years Outcomes (Development Matters)</u>** Recognise some environments that are different form the one in which they live Recognise some similarities and differences between life in this country and life in other countries Draw information from a simple map **ELG Understanding the World – People Culture and Communities** • Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps • Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts and, when appropriate, maps. **ELG: Understanding the World – The Natural World** • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <u>Contributing towards:</u>	• Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area) • Discussing how environments in stories and images are different to the environment they live in • Making observations about the features of places (in stories, photographs or in the school grounds/local area) • Answering simple questions, guided by the teacher • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning • Beginning to look at and talk about maps (real and imaginary) in stories, non fiction books, atlases and on globes • Recognising features on maps (real or imaginary) • Identifying land and water on a map or globe

Objective	Sticky Knowledge	Key Vocabulary
1: Home or Away To compare features in the local environment to other places around the world	**Different places have different geographical features**	Geographical features- Words we use to describe our local area
2: Bears UK Travels To compare contrasting places within the UK	**The UK is made from 4 different countries: England, Scotland, Wales and Northern Ireland**	Mountain A very high hill Field: Land with grass City A place where lots of people live Beach Sand or pebbles next to the sea
3: City or Countryside? To recognise the difference between city and countryside environments	**People live in different places**	Countryside A place where not as many people live City A place where lots of people live
4: Exploring World Landscapes To compare different landscapes around the world	**The world can be represented on a flat map**	Postcard A piece of card you can put in the post
5: Desert Explorers To understand the characteristics of desert environments, including climate and landscape	**Deserts are dry and often sandy**	Sand Dune An area of sand, often with grass Desert A region defined by lack of precipitation
6: Polar Explorers To explore and understand life in a cold place, comparing and contrasting it with our own lives	**Antarctica is very cold**	Snow Frozen precipitation Ice Frozen water
<u>Assessment Tasks</u>	**Assessing Sticky Knowledge:** Children to create art work relating to the seasons and can talk about what they have done.	Assessing Key Vocabulary Children to be observed using the vocabulary during sessions, explaining what they can see etc.

Whole School Geography Curriculum

Year	Knowledge	Skills
Year 1/2 Autumn Cycle A	**<u>Focus: What is it like here?</u>** **<u>National Curriculum Knowledge</u>** 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 use basic geographical vocabulary to refer to:key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. **Prior Learning:** Around the World	Recognising some physical features in their locality. Recognising some human features in their locality. Using an atlas to locate the UK. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Recognising local landmarks on aerial photographs. Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs . Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. Using simple picture maps and plans to move around the school. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions about the features of their school and school grounds. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.

Lesson	Sticky Knowledge	Key Vocabulary
1: Where in the world are we? To locate the school on an aerial photograph	**The UK is made from 4 countries, England, Scotland, Wales and Northern Ireland** **Collingbourne is in England**	aerial view – a view from above aerial photograph – a photograph taken from the air
2: What can we see in our classroom? To create a map of the classroom	**A map is a picture of a place drawn from above**	symbol – a mark that represents a feature on a map atlas – a book of maps
3. What can we find in our school grounds? To locate the key features of the playground	**Maps show features of an area**	directional language – words that tell you where something is located in relation to something else North – the direction a compass points
4: Where are the different places in our school? To draw a simple map	**Symbols are used on maps to represent features**	key – A list of symbols and what they represent features – An object on land that might be represented on a map
5. How do we feel about our playground? To investigate how we feel about our playground	**Surveys can be carried out to find people's opinions**	questionnaire – a set of questions used to get information from people survey –A set of questions used to gather people's opinions
6. Can we make our playground even better? To create a design to improve our playground	**Surroundings can be improved**	improve – To make something better
<u>Assessment Tasks:</u>	Assessing Sticky Knowledge: .	

Whole School Geography Curriculum

Year	Knowledge	Skills
Year 1/2 Spring Cycle A	**Focus: What is the weather like in the UK?** **National Curriculum Knowledge** name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. **Prior Learning:** What is it like here?	Locational knowledge Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area. Beginning to locate the capital cities of the four countries of the UK on a map of this area. Showing on a map which country they live in and locating its capital city. Human and physical geography Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. Recognising some physical features in their locality. Geographical skills and fieldwork Using an atlas to locate the UK. Using an atlas to locate the four countries in the UK. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Using simple picture maps and plans to move around the school. Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions about the features of their school and school grounds. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Responding to instructions using directional language to follow routes. Recognising local landmarks on aerial photographs. Asking questions about the world around them.

Lesson	Sticky Knowledge	Key Vocabulary
1: Where is the UK? To locate the 4 countries of the UK	**The UK is made from 4 countries, England, Scotland, Wales and Northern Ireland** **Each one has a capital city: London, Edinburgh, Cardiff and Belfast**	atlas – a book of maps continent– a large land mass
2: What are the 4 seasons? To identify seasonal changes in the UK	**There are 4 seasons in the UK, spring, summer, autumn and winter**	season – one of the four parts of the year in the UK weather – the short term conditions of a particular place
3. What are the compass directions? To identify the 4 compass directions	**The 4 cardinal compass points are North South East and West** **Compass needles point North**	compass – an instrument with a pointer showing magnetic North direction – an imaginary line showing the way someone or something is moving
4: What is the weather like today? To investigate daily weather patterns	**Thermometers and rain gauges can help us measure weather conditions**	weather vane – an instrument, often decorative, that shows wind direction temperature a measure of how hot or cold somewhere is
5. Is the weather the same everywhere in the UK? To identify daily weather patterns in the UK	**The weather can be different in different parts of the UK**	location – a particular place or position weather forecast – A map showing the weather in different places
6. How do people prepare for the weather? To understand how weather changes with each season	**We adapt our behaviour according to seasonal characteristic**	climate – Long term weather conditions in a specific region
Assessment Tasks:	Assessing Sticky Knowledge: .	

Whole School Geography Curriculum

<table>
<tr><th>Year</th><th>Knowledge</th><th>Skills</th></tr>
<tr>
<td>Year 1/2 Summer Cycle A</td>
<td>
<u>Focus: What can you see at the coast?</u>

<u>National Curriculum Knowledge</u>
name and locate the world's seven continents and five oceans
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
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
use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
use world maps, atlases and globes to identify the United Kingdom and its
countries, as well as the countries, continents and oceans studied at this key stage
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Prior Learning: What is the weather like in the UK
<table>
<tr><th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocabulary</th></tr>
<tr><td>1: What are some of the UK's amazing features and landmarks?
To identify geographical characteristics of the UK</td><td>The UK is made from 4 countries, England, Scotland, Wales and Northern Ireland

Collingbourne is in England</td><td>aerial view – a view from above
aerial photograph – a photograph taken from the air</td></tr>
<tr><td>2: Where are the seas and oceans surrounding the UK?
To locate the seas and oceans surrounding the UK</td><td>A map is a picture of a place drawn from above</td><td>symbol – a mark that represents a feature on a map
atlas – a book of maps</td></tr>
<tr><td>3. What is the coast?
To explain what the coast is</td><td>Maps show features of an area</td><td>directional language – words that tell you where something is located in relation to something else
North – the direction a compass points</td></tr>
<tr><td>4: What are the features of the Jurassic Coast?
To identify the physical features of the coast
(This lesson is from "What is it like to live by the coast?" Year 2)</td><td>The Jurassic Coast is on the South coast of England.
The English Channel is the nearest sea.</td><td>stack – a steep column of rock
features – An object on land that might be represented on a map</td></tr>
<tr><td>5. How do people use Weymouth?
To identify human features on the coast
(This lesson is from "What is it like to live by the coast?" Year 2)</td><td>Surveys can be carried out to find people's opinions</td><td>questionnaire – a set of questions used to get information from people
survey –A set of questions used to gather people's opinions</td></tr>
<tr><td>6. Where are our oceans?
To know the names of the 5 oceans and locate them on a map</td><td>Surroundings can be improved</td><td>improve – To make something better</td></tr>
<tr><td><u>Assessment Tasks:</u></td><td>Assessing Sticky Knowledge:
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<td>
Showing on a map the oceans nearest the continent they live in.

Locating the surrounding seas of the UK on a map of this area.

Confidently locating the capital cities of the four countries of the UK on a map of this area.

Describing the key physical features of a coast and how it changes over time using subject-specific vocabulary.

Describing and understanding the differences between a city, town and village.

Describing the key human features of a coast and how it changes over time using subject-specific vocabulary.

Recognising why maps need a title.

Using an atlas to locate the four capital cities of the UK.

Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.

Using locational language and the compass points (N, S, E, W) to describe the route on a map.

Using a map to follow a prepared route.

Recognising human features on aerial photographs and plan perspectives.

Recognising physical features on aerial photographs and plan perspectives.

Asking and answering simple questions about human and physical features of the area surrounding their school grounds.

Collecting quantitative data through a small survey of the local area/school to answer an enquiry question

Presenting data in simple tally charts or pictograms and commenting on what the data shows.

Asking and answering simple questions about data.

Understanding the difference between oceans and seas.

Naming and locating the five oceans on a world map.
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Whole School Geography Curriculum

Year	Knowledge	Skills
Year 3/4 Autumn Cycle A	**<u>Focus: Why do people live near volcanoes?</u>** **<u>National Curriculum Knowledge</u>** ✓ Locational Knowledge ✓ Human and Physical Geography **Prior Learning:** What's it like to live in Shanghai?	Locating some countries in Europe and North and South America using maps. Locating key physical features in countries studied including significant environmental regions. Locating the world's most significant mountain ranges on a map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. Describing how and why humans have responded in different ways to their local environments. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Beginning to use maps at more than one scale. Finding countries and features of countries in an atlas using contents and index. Asking and answering one-step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Using simple sampling techniques appropriately. Taking digital photos and labelling or captioning them. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. Finding answers to geographical questions through data collection.

Lesson	Sticky Knowledge	Key Vocabulary
1: How is the Earth constructed?	**The earth is made up of layers – The Crust, the Mantle, the inner core and outer core.**	Tectonic plate – large, rocky, slabs that make up the Earth's surface fitting together like a jigsaw. Magma – super hot, liquid rock found deep beneath the Earth's surface. Crust – The hard outer layer of rock on the Earth's surface that we live on.
2: Where are mountains found?	**Mountains are located along tectonic plate boundaries.**	Volcanic mountain – Formed when lava, ash and gas erupt from an opening in the Earth's crust and cool and harden. Fold mountain – Formed when two tectonic plates are pushed together causing land to crumple and fold. Fault-block mountain – formed when large cracks in the Earth's crust (called fault lines) break the crust into large blocks.
3: Why and where do we get volcanoes?	**Volcanoes form along plate boundaries where tectonic plates move apart or collide.**	Active volcano – a volcano that is still erupting Dormant volcano – a volcano that is not currently erupting but could still erupt in the future.
4: What are the effects of a volcanic eruption?	**There are positive benefits to living by a volcano including geothermal energy, tourism and fertile soil.**	Geothermal energy – natural resource using heat from the earth. Fertile soil – soil that is rich in nutrients and good for abundant crops. Volcanic Springs – Water from a hot spring heated geothermally.
5: What are earthquakes and where do we get them?	**Tectonic plates move and vibrations called seismic waves shake the ground.**	Fault line – a crack in the earth caused by the movement of tectonic plates. Epicentre – the focus point of an earthquake. Seismic wave – a wave in the earth produced by an earthquake.
6. Where have the rocks around school come from?	**Some rocks are natural and some are manmade.**	Igneous rock – rocks made from the cooling and solidity of magma. Sedimentary rock – rocks formed near the earth's surface through the accumulation of sediment. Metamorphic rock – a type of rock which changes through environmental changes such as temperature, pressure and movement.
<u>Assessment Tasks</u>	Assessing Sticky Knowledge:	Assessing Key Vocabulary:

Whole School Geography Curriculum

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<tr>
<td>Year 3/4
Spring
Cycle A</td>
<td>
<u>Focus: Why are rainforests important to us?</u>

<u>National Curriculum Knowledge</u>
✓ Locational Knowledge
✓ Human and Physical Geography

Prior Learning:
<table>
<tr><th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocabulary</th></tr>
<tr><td>1: Where in the world are the tropical rainforests?
To describe and give examples of a biome and find the location and some features of the Amazon rainforest</td><td>Tropical rainforests are located either side of the equator.</td><td>Biome – An area of the world with a similar climate and landscape, where similar plants and animals live.
Equator – An invisible line of latitude around the middle of the Earth, that splits the world into two hemispheres.
Lines of latitude – Invisible horizontal lines mapped on our globe to show how far north or south a place is.</td></tr>
<tr><td>2: What is the Amazon rainforest like?
To describe the characteristics of each layer of a tropical rainforest</td><td>The rainforest is made up of 4 layers – the forest floor, understory layer, canopy layer and the emergent layer.</td><td>Canopy layer – The layer of overlapping branches and leaves below the top of the rainforest that gets the sunlight, rain and wind.
Forest floor – The ground layer of the rainforest where it is dark, wet and hot.
Understorey layer – The layer above the forest that gets a little light and s warm and damp.
Emergent layer – The top layer of the rainforest with the tallest trees that gets lots of sunlight, rain and wind.</td></tr>
<tr><td>3: Who lives in the rainforest?
To understand the lives of the indigenous peoples living in the Amazon rainforest</td><td>Indigenous people live in the Amazon rainforest.</td><td>Indigenous people – People who lived a country or geographical region at the time when people of different cultures or ethnic origins arrived.
Deforestation – The cutting down of trees in a large area.</td></tr>
<tr><td>4: How are rainforests changing?
To describe why tropical rainforests are important and understand the threats to the Amazon</td><td>Tropical rainforests are threatened by human activity.</td><td>Climate change – When our Earth’s temperature rises because of greenhouse gases.
Greenhouse gas – Gases in the atmosphere that trap heat from the sun and increase the temperature of our planet.</td></tr>
<tr><td>5: How is our local woodland used? Data collection
To understand how local woodland is used using a variety of data collection methods</td><td>Data can be collected through sketching, questioning and recording information in a tally chart.</td><td>Data – Numbers or facts collected to prove something.
Enquiry – An investigation into a question.</td></tr>
<tr><td>6: How is our local woodland used? Findings
To analyse and present findings on how local woodland is used</td><td>Data can be used to present findings on the local woodland.</td><td>Analyse – To look at something in detail to help explain it.
Interpret – To explain the meaning of something.</td></tr>
<tr><td><u>Assessment Tasks</u></td><td>Assessing Sticky Knowledge:</td><td>Assessing Key Vocabulary:</td></tr>
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<td>
Locating some countries in Europe and North and South America using maps.
Locating key physical features in countries studied including environmental regions.
Locating some key human features in countries studied.
Locating some of the world’s most significant rivers and identifying any patterns.
Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.
Identifying how topographical features studied have changed over time using examples.
Describing how a locality has changed over time
Finding the position of the Equator and describing how this impacts our regions.
Finding lines of latitude and longitude on a globe and explaining why these are important.
Identifying the position of the Tropics of Cancer and Capricorn and their significance.
Describing and beginning to explain similarities between two regions studied.
Describing and beginning to explain differences between two regions studied.
Describing how and why humans have responded to their local environments.
Discussing climates and their impact on trade, land use and settlement.
Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
Mapping and labelling the six biomes on a world map.
Understanding some of the causes of climate change.
Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
Describing how humans use water in a variety of ways.
Describing and understanding types of settlement and land use.
Explaining why a settlement and community has grown in a particular location.
Describing how humans can impact the environment both positively and negatively.
Beginning to use maps at more than one scale.
Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
Finding countries and features of countries in an atlas using contents and index.
Making and using a simple route on a map.
Beginning to choose the best approach to answer an enquiry question.
Mapping land use in a small local area using maps and plans.
Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.
Asking and answering one-step and two-step geographical questions.
Observing, recording, and naming geographical features in their local environments.
Making annotated sketches, field drawings and freehand maps to record observations.
Collecting quantitative data in charts and graphs.
Using a questionnaire/interviews to collect quantitative fieldwork data.
Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.
Suggesting different ways that a locality could be changed and improved.
Finding answers to geographical questions through data collection.
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Whole School Geography Curriculum

Year	Knowledge	Skills
Year 3/4 Summer Cycle A	<u>Focus: Where does our food come from?</u> <u>National Curriculum Knowledge</u> ✓ Locational Knowledge ✓ Human and Physical Geography <u>Prior Learning: Why are rainforests important to us?</u>	• Locating some major cities of the countries studied. • Locating key physical features in countries studied including significant environmental regions. • Locating some key human features in countries studied. • Finding the position of the Equator and describing how this impacts our environmental regions. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position and significance of both the Arctic and Antarctic Circle. • Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing climates and their impact on trade, land use and settlement. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. • Mapping and labelling the six biomes on a world map. • Understanding some of the causes of climate change. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Describing how humans can impact the environment both positively and negatively, using examples. • Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. • Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. • Beginning to choose the best approach to answer an enquiry question. • Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. • Asking and answering one-step and two-step geographical questions. • Making digital audio recordings for a specific purpose. • Designing a questionnaire/interviews to collect qualitative fieldwork data. • Using a questionnaire/interviews to collect quantitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Finding answers to geographical questions through data collection.

Lesson	Sticky Knowledge	Key Vocabulary
1: How can our food choices impact the environment? To explain the impact of food choices on the environment	**Food grown locally has much less impact on the environment. Small changes in diet can support positive change for the environment.**	food miles - The distance food has travelled to reach you. pollution - The damage caused to air or water by harmful substances.
2: What does it mean to trade responsibly? To understand the importance of trading responsibly.	**Trading with other countries is necessary for the things we cannot produce in our biome but we must trade responsibly to ensure fair treatment of others.**	responsible trade - A process to ensure workers have a voice, can get the best deal for their product and work in safe conditions. cooperative - A group of people working together to share ideas and income.
3: How do we get our chocolate? To describe the journey of a cocoa bean.	**After picking, cocoa beans are fermented, roasted, ground to small pieces, heated, mixed and cooled. The process involves trucks, ships and aircraft.**	source - A place where something can be originally found. Cacao - the seed from a tropical tree, and it is the main ingredient used to make chocolate.
4: Where does our food come from? To map and calculate the distance food has travelled.	**Our food can travel thousands of miles by truck, train, ship or aircraft before it reaches us.**	air freight - Products carried by aeroplanes. carbon footprint - The amount of carbon dioxide released into the environment from an activity.
5: Are our school dinners locally sourced? To design and use data collection methods to find where our food comes from.	**Qualitative data collection through interview and questionnaire are the best methods for finding out where our food comes from.**	qualitative - Involving a description of judgement or opinion. quantitative - Involving a measurement or amount, often number-based.
6: Is it better to buy local or imported food? To discuss the advantages and disadvantages of buying both locally and imported food.	**Both buying local food and importing food have advantages and disadvantages.**	pesticides - A substance used for killing or repelling any bugs that may eat crops.
<u>Assessment Tasks</u>	Assessing Sticky Knowledge:	Assessing Key Vocabulary:

<u>See also: Knowledge organiser.</u>

Whole School Geography Curriculum

Year	Knowledge	Skills
Year 5/6 Autumn Cycle A	Focus: What is life like in the Alps? National Curriculum Knowledge ✓ Locational Knowledge ✓ Human and Physical Geography Prior Learning: What are rivers and how are they used? Contributing towards: What is life like in the desert?	Locational Knowledge • Locating more countries in Europe and North and South America using maps • Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. Place Knowledge • Describing and explaining similarities/differences between two environmental regions studied • Understanding how climates impact on trade, land use and settlement. Human and physical • Explaining why a locality has changed over time, giving examples of both physical and human features. • Using longitude and latitude when referencing location in an atlas or on a globe. • Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. Geographical skills and fieldwork • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Using the scale bar on a map to calculate distances. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Following a short pre-prepared route on an OS map. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Selecting appropriate methods for data collection. • Designing interviews/questionnaires to collect qualitative data. • Conducting interviews/questionnaires to collect qualitative data.- • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. •

Lesson	Sticky Knowledge	Key Vocabulary
1: Where are the Alps? To locate the Alps on a map	**The Alps are located in central and western Europe and run through 8 countries (France, Switzerland, Italy, Monaco, Liechtenstein, Germany, Slovenia, Austria)**	fold mountain – a mountain created when two tectonic plates are pushed together,pushing the ground upwards., latitude – how far north or south a place is. Longitude – how far east or west a place is.
2: What is it like in the Alps? To locate the key human and physical features of the Alps.	**The Alps are in a temperate forest biome and have a mountain climate. Key features are Mont Blanc, the Pasterze Glacier, Lake Wothersee and Chamonix.**	temperate forest - A biome containing deciduous trees at lower levels and coniferous trees at higher elevations. glacier - A slow-moving mass of ice formed by the accumulation of compact snow on mountains.
3: Why do people visit the Alps? To describe the physical and human features of an alpine region.	**Skiing, hiking, climbing, sightseeing, mountain biking or cultural activities in the city are reasons that people visit the Alps.**	temperate climate - A region with mild temperatures. mountain climate - A region with a colder climate than the surrounding area, affected by the height of the mountains.
4: What is there to do in our local area? To investigate what there is to do in the local area by collecting data.	**Sketches, photographs, questionnaires, and surveys are ways to find out about an area.**	recreational land use - Land use that provides leisure activities.
5. How are the Alps different from our local area? To understand the similarities and differences between our areas and an alpine area.	**Tourism brings shops, hotels and restaurants to alpine areas which we do not have in Collingbourne.**	tourism - Travel for pleasure where people visit places of interest. leisure - The use of free time for enjoyment.
6. What is life like in the Alps? To understand the human and physical geography of the Alps.	**A tourist brochure includes a title, key information, when to visit, getting around, things to do and places to see.**	climate change - A change in global or regional temperature and weather patterns over a long period of time.
Assessment Tasks	Assessing Sticky Knowledge:	Assessing Key Vocabulary:

See also: Knowledge organiser.

Whole School Geography Curriculum

Whole School Geography Curriculum

Year	Knowledge	Skills
Year 5/6 Spring Cycle A	Focus: **Would you like to live in the desert?** National Curriculum Knowledge ✓ Locational Knowledge ✓ Human and Physical Geography Prior Learning: Why do oceans matter (Cycle B) Contributing towards:	Locational Knowledge Confidently locating the twelve geographical regions of the UK. Understanding how land use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features. Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe Place Knowledge Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied Understanding how climates impact on trade, land use and settlement. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Explaining how humans have used desert environments. Human and physical Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Describing and understanding economic activity, including trade links. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. Geographical skills and fieldwork Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using models and maps to talk about contours and slopes. Interpreting and using real-time/live data. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Analysing quantitative data in pie charts, line graphs and graphs with two variables.

Lesson	Sticky Knowledge	Key Vocabulary
1: What is a hot desert biome? To summarise characteristics of a desert biome.	**A hot desert biome is characterised by an arid landscape with very little rainfall.**	arid - Too little rain to support lots of vegetation. desert - Any stretch of land with little to no rainfall and extremely sparse vegetation and wildlife
2: Where are deserts located? To locate and explore the features of deserts.	**Deserts are usually located either side of the equator, between the tropic of Capricorn and the opic of Cancer.**	barren - Land that cannot grow vegetation. airstrip - A long, empty piece of land where aircraft can take off and land (called an airfield in the UK).
3. What physical features are found in a desert? To describe the physical features of a desert environment.	**Physical features of hot deserts can be natural arches, mesas, mushrooms rocks, sand dunes and salt flats.**	mesa - A mountain with steep sides and a flat top. mushroom rock - A rock in a shape similar to a mushroom.
4: How can people use deserts? To explain the different ways humans can use deserts.	**Humans can live in the desert and also use them for natural resources, tourism and military reasons.**	Prime Meridian - The line of zero degrees longitude that defines all time zones. ranching - Keeping animals on a large farm, particularly in the Americas.
5: What are the threats to deserts? To describe some of the threats of desert environments.	**Threats to the desert include flash flooding, droughts, extreme temperatures and desertification.**	desertification - When land turns into desert. drought - A long period of time without rain in which living things begin to suffer. irrigation - Water provided to an area of land to grow crops.
6: Would you like to live in the desert? To explore the similarities and differences between two physical environments.	**Climate, landscape, physical and human features must be looked at when evaluating living in an environment.**	climate - Long-term weather conditions in a specific region.
Assessment Tasks	Assessing Sticky Knowledge:	Assessing Key Vocabulary:

See also: Knowledge organiser.

Whole School Geography Curriculum

Year	Knowledge	Skills
Year 5/6 Summer Cycle A	Focus: **Where does our energy come from?** National Curriculum Knowledge ✓ Locational Knowledge ✓ Human and Physical Geography Prior Learning: Why does population change? Contributing towards:	Locational Knowledge Locating more countries in Europe and North and South America using maps Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Locational Knowledge Locating many cities in the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features. Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe Place Knowledge Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied Understanding how climates impact on trade, land use and settlement. Using maps to explore wider global trading routes. Human and physical Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Describing and understanding economic activity, including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. Geographical skills and fieldwork Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using four and six-figure grid references to locate features on a map in regions studied. Making sketch maps of areas studied including labels and keys where necessary Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Conducting interviews/questionnaires to collect qualitative data. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings

Lesson	Sticky Knowledge	Key Vocabulary
1: Why is energy important? To know why energy sources are important.	**Energy sources are finite or renewable and can be traded between countries depending on the needs and resources.**	biofuel - Energy generated from plant or animal waste; a renewable source. hydropower - Energy generated by the movement of water; a renewable source. crude oil - A liquid made millions of years ago, found underground; a non-renewable source.
2: What is renewable energy? To understand the benefits and drawbacks of different energy sources.	**All energy sources have benefits and drawbacks and these should be considered carefully.**	fossil fuel - A material formed from the remains of plants and animals over millions of years. dam - A barrier used to hold back water.
3: How does the United States generate energy? To understand how energy is generated in the United States.	**The United States predominantly gets its energy from non-renewable sources such as crude oil, coal and natural gas,**	consumption - Using something up. replenished - To bring something back to its original level.
4: How does the United Kingdom generate energy? To know how energy sources are distributed in an area.	**The UK's reliance on non-renewable coal has decreased significantly in the last 10 years.**	six-figure grid references - Numbers used to find a particular point in a grid square. offshore - Located in the sea, away from the land
5: What is the best way to generate energy? To explain reasons for choosing an energy source.	**Choosing the best way to generate energy must be based on the available natural resources in the specific area.**	urban planner - Somebody whose job it is to plan new settlements.
6: Where is the best place for a solar panel on the school grounds? To collect and present data on where to position a solar panel on the school grounds.	**Different types of data need to be collected in order to assess a renewable energy source's suitability.**	contour lines - A line on a map joining equal heights below or above sea level. sea level - A baseline from which to measure the height of physical features.
Assessment Tasks	Assessing Sticky Knowledge:	Assessing Key Vocabulary:

See also: Knowledge organiser.