



Geography Curriculum

Vision

At Wembley Primary School our learners are encouraged to be inquisitive, to pose questions and seek answers. Our geography curriculum inspires children to look closely at the world around them and develop the skills necessary to be able to interpret what they see. We want geography to be meaningful to the children's own lives and experiences. As such we seek to build upon the child's "personal geography" by developing locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork, starting with them and their immediate locality before branching out and examining the national and international world.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
 - are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Intent

Our geography curriculum is designed to ensure that children can:

- Develop a greater understanding and knowledge of the world, as well as their place in it.
 - Develop an understanding of concepts, knowledge, and skills.

- Recall and build on previous learning
 - To ask and answer questions about the human and physical geography
 - Show an enjoyment for learning about the local environment and the wider world
- Develop a good geographical understanding of the abstract themes: location, place, weather, human and physical geography
 - Make comparisons between human and physical features around the world

Implementation

At Wembley Primary School, we have designed our Geography curriculum with the intent that it will inspire our children with a curiosity, fascination and appreciation of the world around them. It will equip them with a diverse knowledge and understanding of people, places, natural, human and physical geography. Through our geography curriculum children have opportunities to investigate and interpret a range of geographical locations in Britain and across the wider world. We encourage children to think like geographers by way of collecting, analysing and communicating through discussion their findings. Geography provides excellent opportunities to support all learning abilities through investigations, outdoor learning and analysing data. The curriculum progression expands outwards from their immediate locality to global parts also taking into account the comparisons and contrasts of differing localities. The curriculum will engage our children and facilitate and inspire them to become inquisitive, resilient, independent, challenging thinkers and active global citizens with the confidence to use, and build on, their cultural capital, learning and experiences - both inside and outside of the classroom.

Impact

Our geography curriculum offers high quality and well-planned lessons which encourage progression. Geographical questioning helps pupils to gain a coherent knowledge and understanding of the world and its people. Alongside key focus questions, we also use well designed knowledge organisers which offer 'sticky knowledge' and 'key vocabulary' which are embedded in each lesson. Through offering a wide range of terminology we are able to use this new knowledge to help with our assessment of topic understanding and also helps us identify areas in which we need to encourage deeper learning.

Through our curriculum, pupils learn to think critically and ask perceptive questions. In order to ensure our aims have been met, we scrutinise topics through:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Interviewing the pupils about their learning (pupil voice).
- Moderation where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Sharing good practice in staff meetings.
- Marking of written work in books against the schools marking policy.
- Teachers to input data on Target Tracker

Our Key Themes/Concepts (new information in relation to previous learning)

We have four themes threaded through the Geography Curriculum that are developed and transferable to develop knowledge, skills, and expertise:

Our key themes centre around:

Mapping and atlas skills

The makeup of our locality and the world

The Earth's key physical and human processes

The formation of landscapes and environments

EYFS	Reception	Understanding the World		<ul style="list-style-type: none"> • Draw information from a simple map. <p>Autumn term – All about me topic. Pupils look at a world map and place pins on the map where their families are from.</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. <p>Children are told the names of countries in the books that are shared and can discuss life in those countries. Handa’s Surprise – Africa, Snow Bear – Arctic, Lanterns and Firecrackers - China</p> <ul style="list-style-type: none"> • Explore the natural world around them. <p>Children go to the nature garden and observe changes through the year</p> <ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. <p>Children are shown pictures of different environments and they talk about how these are different to where they live (desert, mountains)</p>
	ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>Recognise features of the immediate environment, including the name of the street they live in, the town (Wembley), the city (London)</p> <ul style="list-style-type: none"> • 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. <p>Children can discuss life in countries and places from various texts. Handa’s Surprise – Africa, Snow Bear – Arctic, Lanterns and Firecrackers - China</p>
			The Natural World	<ul style="list-style-type: none"> • 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. <p>Children can discuss life in countries and places from various texts. Handa’s Surprise – Africa, Snow Bear – Arctic, Lanterns and Firecrackers - China</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons. <p>Children observe seasonal changes and discuss this during Spring term when planting and discussing why things are or are not planted in different seasons</p>
Key Questions				
	Weather Watchers		The UK, Our Homeland	
				The Features of Wembley

<p>Year 1</p>	<p>What is the weather like in our country? The Earth's key physical and human processes</p> <p>What impact does the weather have on our lives? The Earth's key physical and human processes</p> <p>How can we measure how much rainfall we have? The Earth's key physical and human processes</p> <p>What do weather forecasts show? The Earth's key physical and human processes</p> <p>Can weather be dangerous? The Earth's key physical and human processes</p> <p>What the weather is like in other parts of the world? The makeup of our locality and the world</p>	<p>What is the United Kingdom? Mapping and atlas skills</p> <p>What are the special characteristics of England? The makeup of our locality and the world</p> <p>What are the special characteristics of Scotland? The makeup of our locality and the world</p> <p>What are the special characteristics of Wales? The makeup of our locality and the world</p> <p>What are the special characteristics of Northern Ireland? The makeup of our locality and the world</p> <p>What does London look like from the sky? The formation of landscapes and environments</p>	<p>What are the features of Wembley? The makeup of our locality and the world</p> <p>What is a map? Mapping and atlas skills</p> <p>How did we get to Wembley stadium? The formation of landscapes and environments</p> <p>What are they similarities and differences between a town and a city? The formation of landscapes and environments</p> <p>What does our school look like from an aerial view? The formation of landscapes and environments</p>
<p>Year 2</p>	<p>How does England compare to Jamaica?</p> <p>What are the world's seven continents and five oceans and where are they located? The Earth's key physical and human processes</p> <p>What continent is the British Isles? Hot and cold countries... The Earth's key physical and human processes</p> <p>What countries make up the British Isles? The formation of landscapes and environments</p> <p>Why do people use maps? Mapping and atlas skills</p> <p>How can we find out where places are located? Mapping and atlas skills</p>	<p>Map Makers</p> <p>What are the world's seven continents and five oceans and where are they located? The Earth's key physical and human processes</p> <p>What continent is the British Isles? Hot and cold countries... The Earth's key physical and human processes</p> <p>What countries make up the British Isles? The formation of landscapes and environments</p> <p>Why do people use maps? Mapping and atlas skills</p> <p>How can we find out where places are located? Mapping and atlas skills</p>	<p>Seaside – field study – West whittering</p> <p>West Wittering?</p> <p>Where are our seashores? The Earth's key physical and human processes</p> <p>Where are islands in the UK? Mapping and atlas skills The makeup of our locality and the world</p> <p>Which are human and which are physical features? The Earth's key physical and human processes</p> <p>What is the same and different about life in Wembley and life at the seaside? Mapping and atlas skills The makeup of our locality and the world</p> <p>What are the features of a seaside? (TRIP)</p>

		How can we use maps to find out about the local area? The makeup of our locality and the world	The Earth's key physical and human processes The formation of landscapes and environments
Year 3	Settlements	Fairtrade	Local Area
	<p>Who were some of the early settlers? Ask and respond to geographical questions Identify physical and human features of the locality</p> <p>What are the different types of settlements in Britain? Ask and respond to geographical questions Identify physical and human features of the locality</p> <p>How can we use maps to identify settlements? Mapping and atlas skills</p> <p>How are different land types used for different settlements? The formation of landscapes and environments</p> <p>How has settlements changed over time? Ask and respond to geographical questions, analyse evidence and draw conclusions.</p>	<p>What is Trade/Fairtrade? Analyse evidence and draw conclusions.</p> <p>Why is life difficult for farmers in Less Economically Developed Countries? Children will know... Communicate findings in ways</p> <p>What are the economic benefits of Fairtrade? Identify physical and human features of the locality</p> <p>What are the environmental benefits of Fairtrade? Ask and respond to geographical questions Identify physical and human features of the locality</p> <p>What are the social benefits of Fairtrade? Ask and respond to geographical questions.</p> <p>How can we support Fairtrade? Communicate findings in ways appropriate to the task or for the audience</p>	<p>Where is Wembley located within the United Kingdom? Identify where countries are within the UK</p> <p>What are the human and physical features of our local area? Identify physical and human features of the locality understand and use a widening range of geographical terms</p> <p>Can you plan a route around Wembley? make more detailed fieldwork sketches/diagrams, use the 8 points of a compass, make plans and maps using symbols and keys</p> <p>How is land used in different ways in Wembley? Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features</p> <p>How can I respond a geographical question? Ask and respond to geographical questions, analyse evidence and draw conclusions.</p> <p>How can we communicate our findings and opinions about a geographical question? Recognise that different people hold different views</p>
	Natural Disasters	Isle of Wight	Local Setting

<p>Year 4</p>	<p>What are Natural Disasters? Collect and record evidence with some aid What are the main layers of the earth? What are plate boundaries and what happens there? Analyse evidence and draw conclusions. Where and why do most Volcanic eruptions happen? To use an atlas and primary sources Why do people live near volcanoes? Discuss and Compare How do people try to reduce the damage from earthquakes? Compare and contrast. Use maps and atlases What is the impact of Natural Disasters on people? Ask geographical questions</p>	<p>Can you explain the location of the Isle of Wight? Comparing places, Describing features, Using atlases Why is the coastline of the Isle of Wight not square? Know about the physical features of coasts How does coastal erosion form geographical features? Describe how people have been affected by changes in the environment What are the similarities and differences between Brent and the Isle of Wight? Understand the similarities and differences between places How do places attract tourists? Analyse evidence and draw conclusions</p>	<p>Where does our water come from? Ask and respond to questions and offer their own ideas What are the main features of a river?- look at river Gade What is the impact of rivers on humans? What impact do Humans have on rivers? Use atlases and map sites on the internet Identify and place the major rivers of the world- link to Ancient Egyptians Locate places on large scale maps Make a simple scale drawing, know why a key is needed Sketch the course of a river during a field trip What are the features of mountains? Use atlases and map sites on the internet How do mountains vary around the world?- Link to volcanos Identify physical features, ask geographical questions.</p>
<p>Year 5</p>	<p style="text-align: center;">A Closer Look at our World</p> <p>Why is it a different time in different countries and how is it decided? The Earth's key physical and human processes</p> <p>What is latitude and longitude? Mapping and atlas skills</p> <p>What can I learn from an Ordnance survey Map, Mapping and atlas skills</p> <p>What are the different climates and why is the climate different in different parts of the world The Earth's key physical and human processes</p> <p>What are biomes? The Earth's key physical and human processes</p>	<p style="text-align: center;">A European Study</p> <p>Where are Russia and Spain located on a map? How does the continent of Europe relate to other continents (what are the names of the continents?) The Earth's key physical and human processes Mapping and atlas skills</p> <p>What is the Physical and Human Geography of the UK? The Earth's key physical and human processes Mapping and atlas skills</p> <p>What is the Physical and Human Geography of Spain? How does Spain compare to the UK? (physical and human geography) The Earth's key physical and human processes Mapping and atlas skills</p>	<p style="text-align: center;">Local Traffic Study-Fieldwork</p> <p>How has the land use changed in Wembley? The makeup of our locality and the world</p> <p>How can we collect data on traffic in Wembley? The makeup of our locality and the world</p> <p>What are the main traffic issues in Wembley? The makeup of our locality and the world</p> <p>How can we interpret and present the data collected? The makeup of our locality and the world</p> <p>Interpreting qualitative data. The makeup of our locality and the world</p> <p>How and why people seek to manage traffic in their local environment?</p>

	<p>How has climate change impacted on the Arctic and Antarctica-the poles</p> <p>The Earth's key physical and human processes The formation of landscapes and environment</p>	<p>What is the Physical and Human Geography of Russia</p> <p>The Earth's key physical and human processes Mapping and atlas skills</p> <p>How do the biomes within Russia differ?</p> <p>The Earth's key physical and human processes Mapping and atlas skills</p> <p>How do the localities of Spain, the UK and Russia compare?</p> <p>The Earth's key physical and human processes Mapping and atlas skills</p>	<p>The makeup of our locality and the world</p>
Year 6	<p>The Americas</p> <p>What is the location and make up of South America?</p> <p>The makeup of our locality and the world Mapping and atlas skills</p> <p>How does the climate zone of Brazil compare to the UK?</p> <p>The formation of landscapes and environment</p> <p>What are some of the physical features in South America?</p> <p>The Earth's key physical and human processes</p> <p>Can you identify and explain the purpose of some human features in South America?</p> <p>The Earth's key physical and human processes</p> <p>How does the UK trade with South America?</p> <p>The Earth's key physical and human processes</p>	<p>Environmental Issues</p> <p>What is the effect of plastic pollution on our environment?</p> <p>The Earth's key physical and human processes</p> <p>How does air pollution impact health?</p> <p>The Earth's key physical and human processes</p> <p>How is the world's climate changing?</p> <p>The Earth's key physical and human processes Mapping and atlas skills</p> <p>How do the UK environmental issues compare to that of Hawaii?</p> <p>The makeup of our locality and the world The Earth's key physical and human processes Mapping and atlas skills</p> <p>Is there a sustainable solution to our environmental issues?</p> <p>The Earth's key physical and human processes</p>	<p>Geography Fieldwork</p> <p>How can I represent human and physical features on a map?</p> <p>Mapping and atlas skills</p> <p>How can I use an ordnance survey map to locate landmarks?</p> <p>Mapping and atlas skills The makeup of our locality and the world</p> <p>How can I find the real-life distance between two places on a map?</p> <p>Mapping and atlas skills</p> <p>Can you apply your knowledge of scales to draw a map?</p> <p>Mapping and atlas skills</p> <p>How do I travel from school to a London landmark?</p> <p>Mapping and atlas skills The makeup of our locality and the world</p> <p>Can you apply your knowledge of maps?</p> <p>Mapping and atlas skills</p>

Year 1

Geography Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
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- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
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- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography Skills

Weather Watchers:

To identify daily weather patterns in the UK
(Human and Physical Geography)

To use simple fieldwork and observational skills.
(Geographical Skills and Fieldwork)

To identify seasonal weather patterns in the UK
(Human and Physical Geography)

To use basic geographical vocabulary to refer to key physical features
(Human and Physical Geography)

The UK, Our Homeland:

Name and locate the four countries and capital cities of the United Kingdom
(Locational knowledge)

Use world maps, atlases, and globes to identify the United Kingdom and its countries.
(Geographical skills and fieldwork)

Use basic geographical vocabulary to refer to key physical and human features
(Human and Physical Geography)

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
(Locational knowledge)

Use aerial photographs and plan perspectives to recognise landmarks
(Geographical Skills and Fieldwork)

The features of Wembley:

To use maps to recognise landmarks.
(Geographical skills and fieldwork)

To use basic geographical vocab to refer to key human features, including city
(Human and Physical Geography)

To devise a simple map
(Geographical skills and fieldwork)

	<p>To use simple fieldwork and observational skills to study the geography of their school and its grounds. (Geographical skills and fieldwork)</p> <p>To use simple locational and directional language (e.g., near and far, left, and right) to describe the location of features and routes on a map. (Geographical skills and fieldwork)</p> <p>Understand how some places are linked to other places e.g., roads, trains (Locational Knowledge)</p> <p>To name, describe and compare familiar places (Place Knowledge)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Human and Physical Geography)</p> <p>Human and Physical – To use basic geographical vocab to refer to key human features, including city, office, shop (Human and Physical Geography)</p>
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Key Themes:

Mapping and atlas skills/ The makeup of our locality and the world/ The formation of landscapes and environments – **The UK, Our Homeland**
 The Earth’s key physical and human processes/The makeup of our locality and the world – **Weather Watchers**
 Mapping and atlas skills/ The makeup of our locality and the world/ The formation of landscapes and environments – **The Features of Wembley**

Weather Watchers

Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p>Know what the weather is typically like in the UK. Name up to 4 weather types in the UK. (<i>Windy, snow, rain, sunny</i>) Know how many seasons there are (<i>4 – Autumn, Winter, Spring and Summer</i>) Know which months of the year fall into each season. <i>Autumn – September – November</i> <i>Winter – December – February</i> <i>Spring – March – May</i> <i>Summer – June – August</i> Understand how weather changes throughout the seasons.</p>	<p>Chn can begin to observe (look at) the weather.</p> <p>Chn can talk about what the weather is typically like in the UK.</p> <p>Chn can name 4 types of weather that happen in the UK.</p> <p>Chn can name the 4 seasons and which months of the year they typically fall into.</p>	<p>Core Vocabulary</p> <p><i>weather</i> <i>United Kingdom</i> <i>seasons</i></p> <p>Topic vocabulary</p> <p><i>daily or day to day</i> <i>weather recording</i> <i>observation (looking)</i> <i>temperature</i> <i>thermometer</i></p>

	<p>Chn begin to understand how our weather changes throughout the year – seasons.</p> <p>Chn can record their observations.</p>	<p>weather types (sun, rain, thunder, snow, wind etc).</p>
<p>Know what impact the weather has on our lives in terms of what we wear, how we feel, things we do.</p>	<p>Chn can explain some of the ways the weather affects us in the clothes we wear, how we travel and the things we do.</p>	<p>Core Vocabulary</p> <p>seasons autumn winter spring summer</p> <p>Topic vocabulary change months of the year</p>
<p>The name of the instrument used to measure rainfall. - Rain gauge. How to measure rainfall by making simple rain gauges. How to read the level of water collected.</p>	<p>Chn can talk about the equipment used to measure rainfall.</p> <p>Chn know how to use a rain gauge to observe and measure rainfall.</p> <p>Chn can record how much rain has fallen each day and record their answers.</p> <p>Chn can answer questions about the rainfall.</p>	<p>Core Vocabulary weather</p> <p>Topic vocabulary rainfall rain rain gauge meteorologist scale</p>
<p>What weather forecasts show – weather conditions in different parts of the country and around the world. What weather symbols represent? - These are symbols to help us understand a type of weather. Identify some weather symbols</p> 	<p>Chn can describe what weather forecasts show.</p> <p>Chn can look at 3 or more weather symbols and say what weather they show.</p>	<p>Core Vocabulary</p> <p>weather seasons Symbols United Kingdom</p> <p>Topic vocabulary weather forecast weather forecaster</p>
<p>Know how weather can sometimes be dangerous. - Snow storms can affect travel, Floods and storms can destroy homes. The names of some of these dangerous weather types. Snow, storms, floods, heatwaves.</p>	<p>Chn can explain ways in which the weather can be dangerous.</p> <p>Chn can talk about and understand some of the things</p>	<p>Topic vocabulary dangerous/danger extreme flooding</p>

<p>How we stay safe in different types of weather? such as it is not safe to look directly at the sun even when wearing sunglasses, the need to wear warm, protective clothing in snow and wintry conditions.</p>	<p>that 'extreme' weather can do to our surroundings.</p> <p>Chn can talk about how to keep safe in different weather types.</p>	<p>drought hurricane blizzards heat wave protect</p>
<p>When we talk about what the weather is like in a place over time, we call it climate.</p> <p>What the line of equator is and that it is not a straight line as sometimes shown.</p> <p>Know why countries have different climates - Countries closer to the equator have warmer weather.</p> <p>What the weather is like in other parts of the world?</p>	<p>Chn can explain how countries have different climates which can be hot or cold.</p> <p>Chn can name a hot country and a cold country and explain how they are different.</p> <p>Chn begin to have some understanding of the equator and how countries closer to it have warmer weather.</p>	<p>Core Vocabulary</p> <p>Equator North/South Poles</p> <p>Topic vocabulary</p> <p>hot cold temperature climate wet dry</p>
The UK – Our Homeland		
Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p>What is the United Kingdom? – Made up of 4 countries, Scotland, Northern Ireland, Wales and England</p> <p>What the capital cities are of these 4 countries – Edinburgh, Belfast, Cardiff, London</p> <p>How to use a map to locate the United Kingdom</p>	<p>Chn can understand that the UK is made up of four countries.</p> <p>Chn can say the names of the four countries of the UK.</p> <p>Chn can say the names of the capital cities of these 4 countries.</p> <p>Chn can use a map to find the UK and its four countries.</p>	<p>Core Vocabulary</p> <p>Capital City Country United Kingdom</p> <p>Topic vocabulary</p> <p>Great Britain Map Island Atlas</p>
<p>What are the special characteristics of England? Flag, cities, tallest mountain, famous landmarks, seas,</p>	<p>Chn can write a factfile on the special characteristics of England</p> <p>Children can name and locate the seas that surround England</p>	<p>Core Vocabulary</p> <p>Characteristics Landmarks Sea Ocean</p> <p>Topic vocabulary</p>

		<p>Mountain Sculpture Patron Saint</p>
<p>What are the special characteristics of Scotland? Flag, cities, tallest mountain, famous landmarks, seas,</p>	<p>Chn can write a factfile on the special characteristics of Scotland</p> <p>Children can name and locate the seas that surround Scotland</p>	<p><u>Core Vocabulary</u></p> <p>Characteristics Landmarks Sea Ocean</p> <p><u>Topic vocabulary</u></p> <p>Mountain Sculpture Patron Saint</p>
<p>What are the special characteristics of Wales? Flag, cities, tallest mountain, famous landmarks, seas,</p>	<p>Chn can write a factfile on the special characteristics of Wales</p> <p>Children can name and locate the seas that surround Wales</p>	<p><u>Core Vocabulary</u></p> <p>Characteristics Landmarks Sea Ocean Hill Valley</p> <p><u>Topic vocabulary</u></p> <p>Mountain Sculpture Patron Saint</p>
<p>What are the special characteristics of Northern Ireland? Flag, cities, tallest mountain, famous landmarks, seas,</p>	<p>Chn can write a factfile on the special characteristics of Northern Ireland</p> <p>Children can name and locate the seas that surround Northern Ireland</p>	<p><u>Core Vocabulary</u></p> <p>Characteristics Landmarks Sea Ocean</p> <p><u>Topic vocabulary</u></p> <p>Mountain Sculpture Patron Saint</p>
<p>What does London look like from the sky? The formation of landscapes and environments</p>	<p>Chn can talk about the difference between an aerial and plan view.</p>	<p><u>Core Vocabulary</u></p> <p>Aerial view Plan View</p>


	<p>Chn can use aerial and plan views to recognise landmarks and key human and physical features.</p> <p>Chn can locate landmarks on an aerial map.</p> <p>Chn can use basic human and physical geography language.</p>	<p><u>Topic vocabulary</u></p> <p>Landmarks</p>
The Features of Wembley		
Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p>Some of the features of Wembley – Wembley Stadium, LDO, Civic Centre, Wembley Park Station</p> <p>Where do you live? (Wembley),</p> <p>Which city is Wembley in? (London)</p> <p>What country is London in? (England)</p> <p>Wembley is a town not a city.</p>	<p>Chn can find Wembley on a map</p> <p>Chn can identify and talk about some of the features in Wembley.</p> <p>Chn can label key features such as a station on a map.</p> <p>Chn can talk about where Wembley is in relation to London and England</p> <p>Chn can say why Wembley is a town and not a city.</p>	<p><u>Core Vocabulary</u></p> <p>Town City house</p> <p><u>Topic vocabulary</u></p> <p>Cathedral</p>
<p>How to locate UK, England, London, and Wembley on a map.</p> <p>How to draw a directional map using right, left, near & far</p>	<p>Chn can devise a simple map</p> <p>Chn can use simple locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</p>	<p><u>Core Vocabulary</u></p> <p>directional language</p> <ul style="list-style-type: none"> - near - far - left - right <p><u>Topic vocabulary</u></p> <p>road street</p>
<p>How to get to Wembley stadium from school.</p>	<p>Chn can use simple locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</p>	<p><u>Core Vocabulary</u></p> <p>directional language</p> <ul style="list-style-type: none"> - near - far - left - right

<p>What are the similarities and differences between a town and a city? Cities generally have a cathedral</p>	<p>Chn can understand what a city is.</p> <p>Chn can understand what a town is.</p> <p>Chn can tell the similarities between a town and a city.</p> <p>Chn can tell the differences between a town and a city.</p>	<p>Core Vocabulary</p> <p>town city office shop river</p>
<p>What is an aerial view? How to use a plan map</p>	<p>Chn can use an aerial map to identify key buildings and features.</p> <p>Chn can use a plan map to label areas of the school and its grounds.</p>	<p>Core Vocabulary</p> <p>aerial view map house office shop</p>

Year 2	
Geography Aims	Geography Skills
<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. <p>Key Themes:</p>	<p>Key: How does England compare to Jamaica?</p> <p>Map Makers</p> <p>To the Seaside</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> identify 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, coast, forest, ocean, valley, vegetation, key human features, including: town, factory, port, harbour <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.

Mapping and atlas skills	use aerial photographs and plan perspectives to recognise basic human and physical features and use and construct basic symbols in a key
The makeup of our locality and the world	use simple fieldwork and observational skills to study the key human and physical features of their surrounding environment.
The Earth's key physical and human processes	
The formation of landscapes and environments	

How does England compare to Jamaica?

Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p>Where in the world is Jamaica?</p> <p>I know what a map is for. I know what an atlas can be used for. I can find a country on a map. I can find and name some continents on a map.</p> <p>Mapping and atlas skills</p>	<p>Can children:</p> <ul style="list-style-type: none"> Use world maps (Aerial and bird's eye view), atlases and globes to identify the United Kingdom and its countries, as well as other countries including Jamaica. 	<p>Core Vocabulary</p> <p>continent atlas globe country map</p> <p>Topic vocabulary</p> <p>island</p>
<p>What is the weather and climate like in Jamaica?</p> <p>I understand the geographical terms climate, weather, and landscape I can describe the weather of a country I know that Jamaica is close to the Equator I can describe the climate of a country Challenge: I can compare the weather and climate of two countries.</p> <p>Mapping and atlas skills</p> <p>The Earth's key physical and human processes</p> 	<p>Can children:</p> <ul style="list-style-type: none"> 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. 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 Jamaica. 	<p>Core Vocabulary</p> <p>climate weather equator</p> <p>Topic vocabulary</p> <p>Climate: the weather conditions in an area over a long period. Temperate climate region: In geography, the temperate climates of Earth occur in the middle latitudes Polar climate region: The polar climate regions are characterized by a lack of warm summers but with varying winters. Arid climate region: A region which is excessively dry Tropical climate region: Hot and humid region Subtropical climate region: A region characterised by hot and humid summers, and cool to mild winters. Mediterranean climate region: A Mediterranean climate typically has dry summers and wet winters. Mountain climate regions: is the climate for elevations above the tree line, where trees fail to grow due to cold.</p>
<p>Can you describe the landscape of Jamaica?</p>	<p>Can children:</p>	<p>Core Vocabulary</p>


<p>I know what a landscape is. I know the different types of landscapes. I know the similarities between the landscapes in UK and Jamaica I know the differences between the landscapes in UK and Jamaica I can give examples of key features. The Earth's key physical and human processes Mapping and atlas skills</p>	<ul style="list-style-type: none"> • use world maps (Aerial and bird's eye view), atlases and globes to identify the United Kingdom and its countries, as well as other countries including Jamaica. • Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season & weather • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom when comparing Jamaica and the UK 	<p>environment vegetation landscape beach coastal cliff mountain</p> <p><u>Topic vocabulary</u></p> <p>desert urban terrain fauna man-made elements</p>
<p>Can you identify the physical and human features of a country? I can explain what a physical feature is I can explain what a human feature is I can identify and sort the features I can use maps, atlases and images to describe the human and physical features of a country. The Earth's key physical and human processes</p>	<p>Can children:</p> <ul style="list-style-type: none"> • Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Human and physical geography) • Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season & weather (Human and physical Geography) • 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 Jamaica. 	<p><u>Core Vocabulary</u></p> <p>valley village vegetation town factory</p>
<p>What is different and similar between Wembley and Kingston, Jamaica? I know what a landscape is. I know the different types of landscapes. I know the similarities between the landscapes in UK and Jamaica I know the differences between the landscapes in UK and Jamaica I can give examples of key features. The makeup of our locality and the world</p>	<p>Can children:</p> <ul style="list-style-type: none"> • 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 Jamaica. (Place Knowledge) • Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, 	<p><u>Core Vocabulary</u></p> <p>vegetation city landscape coastal mountain desert</p> <p><u>Topic vocabulary</u></p> <p>mainland</p>

	<p><i>river, soil, vegetation, season & weather (Human and physical Geography)</i></p> <ul style="list-style-type: none"> Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Human and physical geography) 	<p>urban terrain fauna man-made elements</p>
<p>What is different and similar between Brighton, UK and Montego Bay, Jamaica?</p> <p>I can explain what are the main things in Brighton?</p> <p>I can say what are the main physical and human features</p> <p>I know what is the weather like in Jamaica</p> <p>I know what is the landscape like</p> <p>I can compare landscapes, building, houses and talk about:</p> <p>What is similar?</p> <p>What is different between the two?</p> <p>The makeup of our locality and the world</p>	<ul style="list-style-type: none"> 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 Jamaica. (Place Knowledge) Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season & weather (Human and physical Geography) <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Human and physical geography)</p>	<p>Core Vocabulary</p> <p>beach coast town port harbour</p>
Map Makers		
Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p>Why do people use maps?</p> <ul style="list-style-type: none"> I can understand what an aerial view is. I can use simple directions to describe the location of features and routes on a map. 	<p>Children can:</p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. use simple compass directions (North, South, East and West) to describe the location of features and routes on a map. 	<p>Core Vocabulary</p> <p>compass points</p> <ul style="list-style-type: none"> - north - south - east - west <p>map</p> <p>symbol</p> <p>scale</p> <p>continent</p> <p>ocean</p>

<p>How can we find out where places are located?</p> <p>I can children give directions. I can children follow directions. I understand the concept of an aerial plan (bird's eye view)</p>	<p>Children can:</p> <ul style="list-style-type: none"> • <i>use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.</i> 	<p><u>Core Vocabulary</u></p> <p>birds eye view aerial photo scale map symbols human (manmade) physical (natural) landscape location directional language</p> <ul style="list-style-type: none"> - near - far - left - right
<p>Can I answer question about directions? (Using an atlas / map on Europe)</p> <p>I can use an atlas to find places in the UK. I can use compass points to give directions</p>	<p>Children can:</p> <ul style="list-style-type: none"> • <i>To read simple maps and understand basic symbols in a key.</i> • <i>To use atlases and globes to identify where in the world the UK is and its neighbouring countries in the context of using an atlas/developing atlas skills.</i> 	<p><u>Core Vocabulary</u></p> <p>compass points</p> <ul style="list-style-type: none"> - north - south - east - west <p>directional language</p> <ul style="list-style-type: none"> - near - far - left - right
<p>Why are map symbols used and to recognise the OS map symbols?</p> <p>I know we use maps to find out about the local area I know what is an Ordnance Survey map I know how are places, human and physical features represented on OS maps</p>	<p>Children can</p> <ul style="list-style-type: none"> • <i>explain why we have symbols on maps.</i> • <i>Show an understanding that someone using a map needs to know what the land use is in different areas</i> 	<p><u>Core Vocabulary</u></p> <p>scale map Ordnance Survey (OS) symbols grid key human (manmade) physical (natural)</p>
<p>What are the 7 continents and 5 oceans of the world?</p> <p>I can use an atlas to find places around the world.</p>	<p>Children can:</p>	<p><u>Core Vocabulary</u></p> <p>locate location</p>

<p>I can use key words to explain human and physical features.</p> <p>I can name and locate the world's five main oceans.</p>	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans in the context of the developing atlas skills 	<p>map</p> <p>atlas</p> <p>continent</p> <p>ocean</p> <p>human (manmade)</p> <p>physical (natural)</p>
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Seaside

<p style="text-align: center;">Knowledge end points</p> <p>What knowledge do children need to remember?</p>	<p style="text-align: center;">Assessment Impact</p>	<p style="text-align: center;">Vocabulary</p>
<p>Where are our seascides?</p> <p>Know how to use a map to locate (nearest) seaside resort.</p> <p>Mapping and atlas skills</p> <p>The Earth's key physical and human processes</p> <p>Where are islands in the UK?</p> <p>Know the location of hot and cold areas of the world in relation to the Equator and the north and south poles.</p> <p>Mapping and atlas skills</p> <p>The makeup of our locality and the world</p> <p>Which are human and which are physical features?</p> <p>Be able to use aerial photos to recognise basic human and physical features and use and construct basic symbols in a key</p> 	<p>Children can:</p> <ul style="list-style-type: none"> use a map to locate (nearest) seaside resort. use key words to describe a seaside location use key words to describe what seaside locations are like. <ul style="list-style-type: none"> confidently name islands within the UK. explain how an island is different from the mainland. use an atlas to name and locate some of the main British islands. explain why some islands may be 'hot' and some 'cold'. explain what human features are explain what physical features are. explain why features such as sea is a physical feature. 	<p><u>Core Vocabulary</u></p> <p>weather</p> <p>season</p> <p>beach</p> <p>sand</p> <p>shore</p> <p>harbour</p> <p>cliff</p> <p>coast</p> <p>port</p> <p>forest</p> <p>mountain</p> <p>ocean</p> <p>river</p> <p>locate</p> <p>directional language</p> <ul style="list-style-type: none"> - near - far - left - right <p>village</p> <p>town</p> <p>city</p> <p>countryside</p> <p>urban</p>

<p>The Earth's key physical and human processes</p> <p>What is the same and different about life in Wembley and life at the seaside? use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather</p> <p>Mapping and atlas skills</p> <p>The makeup of our locality and the world</p> <p>What are the features of a seaside? (TRIP) use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.</p> <p>The Earth's key physical and human processes</p> <p>The formation of landscapes and environments</p>	<ul style="list-style-type: none"> • <i>physical and human features of a seaside.</i> • <i>explain physical features of Wembley.</i> • <i>explain similarities.</i> • <i>explain differences.</i> <ul style="list-style-type: none"> • <i>explain what a seaside is</i> • <i>identify the features of a seaside</i> • <i>use compass directions to find routes</i> 	<p>rural human physical local area island(s), United Kingdom (UK), coast Equator map compass points</p> <ul style="list-style-type: none"> - north - south - east - west <p><u>Topic vocabulary</u></p> <p>resort holiday national international tourists Northern Ireland, mainland climate</p>
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Year 3	
Geography Aims	Geography Skills
<p>Key Themes:</p> <p>Mapping and atlas skills</p> <p>The makeup of our locality and the world</p> <p>The Earth's key physical and human processes</p> <p>The formation of landscapes and environments</p>	<p>Fairtrade:</p> <p>Communicate findings in ways appropriate to the task or for the audience Recognise that different people hold different views about an issue and begin to understand some of the reasons why – lesson 1</p> <p>Analyse evidence and draw conclusions. – Lesson 2</p> <p>Ask and respond to geographical questions – Lesson 3</p> <p>Identify physical and human features of the locality – lesson 4-5</p> <p>Communicate findings in ways appropriate to the task or for the audience - 6</p>

Romanisation of Britain:

Find out about everyday lives of people in time studied

Place the time studied on a timeline

Use dates and terms related to the study unit and passing of time - Lesson 1

Identify reasons for and results of people's action.

Understand why people may have wanted to do something – Lesson 2

Identify and give reasons for the different ways in which the past is represented.

Distinguish between different sources- compare different version on the same story.

Look at representation of the periods – museum, cartoons etc.

Use a range of sources to find out about a periods.

Observe small details - artefacts, pictures

Select and record information relevant to the study.

Begin to use the library and internet for research. – Lesson 3

Identify reasons for and results of people's action.

Understand why people may have wanted to do something – lesson 4

Identify and give reasons for the different ways in which the past is represented.

Distinguish between different sources- compare different version on the same story. – lesson 5

Find out about everyday lives of people in time studied.

Compare with our life today

Sequence several events of artefacts – Lesson 6

Settlements:

	<p>ask and respond to geographical questions 1-4</p> <p>understand and use a widening range of geographical terms</p> <p>analyse evidence and draw conclusions – Lesson 2-3</p> <p>understand and use a widening range of geographical terms e.g. specific topic vocabulary – lesson 5</p>
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Settlements

Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p>What is a settlement? Children will know why people settle in different places. What attracts people to different places. Children will be able to differentiate between wants and needs when choosing a place to settle. To describe key aspects of settlements. Discuss needs such as water, shelter, food etc</p> <p>Skill: Ask and respond to geographical questions understand and use a widening range of geographical terms.</p> <p>What are the different types of settlements? Children will learn about the differences between hamlet, villages, towns and cities.</p>	<p>Children can:</p> <ul style="list-style-type: none"> Explain why people create settlement. 	<p>Core Vocabulary</p> <p>region population settlement commercial transportation natural resource: - energy - food - minerals - water</p> <p>Retrieved vocabulary</p> <p>city village rural town</p>

<p>Skill: Ask and respond to geographical questions Understand and use a widening range of geographical terms e.g. specific topic vocabulary</p> <p>How is land used in different settlements? Children will learn about land use – residential, commercial, farming, irrigation and transportation.</p> <p>Skill:</p> <ul style="list-style-type: none"> • ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues? • analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. <p>understand and use a widening range of geographical terms e.g. specific topic vocabulary</p> <ul style="list-style-type: none"> • identify physical and human features of the locality <p>What are the positives and negative reasons of living in a settlement in a rural or urban area? Children will learn about the differences in urban and rural living.</p> <p>Skill: Begin to ask/initiate geographical questions.</p> <p>How are settlements named? Children will learn how places got their names and who named them</p> <p>Skill: name and locate the cities of the UK</p> <p>Why do people migrate or immigrate to Wembley? Children will investigate the reasons why people come to live in Wembley and why they move away.</p> <p>Skill: Begin to ask/initiate geographical questions.</p>		<p>urban birds eye view aerial photo human (manmade) physical (natural)</p> <p><u>Topic vocabulary</u></p> <p>shelter settler site suburban hamlet residential irrigation</p>
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Fairtrade		
Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p>What is Fairtrade?</p> <p>Skill: Analyse evidence and draw conclusions.</p> <p>Why is life difficult for farmers in Less Economically Developed Countries?</p> <p>Skill: Communicate findings in ways appropriate to the task or for the audience Recognise that different people hold different views about an issue and begin to understand some of the reasons why</p> <p>What are the economic benefits of Fairtrade?</p> <p>Skill: Identify physical and human features of the locality</p> <p>What are the environmental benefits of Fairtrade?</p> <p>Skill: ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues?</p> <p>Identify physical and human features of the locality</p> <p>What are the social benefits of Fairtrade?</p> <p>Skill: Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it</p>		<p>Core Vocabulary</p> <p>fair fairtrade trade sustainable import export value goods product economic Less Economically Developed (LED) More Economically Developed (MED) social</p> <p>Retrieved vocabulary</p> <p>environmental landscape human (manmade) physical (natural)</p> <p>Topic vocabulary</p> <p>farmer organisation producer shipping</p>

<p>changing? What do you think about that? What do you think it might be like if... continues?</p> <p>How can we support Fairtrade?</p> <p>Skill: Communicate findings in ways appropriate to the task or for the audience</p>		
Local area		
Knowledge end points What knowledge do children need to remember?		Vocabulary
<p>Where is Wembley located within the United Kingdom?</p> <p>What are the human and physical features of our local area?</p> <p>Can you plan a route around Wembley?</p> <p>How is land used in different ways in Wembley?</p> <p>How can I respond a geographical question?</p> <p>How can we communicate our findings and opinions about a geographical question?</p>		<p>Core Vocabulary</p> <p>mountain range</p> <p>retail</p> <p>leisure</p> <p>community</p> <p>transport</p> <p>Retrieved vocabulary</p> <p>UK</p> <p>river</p> <p>island</p> <p>human</p> <p>physical</p> <p>landmark</p> <p>route</p> <p>key</p>

Year 4	
Geography Aims	Geography Skills <u>Natural Disasters</u>
<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes 	<p>Collect and record evidence with some aid</p> <p>Map knowledge, locational knowledge</p> <p>Analyse evidence and draw conclusions.</p> <p>Geographical enquiry</p>

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
 - are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Ask questions and find out answers

Geographical enquiry, Using maps

Analyse evidence and draw conclusions

Geographical enquiry

Locate places on large scale maps

Using maps

Ask geographical questions

Geographical enquiry

Isle of Wight

Know about the wider context of places

Place knowledge

know about the physical features of coasts and begin to understand erosion and deposition

Human and Physical

describe how people have been affected by changes in the environment

Human and Physical

Rivers and Mountains

Ask and respond to questions and offer their own ideas

Geographical enquiry

Use atlases and map sites on the internet

Style of map

Locate places on large scale maps

Using maps

Sketch the course of a river during a field trip

Drawing maps

Use atlases and map sites on the internet

	Style of map Identify physical features, ask geographical questions. Geographical enquiry
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Key Themes:
Mapping and atlas skills
The makeup of our locality and the world
The Earth's key physical and human processes
The formation of landscapes and environments

Natural disasters

Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<ul style="list-style-type: none"> • What natural disasters are- tsunamis, earthquakes, volcanoes, avalanches, tornados • What impact they have • What the different layers of the earth are core, crust, inner core, outer core, oceanic and continental crust • What happens at plate boundaries • Where most volcanic eruptions take place Ring of fire, Pacific Ocean • Why people live near to volcanoes, geo-thermal energy, fertile • How the impact of an earthquake will differ from place to place based in some part on the economic development of a country epicentre, • How natural disasters can impact people 		<p><u>Core Vocabulary</u></p> <p>tornado avalanches wildfires volcanoes earthquake tsunami landslides fertile soil tourists pollute</p> <p><u>Topic vocabulary</u></p> <p>magma mantle core crust lava seismic waves plate boundaries plate tectonics Continental plates Oceanic plates pyroclastic Ring of Fire Pacific Ocean Pangea</p>

		granite geo-thermal Epicentre debris casualties destruction Flooding Oceanic
Contrasting locality – Isle of Wight		
Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<ul style="list-style-type: none"> • Know the location of the Isle of Wight and basic information about it. • Why the coastline is the shape it is • Land is made up of different types of rocks • The names of coastal features and how they were formed • How places differ from each other and be able to explain why • Demonstrate an understanding of the knowledge end points 		<p><u>Core Vocabulary</u></p> <p>tourists erosion headland</p> <p><u>Retrieved vocabulary</u></p> <p>island village coast town</p> <p><u>Topic vocabulary</u></p> <p>ferry castle lighthouse catamaran Solent Portsmouth Southampton geology hydraulic bay waves chalk clay sand English Channel coastal defence stack arch</p>

		cave district borough diverse county
Rivers and Mountains		
Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<ul style="list-style-type: none"> • They can explain the features of the water cycle • They can identify the main features of a river • Sketch an accurate plan of a river and label the features • Locate the major mountain ranges of the world • Identify the features of mountains • Know the different types of mountains and how they were formed 		<p>Core Vocabulary</p> water cycle precipitation evaporation condensation clouds rain/hail/sleet/snow run-off transpiration meander delta estuary river- bank source mouth tributary confluence sketch range tectonic plate
		<p>Retrieved vocabulary</p> scale key symbols atlas Asia South America North America Europe
		<p>Topic vocabulary</p> Himalayas Andes

		Urals Rockies Alps peak slope summit valley ridge base face fold fault dome volcanic
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Year 5	
Geography Aims	Geography Skills
<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time <ul style="list-style-type: none"> are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 	<p>Geographical enquiry</p> <ul style="list-style-type: none"> Begin to suggest questions for investigating –(A closer Look at our world L4) (Local Traffic study and the effects of planning L2) Begin to use primary and secondary sources of evidence in their investigations. (A European Study L3) Investigate places with more emphasis on the larger scale; contrasting and distant places (A European Study L3) Collect and record evidence unaided (A European Study L3) (Local Traffic study and the effects of planning) Analyse evidence and draw conclusions e.g. compare historical maps of varying scales (A European Study L1) <p>e.g. temperature of various locations - influence on people/everyday life</p> <p>Direction/Location</p> <ul style="list-style-type: none"> Use 8 compass points; (Local Traffic study and the effects of planning) Begin to use 4 figure co- ordinates to locate features on a map/ <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps - (A closer Look at our world L3) (Local Traffic study and the effects of planning L2)</p> <p>Drawing maps</p> <ul style="list-style-type: none"> Use/recognise OS map symbols – (A closer Look at our world L3) (Local Traffic study and the effects of planning) <p>Using maps</p>

	<ul style="list-style-type: none"> Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) – (A closer Look at our world L2/ L3) (Local Traffic study and the effects of planning) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) – (A closer Look at our world L5) (A European Study L2) <p>Scale/Distance</p> <ul style="list-style-type: none"> Find/recognise places on maps of different scales. (E.g. river Nile.) A closer Look at our world) <p>Perspective</p> <ul style="list-style-type: none"> Draw a plan (birds-eye) view map with some accuracy. (A European Study L1) <p>Map knowledge</p> <ul style="list-style-type: none"> Identify significant places and environments – (A closer Look at our world L5) (A European Study) (Local Traffic study and the effects of planning) <p>Style of map</p> <ul style="list-style-type: none"> Use index and contents page within atlases. (A European Study L2/3) Use medium scale land ranger OS maps. – (A closer Look at our world L5) (Local Traffic study and the effects of planning)
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Key Themes:
Mapping and atlas skills
The makeup of our locality and the world
The Earth’s key physical and human processes
The formation of landscapes and environments

A Closer Look at Our World
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)

Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<ul style="list-style-type: none"> Why is it a different time in different countries and how is it decided? <p><i>Know the earth rotates 15 degrees on its axis every hour-reason daylight on one side world-therefore world divided into 24 time zones</i></p> <p>identify and describe the significance of the Prime/Greenwich Median and Time Zones</p>	<p>Children can-</p> <p>Explain why there are different times in different countries making reference to/and showing an understanding of the way in which the earth rotates, Greenwich meantime</p>	<p>Core Vocabulary</p> <p>Meridian- Time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole</p> <p>Greenwich Meridian and Prime meridian is defined as an imaginary line which divides earth into two hemispheres eastward and westward like equator in short</p>

<p>The world's time zones are measured from a starting point of 0° Longitude, centred at the Greenwich Observatory in London. This point is known as the Greenwich Meridian or the Prime Meridian. Time at the Greenwich Meridian is known as Greenwich Mean Time (GMT).</p> <p>That there are countries with more than 1 time zone? Why? See map</p> <ul style="list-style-type: none"> What is latitude and longitude? Know the significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic Circle and be able to locate them. To know and understand-What is latitude and longitude The equator is at the centre of the lines of latitude. Anything lying south of the equator is the southern hemisphere and is labelled sS. Anything lying north of the equator is in the northern hemisphere and is labelled nN. What can I learn from an ordnance survey Map Knowledge of how to use an Ordnance Survey Map Know how to use a 4 figure grid and a 6 figure grid on maps Understand the scale on a map Know some symbols on maps Know the meaning of contour lines on a map What are the different climates and why is the climate different in different parts of the world? To know the different climates and why the climate is different in different parts of the world 	<p>Understand/secure knowledge of latitude, longitude, northern hemisphere, southern hemisphere, equator-and their significance.</p> <p>To know how to use an Ordnance Survey Map-including 4 figure/six figure grid references</p> <p>To know the different climates and why the climate is different in different parts of the world</p>	<p>prime meridian denotes the 0°longitude. And Greenwich is name of place in London, UK through which prime meridian passes and that is why in present time prime meridian is also known as Greenwich meridian.</p> <p>longitude-runs the length of Earth from North Pole to South Pole latitude of a place is its distance north or south of the equator Northern Hemisphere is the half of the earth that is north of the Equator Southern Hemisphere is the area of Earth that is south of the Equator Tropic of Cancer -The line called the Tropic of Cancer marks the northern edge Tropic of Capricorn marks the southern edge Arctic Circle is one of the five major circles of latitude Antarctic Circle</p> <p>Time Zone are imaginary lines called meridians which run from the North Pole to the South Pole.</p> <p>Ordnance Survey Maps-Ordnance Survey is Britain's mapping agency. OS create up to date and accurate maps depicting the landscape's human and physical features. All OS maps use the same symbols.</p> <p>climate zones</p> <ul style="list-style-type: none"> - temperate - tropical - arid - polar - Mediterranean <p>biome</p> <p>compass directions</p> <ul style="list-style-type: none"> - north - north-east - east - south-east - south - south-west - west - north-west
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Explain the climates of given countries in the world and **relate this to knowledge** of the hemispheres, the Equator and the Tropics of Cancer, and Capricorn

The weather changes in different parts of the world. Where there are similar weather patterns this is known as a climate. At the top of the Earth there is an arctic climate and some of the coldest temperatures in the world are found here
Arctic/Antarctica

Temperate climates are found a bit further south, and as you approach the equator you find Mediterranean and desert climates. Some of the hottest places on Earth are found here, and few people live in this climate. At the equator there is a tropical climate, and travelling south of the equator it gets cooler again before reaching the Antarctic.

- **What are biomes?**

To understand the term biome

Biomes are areas of our planet with similar climates

Rain forests

Deserts

Savannah

Woodlands

Grasslands

Tundra

To have knowledge of each biome

- **How has climate change impacted on the Arctic and Antarctica-the poles?**

An important notion to grasp is the difference between the Arctic, which is a large area of ice floating in the sea, and the Antarctic, which is a huge landmass (and is one of the world's seven continents, Antarctica) covered in a thick layer of ice.

To understand the term biome and name the different biomes and can explain them.

Topic vocabulary

contour lines-these are lines that show high and low areas of land

undulating-having a smoothly rising and falling form or outline.

humid

<p>This difference is key to how each has a very distinct and separate role in global warming and its effects.</p>		
<p>To describe how climate change has impacted on the Arctic and Antarctica- how each has a very distinct and separate role in global warming and its effects.</p>		
<p>European Study <i>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</i></p>		
<p>Knowledge end points What knowledge do children need to remember?</p>	<p>Assessment Impact</p>	<p>Vocabulary</p>
<ul style="list-style-type: none"> What are the countries that make up the UK?-tell me about them <p>To know the countries that make up the UK and capital cities-retrieval To know the seas that surround the UK The UK is bordered by four seas: to the south by the English Channel, which separates it from continental Europe to the east by the North Sea to the west by the Irish Sea and the Atlantic Ocean</p> <ul style="list-style-type: none"> Where are Russia and Spain located on a map? How does the continent of Europe relate to other continents <p>Where are Russia and Spain located on a map? To use Coordinates to find places on a map How does the continent of Europe relate to other continents (what are the names of the continents?) Some aspects of the physical and human geography of Russia, Spain, and the UK</p>	<p>To know the basic geography of the uk-names of countries, capital cities, seas, oceans-position in the world. (Retrieval Practice)</p> <p>Location of Russia/Spain-how do these countries relate to other countries, continents on a map.</p> <p>Understand the terms human and physical geography and be able to list examples from the countries studied. To be able to compare and contrast</p>	<p><u>Core Vocabulary</u> landmass: a continent or other large body of land. landscape: visible features of an area of land. climate zone: areas with distinct climates. biome: large region of Earth with a certain climate and certain types of living things. Eurasia: total continental landmass of Europe and Asia combined.</p> <p><u>Retrieved vocabulary</u> continent: continuous expanse of land. Landmark: object or feature of a landscape observable from a distance. trade: buying and selling goods and services. physical geography must include climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>human geography includes types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, minerals, and water</p> <p>location compass directions - north</p>

<ul style="list-style-type: none"> • What is the physical and Human Geography of the UK <p>To define human and physical geography</p> <p>To know Windermere is the largest lake in the UK-where is it?</p> <p>Ben Nevis is the highest mountain (4,413) In England-Scafell Pike (3210ft) In Wales-Snowdon (3,560 ft) In northern Ireland-Slieve Donard (2,789ft)</p> <p>Longest River in the UK-Severn-220 Miles long-how does this compare to the Thames (215 miles)</p> <ul style="list-style-type: none"> • What is the Physical and Human Geography of Spain? <p>How does Spain compare to the UK? (physical and human geography)</p> <p>To know</p> <p>The Pyrenees Mountain range=border of Spain/France-270 miles long</p> <p>Highest mountain Teide-volcano-on Tenerife (12,188ft)</p> <p>Ebro longest river in Spain (577.88miles)</p> <ul style="list-style-type: none"> • What is the Physical and Human Geography of Russia? • To know how biomes within Russia differ <p>To explain a biome</p>	<p>countries-in relation to their human and physical geography</p>	<ul style="list-style-type: none"> - north-east - east - south-east - south - south-west - west - north-west
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<p>To know the different biomes in Russia To know the different characteristics of biomes in Russia</p> <ul style="list-style-type: none"> • To know how the localities of Spain, Russia and the UK compare <p>To have knowledge of some human geography-types of settlement and land use, economic activity-including trade links, distribution of natural resources including energy, food, minerals and water.</p>		
<p>A local Traffic Study-Wembley <i>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.</i></p>		
<p>Knowledge end points What knowledge do children need to remember?</p>	<p>Assessment Impact</p>	<p>Vocabulary</p>
<ul style="list-style-type: none"> • How do geographers use Field Studies to support their work/understanding • How has the land use changed in Wembley? <p>To understand what is a field study in geography To describe how land use has changed over time To understand what is meant by regeneration</p> <ul style="list-style-type: none"> • How can we collect data on traffic in Wembley? • What do we need to find out? • What questions do we need to answer? • • What is the difference between primary and secondary data? <p>To know how to locate features on a 4/6 figure grid map</p>	<p>To understand what is meant by Field Study in Geography-developing knowledge from previous years</p> <p>To understand the term ‘regeneration’</p> <p>To know what to include in a field study-to generate a geographical question and then design ways in which to answer the question-Survey, data</p> <p>To know how to summarise findings and present answers to the geographical question.</p>	<p>Core Vocabulary land-use patterns field study- Fieldwork is when you go outside the classroom and find things out for yourself. When carrying out fieldwork, you will need to:</p> <ul style="list-style-type: none"> • observe • plan • question • research • collect and record data • stay safe • present your findings <p>industrialisation quantitative data The data you get from closed questions is called quantitative data because you can count the number, or quantity of people who have answered ‘yes’ and ‘no’. This kind of data is easy to make into a graph. qualitative data Open questions These are where the answer could be anything, such as:</p> <ul style="list-style-type: none"> • What do you like best about the park? • Why do you like to come to the park?

<p>To know the difference between primary and secondary data</p> <p>To describe the physical and human features of Wembley</p> <p>To know how to design an effective survey</p> <ul style="list-style-type: none"> • What are the main traffic issues in Wembley? <p>To know how to record data to answer a geographical question</p> <ul style="list-style-type: none"> • To know how to present and interpret data to answer a geographical question • To know how to summarise findings and present a formal conclusion/argument • How and why people seek to manage traffic in their local environment? 		<p>The data you get from open questions is called qualitative data because it is measured by the quality, not the quantity. This type of data is hard to make into a graph, unless you make a list of answers to choose from.</p> <p>Topic vocabulary regeneration is a process of change over time and is the result of innovation, new technology and thinking about an area that is no longer fit for purpose</p>
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Year 6	
<p style="text-align: center;">Geography Aims</p> <p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time <ul style="list-style-type: none"> • are competent in the geographical skills needed to: • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) 	<p style="text-align: center;">Geography Skills</p> <ul style="list-style-type: none"> • Suggest question for investigating (Environmental Issues Lesson 1) • Use primary and secondary sources of evidence in their investigations. (The Americas Lessons 2, 3) (Environmental Issues Lesson 1) • Investigate places with more emphasis on the larger scale; contrasting and distant places (The Americas Lessons 2 – 4) (Environmental Issues Lessons 3-6) • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it (The Americas Lessons 2-5) (Environmental Issues Lesson 2) • Use 8 compass points confidently and accurately (The Americas Lessons 1-3) (Fieldwork Studies Lessons 1&5) • Use 4 figure co-ordinates confidently to locate features on a map. (Fieldwork Studies Lesson 2)

- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

- Use 6 figure grid refs; use latitude and longitude on atlas maps. (Fieldwork Studies Lesson 2)
- Draw a variety of thematic maps based on their own data. (Fieldwork Studies Lesson 4)
- Begin to draw plans of increasing complexity. (Fieldwork Studies Lesson 4)
- Use/recognise OS map symbols (Fieldwork Studies Lessons 1, 2, 5)
- Use atlas symbols.
- Follow a short route on an OS map. (Fieldwork Studies Lesson 5)
- Describe features shown on OS map. (Fieldwork Studies Lesson 5)
- Locate places on a world map. (The Americas Lessons 1&3) (Environmental Issues Lessons 3&4)
- Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) (The Americas Lessons 1-5) (Environmental Issues Lessons 3&4)
- Use a scale to measure distances. (Fieldwork Studies Lessons 3&4)
- Draw/use maps and plans at a range of scales. (Fieldwork Studies Lessons 3&4)
- Draw a plan (birds-eye) view map accurately. (Fieldwork Studies Lessons 1&4)
- Confidently identify significant places and environments (The Americas Lesson 1) (Environmental Issues Lessons 3&4)
- Use OS maps. (Fieldwork Studies Lesson 1&2)
- Confidently use an atlas. (The Americas Lesson 1)
- Recognise world map as a flattened globe – in different projections, understanding the accuracy (The Americas Lesson 1)

Key Themes:

Mapping and atlas skills

The makeup of our locality and the world

The Earth's key physical and human processes

The formation of landscapes and environments

The Americas

Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<ul style="list-style-type: none"> • What is the location and make up of South America? Know the countries that make up South America Know the surrounding oceans Location within the hemisphere Time zones of relevant countries Name of physical features: mountain range, rivers Capital cities and their locations		Core Vocabulary border land locked migration vegetation vegetation belts biome zone - deciduous - forest

Explain a land-locked country
 Use their mapping knowledge to locate relevant criteria

- How does the climate zone of Brazil compare to the UK?

Show an understanding of the world's main climate zones.
 Demonstrate the different climate zones within South America and a focus on how they change in Brazil.
 Explain a biome and use this information to explain the different biomes in South America.
 Link climate zones and biomes to locations in the world.

- What are some of the physical features in South America?

Use knowledge of rivers from Year 4 to locate source, tributaries and estuary of the Amazon
 Show an understanding of how landscapes differ e.g. with elevation, along a flood plain, lowland etc.
 Explain the differences in landscape in the Andes mountains to the landscape along the Amazon.
 Use atlas skills to research the different landscapes in the areas: Andes, Amazon Rainforest, Atacama Desert, Galapagos Islands

- Can you identify and explain the purpose of some human features in South America?

Explain the difference between urban and rural areas.
 Pupils demonstrate their understanding of what a landmark is and the potential purpose.
 Pupils use atlases/maps to locate different landmarks in South America, at specific points.

- savannah
- grassland

deforestation
 economy
 highest-valued export

Retrieved vocabulary

region
 hemisphere
 longitude
 latitude
 time zones
 compass directions

- north
- north-east
- east
- south-east
- south
- south-west
- west
- north-west

rainforest
 climate zones

- temperate
- tropical
- arid
- polar
- Mediterranean

mountains
 biome
 estuary
 source
 tributaries
 landscape
 rain cloud
 peak/summit
 landmark
 rural
 urban
 suburbs
 trade
 Fairtrade
 LEDC

		<p>MEDC import export</p> <p><u>Topic vocabulary</u> native inhabitants highland lowland biodiverse ecosystem elevation islets</p>
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Environmental Issues		
Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<ul style="list-style-type: none"> What is the effect of plastic pollution on our environment? <p>Pupils demonstrate their understanding of pollution (in particular plastic) and how it is dispersed across the world. Explain the causes of plastic pollution. Explain the consequences of plastic pollution. Provide statistical information of how plastic pollution affects the world. Provide examples of how plastic can be useful and how we can reduce plastic consumption.</p> <ul style="list-style-type: none"> How does air pollution impact health? <p>Pupils demonstrate an understanding of air pollution. Know the highest polluting countries. Know the term Air Quality Index and how this is used. Explain the reasons for high volumes of air pollution. Changes in air quality and how this is occurring – making reference to cause and effect.</p> <ul style="list-style-type: none"> How is the world's climate changing? <p>Pupils use their knowledge of weather patterns and climate zones to suggest ways and reasons for change. Explain the difference between weather and climate. Demonstrate their understanding of a climate zone and the different types. Explain climate change and how it is caused. Show their understanding by providing ways to prevent climate change.</p> <ul style="list-style-type: none"> How do the UK environmental issues compare to that of Hawaii? <p>Pupils demonstrate their understanding of sustainability and renewable energy. Show their understanding by providing ways to prevent climate change. Explain the meaning of the term conservation and how to action.</p> <ul style="list-style-type: none"> Is there a sustainable solution to our environmental issues? 		<p>Core Vocabulary</p> <p>infrastructure renewable energy sustainability movement conservation recycling waste</p> <p>Retrieved vocabulary</p> <p>environment pollution weather patterns climate temperate polar tropical Mediterranean dry (arid) climate zone</p> <p>Topic vocabulary</p> <p>single use plastic littering micro plastics aerosols air quality index poisonous effects vehicle emissions carbon emissions volume consumption climate crisis frontline energy revolution species extinction carbon zero city carbon neutral net zero</p>

<p>Explain the meaning of carbon zero and make references to air quality. Pupils demonstrate how Copenhagen has taken action against climate change in their city. Pupils know this involves; pollution, energy and mobility. Pupils explain the term green transformation.</p>		<p>smart city solutions green transformation</p>
Fieldwork Studies		
<p>Knowledge end points What knowledge do children need to remember?</p>	<p>Assessment Impact</p>	<p>Vocabulary</p>
<ul style="list-style-type: none"> How can I represent human and physical features on a map? Pupils use the 8 compass points to follow and provide directions. Understand the need for compass points, to give precise locations. Know the orientation of north on a map. Use OS symbols and maps accurately. Understand the analogy of representation. Draw accurate depictions of an island using representation methods. How can I use an ordnance survey map to locate landmarks? Use 4-digit and 6-digit grid reference systems. Explain the purpose of the systems. How can I find the real-life distance between two places on a map? Pupils demonstrate their understanding of scale and how it is calculated. Explain the purpose of scale on a map. Calculate distances on maps between given points, using scale - straight line and actual route distances. Understand explain the terms: 'as the crow flies' and 'bee-line' Can you apply your knowledge of scales to draw a map? Pupils calculate perimeters. 		<p>Core Vocabulary grid reference bearing 'As the crow flies' Bee-line</p> <p>Retrieved vocabulary ordnance survey landmark symbols scale 6-digit 4-digit enlargement distance represent accurate measurements features sketch not to scale key</p> <p>Topic vocabulary tube lines inter-change station</p>

Pupils draw a map using birds-eye view and understand the concept.

Pupils draw maps to a degree of accuracy.

- How do I travel from school to a London landmark?

Pupils use the 8 compass points to follow and provide directions.

Know the orientation of north on a map.

Use OS symbols to draw maps accurately.

Plot a route from one landmark to another, using a range of maps to bring information together.

