Geography Knowledge and Skills overview

Respect, Courage, Compassion, Friendship, Trust, Perseverance

Love Seeking life in all its fullness

	Term	Topic	Disciplinary Knowledge	Substantive knowledge	Vocabulary	Enhancement	Assessment
Year 1	Autumn	Fieldwork: school mapping and immediate local area.	• Name and locate the world's seven continents • Name the 4 countries of the UK. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world. • Recognise key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. • Use world maps to identify the UK and continents • Use simple fieldwork and observations kills to study the physical features of the weather • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical	• Know about the local area and can name key landmarks, e.g. the nearest local green space • Talk about a natural environment, naming its features using some key vocabulary. • Talk about a human environment, such as the local area, naming some features using some key vocabulary. • Make observations about, and describe, the local area and the nearest local green space. • Use a simple picture map to move around the school • Use relative vocabulary such as bigger, smaller, like, dislike • Use directional language such as near and far, up and down, left and right, forwards and backwards • Use basic observational skills • Draw simple features • Create plans and draw simple features in their familiar environment • Add labels onto a sketch map, map or photograph of features	Birds eye view, co-ordinate, next to, far, behind, near, under, left, right, forwards, backwards, distance, symbol, route Introduce: manmade and natural	Local school/ area walk	Draw and annotate (with a key that they create) a map of their class or playground for a friend to follow.
	Spring	Small Area of the UK (London)		• Use an atlas/ map to name and locate on a map the four countries and capital cities of the United	<u>Re-cap</u>- landmark <u>Introduce-</u> city country London		Make a leaflet about London – can they draw a

			features. • Devise a simple map • Follow a simple map	Kingdom. • Show awareness that the weather may vary in different parts of the UK • Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary • Describe an aspect of the physical (natural) and human(man-made) geography of London • Show awareness of their locality and identify one or two ways it is different and similar to the London. • Use maps to locate the four countries and capital cities of UK and its surrounding seas • Use photographs and maps to identify features of London • Know where Sefton, Liverpool is in comparison to London whilst identifying landmarks of each area.	England Scotland Ireland Wales		landmark? Map? Write a sentence about what you would see? (You will need to show the children what a tourist leaflet looks like- you can pick them up at any service station)
	Summer	Weather – through the year		• identify seasonal and daily weather patterns in the United Kingdom. • Weather and climate are different. • Weather is a description of the short-term, day to day conditions in a particular place - the temperature, precipitation, humidity, wind, and other factors. • Climate is a description of the average weather conditions in a particular place over a longer period of time – around 30 years • “Weather refers to short-term changes in the atmosphere, climate	Forecast sun wind rain snow hail sleet snowstorm drizzle downpour shower overcast gloomy blustery gust brisk fog haze mist smog		

				describes what the weather is like over a long period of time in a specific area. Different regions can have different climates. Weather tells us what to wear each day; climate tells us what types of clothes to have in our wardrobes!"			
Year 2	Autumn	Fieldwork: local area	• 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 • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country • 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 • Recognise key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,	• Know about the local area, and name and locate key landmarks. • Recognise a natural environment and describe it using key vocabulary. • Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. • Make observations about, and describe, the local area and its physical and human geography. • Follow a route on a map • Use simple compass directions (North, South, East, West) • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) • Use and construct basic symbols in a key • Carry out a small survey of the local area/school • Ask and respond to basic geographical questions	Environment city route birds eye view/ aerial view North South East West grid reference	Local school/ area walk	Design a leaflet for a new classmate. Showing the school and its grounds (show aerial view and plan perspective of front of school) Map to be included.

			ocean, river, soil, valley, vegetation, season and Weather • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage • Use simple fieldwork and observation skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment. • Use simple compass directions (N,S,E,W) and locational and directional language to describe the location of features and routes on a map • Devise a map using a key	• Use a pro-forma to collect data e.g. tally survey • Recognise a photo or a video as a record of what has been seen or heard • Use a camera in the field to help to record what is seen			
	Spring	Weather and the seasons		• 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. • Weather and climate are different: • Weather is a description of the short-term, day to day conditions in a particular place - the temperature, precipitation, humidity, wind, and other factors. • Climate is a description of the average weather conditions in a particular place over a longer period of time – around 30 years • "Weather refers to short-term changes in the atmosphere, climate describes what the weather is like over a long period of time in a specific area. Different regions can have different climates. Weather tells us what to wear each day; climate tells us what types of clothes to have in our wardrobes!" • Places near the equator are hot and wet • Places get colder as you move further from the equator • The coldest places are found nearest the Poles	forecast seasons autumn winter spring summer equator poles		Children are either: given a picture of weather (different types) or given a type of weather- they will write a description of it/ draw a picture/ do a weather report

	Summer	A small area of a non – European country - Mexico		• Name and locate the seven continents and five oceans on a globe, map or atlas • Describe which continents have significant hot or cold areas and relate these to the Poles and Equator (spring 1 re-cap) • Can recognise a natural environment and describe it using key vocabulary • Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary • Describe the physical and human geography of Mexico • Can describe their locality and how it is different and similar to Mexico • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • Locate and name on a world map and globe the seven continents and five oceans	ocean sea continent Europe European non-European equator		Which place would you rather live in and why?
Year 3	Autumn	Fieldwork: local area and Waterloo	• Name and locate counties and cities of the United Kingdom • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • Describe and	• Identify and sequence different human environments, such as the local area and contrasting settlements such as a village • Recognise the main land uses within urban areas and the key characteristics of rural areas. • Recognise that some regions are different from others.	Co-ordinates grid reference physical human urban rural region route	Local school/ area walk	For children to label google maps image, identifying areas that are urban, rural, and have physical geography or human geography in them. Children to give four-

			understand key aspects of human geography, including: types of settlement and land use • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	• Follow a route on a map with some accuracy • Locate places using a range of maps including OS & digital • Use 4 figure compasses, and letter/number co-ordinates to identify features on a map (moving to a 4-figure grid reference) • Try to make a map of a short route experiences, with features in current order • Use standard symbols, and understand the importance of a key • Compare and contrast maps of the two areas • Sketching buildings in area • Add titles and labels giving date and location information			figure grid references for identified features.
	Spring	Mountains, volcanoes and Earthquakes		• Locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains • Recognise different natural features such as a mountain and river and describe them using a range of key vocabulary • Describe a river and mountain environment in the UK, using appropriate geographical vocabulary • Understand how a mountain region was formed • Understand hazards from physical environments and their management, such as avalanches in mountain regions • Begin to use atlases to find	Altitude Avalanche Elevation Glacier Ravine Crater Landslides Magma Plate tectonics Richter scale		Write a non-chronological report about mountains, volcanoes and earthquakes. MUST include: diagrams and labels; maps; explanations and key vocabulary.

				out other information (e.g. mountain ranges)			
	Summer	Rivers and the Water Cycle		• locate some physical environments in the UK • Recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. • Describe the water cycle using simple vocabulary, and name some of the processes associated with rivers • Recognise features and some activities that occur in different settlements using a range of key vocabulary. • Recognise that there are advantages and disadvantages of living in certain environments. • Follow a route on a map with some accuracy • Begin to use 4 figure grid references to identify features on a map	Source Course Channel Tributaries Meander Mouth Estuary Precipitation Evaporation Condensation		Non chronological report about rivers OR Create a voice over for a clip on planning.
Year 4	Autumn	Fieldwork: local area and Liverpool	• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. • Locate the world's countries, using maps to focus on Europe • Understand geographical similarities and differences through the study of human and physical geography of a region in a European	• Locate and describe some human and physical characteristics of the UK • Use geographical vocabulary to describe significant physical features and talk about how they change • Identify and sequence a range of settlement sizes from a village to a city. • Explain why some regions are different from others. • Follow a route on a large scale map • Locate places on a range of maps (variety of scales) • Identify features on an aerial photograph, digital	Co-ordinates grid reference physical human urban rural region route	Local school/ area walk	To design a tourist booklet for Liverpool which includes a map and key information about the human and physical features and how to get there

			country • Describe and understand key aspects of human geography, including: types of settlement and land use • Use maps, atlases, globes to locate countries and describe features studied	or computer map • Begin to use 8 figure compass and four figure grid references to identify features on a map • Recognise and use OS map symbols, including completion of a key and understanding why it is important • Ask geographical questions • Record findings from fieldtrips • Use a database to present findings • Sketch key points of interest adding detail • Select views to photograph • Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction • Use a camera independently • Locate position of a photo on a map • Compare and contrast different styles of maps of both areas			
	Spring	Climate zones, Biomes and Vegetation belts		• Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. • Understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest. • Understand that animals and plants are adapted to the climate. • Explain some ways a biome (including the	Latitude Climate Biome Vegetation Flora Fauna Rainforest. Savannah Desert Tundra		Children are either: given a picture of weather (different types) or given a type of weather- they will write a description of it/ draw a picture/ do a weather report

				oceans) is valuable and under threat from human activity. • Understand how human activity is influenced by climate and weather. • Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. • Begin to use atlases to find out other information (e.g. temperature) • Identify the position and significance of lines of longitude & latitude			
	Summer	Natural resources and their distribution including energy, food, minerals and water		• Describe where the UK is located, and name and locate its four countries and some counties • Locate countries in Europe and North and South America on a map or atlas • Understand our food is grown in many different countries because of their climate • Describe some renewable and non-renewable energy sources • Understand where our energy and natural resources come from	Natural resources Distribution Mineral Food Fuel Fossil fuel Renewable resource Non-renewable resource Sustainable Export:		Research one of the natural resources discussed (fresh fish, oil, coal, gold etc). Children to create an information leaflet advertising their resource (explain where it can be found, how it is sourced, what it can be used for, etc). OR Children can design a 'classroom of the future'. What objects would they fill it with and what would they use to power the room?
Year	Autumn	Fieldwork: comparison	• Name and locate	• Evaluate the quality of	co-ordinates	Local school/	Have pictures

5		of local area with Andalusia	counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Understand geographical similarities and differences through the study of human and physical geography of a region in North or South America • Describe and understand key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes, and	evidence collected and suggest improvements • Evaluate their sketch against set criteria and improve it • Annotate sketches to describe and explain geographical processes and patterns • Make a judgement about the best angle or viewpoint when taking an image or completing a sketch • Draw a variety of thematic maps based on their own data • Draw a sketch map using symbols and a key • Use and recognise OS map symbols regularly • Find and recognise places on maps of different scales • Use 8 figure compasses, begin to use 6 figure grid references. • Compare maps with aerial photographs • Select a map for a specific purpose	grid reference (4 and 6 figure) key ordnance survey maps points of a compass route scale symbols	area walk	from both areas and children to answer …. Why are these areas like they are? Use of language, maps, pictures can be used to explain
	Spring	Economic activity including trade links		• Locational and place knowledge: Consider the location of global companies (such as Starbucks and IKEA) and recognise they trade in countries located all over the world. Pupils use maps and atlases to locate the source of a range of food products. Comparing the characteristics of different places that a cotton garment passes through during its manufacture. Locating the countries that the UK exports goods to. Take a closer look at the Geography of the UK, to	Trade import export globalisation developed production region economy manufacturing Service industry		Quiz OR non-chronological report on Trade in the UK

			the water cycle • Human geography, including: types of settlement and land use, economic activity including trade links • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Read maps to follow orienteering course	consider why we export the types of goods we do. Learning about conditions of places and populations practicing Fairtrade. • Physical geography: Describe and understand key aspects of physical geography, including how in the past distance and bodies of water prevented trade from happening at an international scale. Describe and understand key aspects of physical geography, including how natural resources and climate determine where our food comes from • Human geography: Describe and understand key aspects of human geography, including trade links, and how and why trade has become increasingly 'global'. Describe and understand key aspects of human geography, including how trade connects different countries and their populations, the role of workers in different countries along the supply chain, and comparing the wealth of the country, the skills of the population, and level of development of different countries. How global trade affects the lives of workers in less economically developed countries. • Geographical skills and fieldwork: Use research and enquiry skills to discover more about trade through time, picking out key points and recording,			

				Use atlases, globes (and digital/computer mapping) to locate countries and calculate the distance travelled by products using map scale. Presenting data related to global trade in table and graph form, and draw conclusions on which country the UK exports the most to. Presenting data related to global trade in table and graph form, and draw conclusions on the data on Fairtrade and non-Fairtrade products. • Know the journey of how one product gets into their home in detail. • Describe different types of industry currently in the local area. • Understand that products we use are imported as well as locally produced.			
	Summer	A region of North or South America - Mexico		• Locate the Amazon Basin within South America and say where it is in relation to the UK. • Understand what the Amazon basement is. • Understand that where a river begins is called the source and where it ends is called its mouth. • Know that rivers are divided into three sections: the upper, middle and lower course. • Explain different features of a river. • Locate where the source of the Mersey is and where the mouth of the river is. Children will also know where the river flows through and its uses.	Upper course middle course lower course source mouth meander tributary confluence flood plain evaporation water vapour condensation precipitation		Labelling pictures from memory of a river AND/ OR water cycle.

				• Describe the different stages of the water cycle. • Explain the water cycle to someone else.			
Year 6	Autumn	Fieldwork – land use in the UK over time.	• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Demonstrate a secure understanding of the world • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts • Human geography, including: the distribution of natural resources including energy, food, minerals and water • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • •Use the eight points of a compass, four and six-figure grid reference, symbols and key (including the use of Ordinance	• Use graphs to display data collected • Use sketches as evidence in an investigation select field sketching from a variety of techniques • Use photographic evidence in their investigations • Evaluate the usefulness of the images • Follow a short route on a OS map • Describe the features shown on an OS map • Use 8 figure compass and 6 figure grid reference accurately • Draw plans of increasing complexity • Begin to use and recognise atlas symbols • Understand how a region has changed and how it is different from another region of the UK (link to residential trip?)	co-ordinates grid reference (4 and 6 figure) key ordnance survey maps points of a compass Scale Symbols	Local area walk in Rimrose Valley	Children to write a non-chronological report about how their local area may change in the future and why They should illustrate their answers too with sketches/ diagrams / maps
	Spring Summer	Climate change		• Understand and explain what climate change is • Describe the causes and consequences of climate change • Understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. • Describe what the climate of a region is like and how plants and animals are adapted to it. • Understand how food production is influenced by	Climate Change carbon dioxide greenhouse effect carbon footprint fossil fuels social responsibility impact		Here's the answer, what is the question? Children be given answers to questions that have been answered over the last six sessions. Children to give the question that would require

			Survey) to build their knowledge of the United Kingdom and the wider world. • Read maps to follow orienteering course	climate.			that answer.