Bowerham Primary and Nursery School

Geography Curriculum

Substantive Knowledge in Geography

4 Substantive Concepts:

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Field work

Disciplinary Knowledge in Geography

The curriculum is designed to allow pupils to see that geography is a dynamic subject where thinking and viewpoints change.

In developing pupils' disciplinary knowledge, teachers' plans allow pupils to:

• take a holistic view of the content studied

• establish whether the geographical questions posed, the methods used, and the answers found are valid

• recognise the interconnectedness of different geographical content

• appreciate what it means to be a geographer by asking geographical questions such as

• 'why is this place like this?',

• 'how is this place changing?' and

• 'how are other places affected?'

• Disciplinary knowledge ensures that pupils appreciate the context in which substantive knowledge was generated. This helps pupils to appreciate context and the perspective from which knowledge was created, different standpoints and how views have changed as time has moved on

Disciplinary Concepts:

- Geographical Enquiry
- Earth Systems

- Environment
- Geographical values and morals
- Collect, analyse and interpret data

EYFS

Subject specific focus from Statutory Framework for Early Years Foundation Stage 2021

Providers must support children in the specific area of:

• Understanding the world

Educational programmes must involve activities and experiences for children, as follows:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

The Early Learning Goal for Understanding the world that specifically relates to Geography – The natural world:

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

People, Culture and Communities: Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Key Stage 1 National Curriculum

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught:

<u>Locational knowledge</u>

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

<u>Place knowledge</u>

- 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

<u>Human and physical geography</u>

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

<u>Geographical skills and fieldwork</u>

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Prior learning	In the EYFS explored important processes and changes in the natural world around them, including the seasons and changing states of matter. In the EYFS children explored 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.	In EYFS, children described their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	In the EYFS children explored 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. In year 1, autumn term, children used world maps, atlases and globes to identify the United Kingdom and its countries and named, located and identified characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
Y1	**Knowledge and skills will be covered throughout the year following a child centred curriculum, based on children's interests.**		
	(Great Fire of London – history) The UK and Weather patterns - Geography • *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas* • *identify seasonal and daily weather patterns in the United Kingdom* • *use world maps, atlases and globes to identify the United Kingdom and its countries,*	(Changes within living memory-history) Our school –Fieldwork Skills – Geography • *begin to use locational and directional language (for example, near and far), to describe the location of features and routes on a map* • *begin to use aerial photographs and plan perspectives to recognise basic human and physical features; devise a simple map and use and construct basic symbols in a key* • *use simple fieldwork and observational skills to study the geography of their school and its grounds*	(Explorers – history) The World - geography • *name and locate the world's seven continents and five oceans* • *use world maps, atlases and globes to identify continents and oceans studied*
Key Knowledge	***What are the four countries of the United Kingdom?*** *England, Northern Ireland, Scotland and Wales* ***What are the capital cities of the four counties of the United Kingdom?*** *England – London* *Northern Ireland – Belfast* *Scotland – Edinburgh* *Wales – Cardiff* ***What are the seas that surround the United Kingdom?*** *Irish Sea* *North Sea* *English Channel* ***What are some characteristics of the four countries and capital cities of the UK?*** *Children compare places in many ways e.g. size, amenities, transport, location, weather, buildings, landscape, community or culture* ***What are the four seasons?***	***What are human and physical features?*** *Human and physical features are things that you can see all around you.* *Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around.* *Human features are things like houses, roads and bridges. They have been built by people.* ***What human features are there in our school grounds?*** ***What physical features are there in our school grounds?*** *Children use maps and fieldwork skills to identify the human and physical features of our school and the surrounding area.* ***What is a symbol?*** *A symbol represents real objects and features on a map.* ***What is a key?*** *A key is a box of information found at the bottom of a map. It contains an explanation of what the different symbols on the map mean.*	***What is a Continent?*** *A continent is a large solid area of land. Earth has seven continents.* ***What are the 7 Continents of the world?*** *Children use world maps, atlases and globes to identify the 7 continents: Asia. Europe. Africa. North America. South America. Australia. Antarctica.* ***What are the five Oceans?*** *Children use world maps, atlases and globes to identify the 5 oceans: Pacific Ocean. Atlantic Ocean. Indian Ocean. Arctic Ocean. Antarctic Ocean.*

	In the UK, we have four seasons: spring, summer, autumn and winter. Each season lasts about three months and has different weather. The weather is also different in different parts of the UK. ***How does the weather change with each season?*** *In Spring the days start to get warmer. Plants grow and start to flower. You can play outside for longer because it gets dark later. There are more warm, dry days so you might go outside more often.* *Summer usually has the hottest, sunniest days. There still may be some cooler or cloudier days. Some years summer is very dry, but sometimes there is a lot of rain. You might go to the beach, zoo, farm or adventure playground. On lots of days you might wear shorts, t-shirts or summer dresses. Many people go on holiday in the summer because it is warmer and drier.* *In Autumn, the days get shorter and cooler. There is usually more wind and rain. You'll need to start wearing your coat more and play inside. There may be more frost on the ground in the mornings.* *Winter is the coldest season with the shortest days. It can be stormy with lots of rain and wind. There may be snow and ice. You will need a coat, hat, scarf and gloves to keep you warm.* ***What are the daily weather patterns in the UK?*** *Children identify and describe daily weather patterns and understand some of the effects of weather has on their immediate environment.* *Children observe and record features of weather (e.g. temperature, wind speed and direction, rainfall) in each season and present their findings using tables, graphs/charts and drawings. This can be done throughout the year as part of the school routine.*		

Key Vocabulary	Sea Country City United Kingdom England Ireland Scotland Wales Capital city Ocean London Edinburgh Cardiff Belfast Seasons weather Spring Summer Autumn Winter	North South East West Near Far Symbols Key Human Physical Beach Cliff Coast Forest Hill Mountain River Soil Valley vegetation city town village factory farm house office shop	Globe Atlas Ocean Pacific Ocean Atlantic Ocean Indian Ocean Arctic Ocean Antarctic Ocean Continent Asia Europe Africa North America South America Australia Antarctica
Substantive knowledge	**Locational Knowledge**	**Human & Physical Geography**	**Locational knowledge**
	* Can I use UK maps to name and locate the four countries of the UK and their capital cities? * Can I use UK maps to name and locate the seas surrounding the UK? * Can I locate land and sea on maps?	Can I use geographical vocabulary to refer to key physical features? Can I use geographical vocabulary to refer to key human features? Can I understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features?	* Can I name and locate the seven continents and five oceans of the world using globes and world maps?
	Human & Physical Geography	**Geographical skills and fieldwork**	**Human and physical geography**
	*Can I identify seasonal and daily weather patterns in the UK and explain how the weather changes with each season? *Can i identify geographical characteristics of the four countries and capital cities of the UK?	* Can I follow a route on a map of our school? * Can I use simple fieldwork techniques and observational skills to identify key human and physical features of the school? *Can I begin to use aerial photos and plan perspectives to recognise basic human and physical features of our school? *Can I begin to use locational and directional language such as near, far, left and right to describe the location of features and routes on a map? *Can I draw my own simple map e.g. of the classroom or playground and include basic symbols in a key?	*Can I identify seasonal and daily weather patterns in the UK and explain how the weather changes with each season?

Prior learning	In Year 1, children explored human and physical features in their school grounds and used maps, atlases, and globes to identify the United Kingdom, its countries, continents, and oceans.	In Year 1, children used simple fieldwork and observational skills to study the human and physical features of their school and grounds. In Year 2, they explored the human and physical geography of a region in South Africa, a contrasting non-European country.	In Year 1, children used maps, atlases, and globes to identify the United Kingdom, its countries, continents, and oceans. In Year 2, they used the same tools to study South Africa.
Y2	**Autumn**	**Spring**	**Summer**
	(Gunpowder Plot & Civil Rights activists - history) Stunning South Africa - 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 a contrasting non-European country* • *use world maps, atlases and globes to identify countries studied.* • *Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles*	(Local Study: Sir Richard Owen – history) Lovely Lancaster – fieldwork skills – geography • *use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.* • *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.* • *use simple fieldwork and observational skills to study the key human and physical features of the schools surrounding environment.* • *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)*	(The Titanic – history) Comparison • *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*
Key Knowledge	***Where in the world are the North and South Poles?*** *Children to identify the North and South Poles on maps and globes.* ***Where in the world is the Equator?*** *Children to identify the Equator on maps and globes* ***What is the location of hottest and coldest areas of the world in relation to the Equator and the North and South Poles?*** *The hot countries are closer to the equator.* *The cold places are closer to the North and South Pole* *The North Pole and the South Pole are cold because they don't get any direct sunlight. It is warm near the equator because the sun is more directly overhead.* *Children identify some cold countries on maps/atlas' based on their distance from the North and South Poles.* *Children identify some hot countries on maps/atlas' based on their distance from the Equator.* ***Where is South Africa?*** *Children use world maps, atlases and globes to locate South Africa and the three capital cities: They are Pretoria, Bloemfontein and Cape Town.* ***Which continent is South Africa on?***	***What is a landmark?*** *Landmarks are features that are easily recognised or unique.* ***What landmarks are there in the surrounding area?*** *Children use maps and fieldwork skills to identify landmarks within our school and the surrounding area.* ***What are some human and physical features of Lancaster?*** *Children study the human and physical geography of Lancaster looking at the weather, plants, animals, major physical features such as rivers, mountains and coastline, food, language, physical landscape and famous physical landmarks.* ***What are the 4 compass points?*** *North, South, East, West* ***What is a symbol?*** *A symbol represents real objects and features on a map.* ***What is a key?*** *A key is a box of information found at the bottom of a map. It contains an explanation of what the different symbols on the map mean.*	***What are some geographical similarities and differences between Lancaster and Mvezo in South Africa?*** *Children compare the human and physical geography of Lancaster and Mvezo in South Africa.* ***Where would you prefer to live and why?*** *Children share opinions on whether they would prefer to live in Lancaster and Mvezo based on their geographical enquiry.*

	Africa. South Africa is the southernmost country in Africa. ***What are some human and physical features of Mvezo?*** *Children study the human and physical geography of Mvezo, looking at the weather, plants, animals, major physical features such as rivers, mountains and coastline, food, language, physical landscape and famous physical landmarks.*		
Substantive Key Vocabulary	Africa South Africa Mvezo United Kingdom England Lancaster City Village Beach Cliff Coast Forest Hill Mountain River Soil Valley vegetation town factory farm house office shop human physical North Pole South Pole Equator	North East South West Near Far Left Right Symbol Key Lancaster Landmark Human Physical Beach Cliff Coast Forest Hill Mountain River Soil Valley vegetation city town village factory farm house office shop	Africa South Africa Mvezo United Kingdom England Lancaster City Village Beach Cliff Coast Forest Hill Mountain River Soil Valley vegetation
Substantive	**Place knowledge**	**Place knowledge**	**Place knowledge**

	Can I use geographical vocabulary to refer to key human and physical features?	Can I use geographical vocabulary to refer to key human and physical features in detail?	Can I make simple comparisons between the key human and physical features of places studied? Lancaster, England and Mvezo, South Africa?
	Geographical skills and fieldwork	**Geographical skills and fieldwork**	
	*Can I identify and locate places studied on a range of maps at different scales?	Can I use simple compass directions (North, South, East and West) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map? Can I devise a simple map of the local area; and use and construct basic symbols in a key? Can I use simple fieldwork and observational skills to study the key human and physical features of the school and surrounding environment? * Can I follow a route on a map of our local area?	

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught:

Locational knowledge

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

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Prior learning	In Year 1, children used maps, atlases, and globes to locate the United Kingdom, its countries, continents, and oceans. In Year 2, they expanded on this by studying South Africa. In the EYFS, children explored natural processes such as seasons and changes in states of matter, which Year 1 built upon by identifying seasonal and daily weather patterns in the UK.	In Year 1, children used maps, atlases, and globes to identify the United Kingdom, its countries, and studied continents and oceans. In Year 2, they studied South Africa using similar tools. In Year 3, children located countries in Europe (including Russia) using maps, focusing on environmental regions, physical and human characteristics, and major cities, while also beginning to use digital mapping. Children studied human and physical features, starting in Year 1 by exploring these features in their school and grounds. In Year 2, they compared the human and physical geography of Lancaster with a small area in South Africa.	In Year 1, children used maps, atlases, and globes to identify the United Kingdom, its countries, continents, and oceans. In Year 2, they extended their learning by studying South Africa using the same tools. By Year 3, the focus shifted to Europe, including Russia, where children located countries and explored environmental regions, physical and human characteristics, and major cities. During this year, they also studied mountains, using maps to describe their features. In Year 3, children began using digital mapping and explored key aspects of climate zones to further develop their geographical understanding.
Y3	**Autumn**	**Spring**	**Summer**
	(Stone Age to Iron Age – history) Europe and climate zones - geography • *locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities* • *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* • *describe and understand key aspects of climate zones*	(Overview of Civilisations & Roman Britain – history) Mountains, land use, settlements and trade – geography • *describe and understand key aspects of mountains* • *To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountains.* • *describe and understand key aspects of land use and economic activity* • *name and locate key topographical features (including mountains)*	(The Maya – history) Rainforests, climate change, biomes • *describe and understand key aspects of biomes (tropical rainforests)* • *use maps, atlases, globes and digital/computer mapping* to *locate North America*
Key Knowledge	***During the Iron Age, where did the Celtic people settle?*** *The Celts spread throughout western Europe—including Britain, Ireland, France and Spain—via migration. Their legacy remains most prominent in Ireland and Great Britain, where traces of their language and culture are still prominent today.* ***What is Europe?*** *Europe is one of the world seven continents. A continent is a large solid area of land. In order from largest to smallest, they are Asia, Africa, North America, South America, Antarctica, Europe, and Australia. We live in Europe.* ***How many countries are in Europe?*** *Europe is the second smallest continent, but it has almost 50 official countries. It is home to almost 750 million people.* ***Where is…?*** *Children use maps, atlases, globes and digital/computer mapping to locate European countries and their capital cities, including locating Russia.* ***What are some of the key human and physical landmarks across Europe?*** *Throughout Europe, you can find a variety of famous landmarks that bring millions of tourists to the continent every year.*	***What are mountains?*** *Mountains are areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a hill and are generally over 600 metres high. They are often found together in a group called a mountain range.* ***What are some of the key mountain ranges in the world?*** *Children use maps, atlases, globes and digital/computer mapping to locate key mountain ranges* • *the* ***Himalayas*** *in Asia, the tallest mountain range in the world* • *the* ***Andes*** *in South America, the longest range on land in the world* • *the* ***Alps*** *in Europe* • *the* ***Urals****, a natural border between Europe and Asia* • *the* ***Rocky Mountains****, the longest range in North America* • *the* ***Atlas mountains*** *in North Africa* ***What are the highest mountains in the UK?*** *Children use maps, atlases, globes and digital/computer mapping to locate mountains in the UK* *The highest mountains in the UK are:* • ***Ben Nevis*** *in Scotland (also the highest in the UK)*	***Where did the Ancient Maya live?*** *The Mayan Empire was an ancient culture and empire. It was centred in the tropical rainforests and valleys of modern-day Guatemala on the continent of North America. Children use maps, atlases, globes and digital/computer mapping to locate North and South America including the location of the Ancient Mayan.* ***What is it like to live in a tropical rainforest?*** *Tropical rainforests are hot and wet all year round.* *They are home to half of all the different types of plants and animals on the planet. A rainforest is a type of biome.* ***What is a biome?*** *Biomes are areas of the planet with similar climates, landscapes, animal and plants.* ***Why do biomes like the rainforest matter?*** *Healthy rainforest biomes are rich in* ***biodiversity****. It means lots of different plants and animals live there. Rainforests like the Amazon have lots of natural resources and are also a source of medicines and food.* *These vast forests are threatened by deforestation and climate change. Scientists say that unless we manage this rainforest more carefully, we will lose it.*

	Children explore key human and physical landmarks of countries across Europe such as Buckingham Palace, Belem Tower, Acropolis Eiffel Tower, Ben Nevis, Lake Como, St Basil's Cathedral. *Children use maps, atlases, globes and digital/computer mapping to locate and describe some of the key human and physical landmarks across Europe.* ***What is the difference between weather and climate?*** *Weather changes daily and it is the temperature and conditions for the day. Often, we describe the weather as hot, rainy, sunny, humid, overcast, freezing or snowy. Climate is the average weather condition of a place over a long period of time. The climate of a location is often linked to its location in the world. Places near the equator will have a hotter climate than places near the North and South Poles which will have a colder climate.* ***What is a climate zone?*** *A climate zone is an area that has its own distinct climate. They also have their own type of vegetation and wildlife.* ***What are the climate zones?*** *Polar - Very cold and dry all year round* *Temperate - Cold winters and mild summers* *Arid– Dry and hot all year round* *Tropical – hot and wet all year round* *Mediterranean – dry, hot summer and mild winters* *Mountainous – Very cold, sometimes wet, all year* *Children use world climate zone maps to explore the climate zones around the world* ***What are the climate zones across Europe?*** *Most of Europe has a temperate climate, with polar climate conditions along much of its northern coast and tropical conditions along its southern coast.* *Children use world climate zone maps to identify the climate zones and describe climates across Europe. Children discuss how Earth is warmer near the equator because the equator receives energy from the sun at a more direct angle than the rest of the planet.*	• ***Scafell Pike*** *in England* • ***Slieve Donard*** *in Northern Ireland* • ***Snowdon*** *in Wales* ***What are the features of mountains?*** *Valley, summit, foot, face, outcrop, a ridge, slope, plateau, the tree line and the snow line.* ***How are mountains formed?*** *The surface of Earth is made up of lots of different sections called tectonic plates, and mountains can be formed in different ways when these plates on the Earth's crust push together to force the ground upwards where they meet.* *or when magma can get from the centre of the earth up to the surface.* ***What are the positive impacts and negative impacts of tourism on mountain towns?*** *Advantages* • *The biggest benefit of tourism is that it provides jobs. These jobs may be in the hospitality field, such as those employed in lodging, food services, or they may be farmers who provide food to the restaurants or mechanics who service tour buses* *Disadvantages* • *Higher prices of land and food* • *Pollution from traffic* • *Erosion* • *Litter* • *More crowded* • *Trees felled to supply timber and fuel wood*	***What other biomes are there?*** ***Deserts*** *Deserts are dry all year round.* *Only a few plants might grow, such as small shrubs or cacti, because the soil is shallow and rocky. Animals come out at dusk when it is cooler.* ***Savannah*** *The savannah is hot all year round with a long, dry season.* *Only grasses and shrubs grow here. It is home to lots of different types of animals such as elephants, zebras and wildebeest.* ***Woodlands*** *Woodlands are habitats where the main plants found are trees, but mosses, ferns and lichen can also be found.* *The climate is warm and mild, with more rain falling in the winter than in the summer.* ***Grasslands*** *Grasslands are areas of land that are vast and open. Grasses are the main plants.* *The largest grasslands are found in East Africa. Zebras, giraffes, elephants and rhinos all live in grasslands.* ***Tundra*** The **tundra** is the coldest of all the biomes. There is very little rain or snow and the temperatures are freezing. Winters are long and summers are short. Part of the soil is frozen all year round, although the top part defrosts in summer and plants such as mosses can grow. ***Where do we find different biomes?*** *Children use maps, atlases, globes and digital/computer mapping to explore the location of the different biomes.*

Key Vocabulary	Europe Landmark weather Climate Equator Climate zone Polar Temperate Arid Tropical Mediterranean Mountainous vegetation Human Physical	The Himalayas in Asia, the tallest mountain range in the world The Andes in South America, the longest range on land in the world The Alps in Europe The Urals, a natural border between Europe and Asia The Rocky Mountains, the longest range in North America The Atlas mountains in North Africa Ben Nevis in Scotland Scafell Pike in England Slieve Donard in Northern Ireland Snowdon in Wales *Valley* *Summi* *Foot* *Face* *Outcrop* *ridge* *slope* *plateau* *the tree line and the snow line.*	Biomes Rainforest Deserts Savannah Woodlands Grasslands Tundra Biodiversity Natural resources Deforestation Climate change North America
Substantive knowledge	**Locational knowledge** *Can I locate the world's countries, using maps to focus on Europe? (including the location of Russia)? *Can I identify key human and physical landmarks across Europe and locate these on a map?	**Geographical skills and fieldwork** *Can I use maps, atlases, globes and digital/computer mapping to locate key mountains ranges in the world? *Can I use maps, atlases, globes and digital/computer mapping to locate key mountains in the UK?	**Locational knowledge** * Can I locate the world's countries, using maps to focus on North America? * Can I locate the location of the Ancient Maya on world maps?
	Human and physical geography Can I describe the difference between weather and climate? Can I describe and understand climate zones across Europe?	**Human and physical geography** Can I describe and understand key aspects of mountains? Can I understand the physical processes involved in the formation of mountains? Can I describe how tourism affects mountain ranges?	**Human and physical geography** Can I describe and understand key aspects of tropical rainforests? Can I explain how climate change is affecting tropical rainforest? Can I describe and understand key aspects of biomes? Can I name the six biomes?
	Geographical skills and fieldwork * Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied? *Can I use the zoom facility on digital maps to locate places at different scales? *Can I recognise larger scale maps cover less area?		
Prior learning	In Year 1, children used maps, atlases, and globes to identify the United Kingdom, its countries, continents, and oceans, and explored human and physical features of their school grounds. In Year 2, they used maps and globes to study South Africa and Lancaster, comparing human and physical geography. Fieldwork included using compass directions, aerial photographs, plan perspectives, and map symbols.	In Year 1, children used maps, atlases, and globes to identify the United Kingdom, its countries, continents, and oceans. In Year 2, they studied South Africa, also using maps, atlases and globes. In Year 3, children focused on Europe (including Russia), studying countries, regions, cities, and key physical and human features. In Year 3 studied mountains and began using digital mapping, revisiting it in Year 4.	In Year 1, children used maps, atlases, and globes to identify the United Kingdom, its countries, continents, and oceans. In Year 2, they expanded their knowledge by studying South Africa and creating simple maps with keys. In Year 3, children focused on Europe (including Russia), exploring countries, regions, cities, and key physical and human features. They studied mountains in detail, examining their features,

	In Year 3, children focused on Europe, including Russia, studying countries, regions, cities, and key features. They also explored mountains and began using digital mapping.	In Year 3, children explored climate zones, and studied biomes, focusing on tropical rainforests.	formation, and the economic impact of tourism on mountain towns. During this year, they also began using digital mapping. By Year 4, children used maps, atlases, globes, and digital mapping to locate UK counties, cities, and regions, investigating their human and physical feature
Y4	**Autumn**	**Spring**	**Summer**
	(The Tudors – history) Lancashire– fieldwork skills – geography • *name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time* • *describe and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom* • *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* • *use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world*	(Anglo Saxons) The Lune & the water cycle – geography • *describe and understand key aspects of rivers* • *describe and understand economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water* • *name and locate key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time* • *describe and understand the water cycle* • *use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world* • *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.*	(Ancient Egypt – history) Biomes and vegetation– geography • *describe and understand key aspects of biomes (desert) and vegetation belts (desert)* • *locate the world's countries and major cities* • *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*
Key Knowledge	***What are some of the main cities of the United Kingdom?*** *London, Belfast, Birmingham, Bristol, Cardiff, Glasgow, Leeds, Liverpool, Manchester, Newcastle, Nottingham and Sheffield* ***What are the counties of the United Kingdom?*** *There are 48 counties in England. Children use maps and atlas to explore and identify counties across the UK* ***What are the geographical regions of the United Kingdom and their identifying human and physical characteristics of the different UK regions?*** *the South West, the South East (Greater London often was separated out as its own region), the West Midlands, the East Midlands, East Anglia, the North West, Yorkshire, and the North East* *Children investigate the human and physical geography of the different regions looking at identifying major physical features such as rivers, mountains and coastline and famous physical landmarks.*	***What are some of the major world rivers?*** *Children use map, atlases, globes and digital/computer mapping to locate major rivers of the world* ***What are some of the major rivers in the UK, our region and the local area?*** *Children use OS maps to locate major rivers in the UK, our region and the local area, using 4-figure grid references* ***What are the main features of a river?*** *Children use map, atlases, globes and digital/computer mapping to locate and describe features studied.* *Upper course, middle course, lower course* *Valley* *Channel* *Waterfall* *Rapids* *Gorge* *Meander* *Tributary* *Confluence* *Floodplain*	***Where is Egypt?*** *Children use maps, atlases, globes and digital/computer mapping to locate Egypt, within the continent of Africa* ***What is the capital city of Egypt?*** *Cairo* ***What is the largest biome in Egypt?*** *Desert.* *Egypt includes parts of the Sahara Desert (the Sahara covers a range of countries that includes Algeria, Egypt, Mali and Morocco). Egypt also includes parts of the Libyan Desert (the Libyan desert covers parts of Libya, Egypt and Sudan).* ***What is it like to live in a desert biome?*** ***Climate*** *The climate is one where rainfall is rare or infrequent. Desert nights are usually very cold. This wide temperature variation can make a desert climate difficult to live in.* ***Landscape***

	In which county do we live? *Lancashire, in North West England* ***What are the identifying physical and human characteristics of Lancashire?*** *Children investigate the identifying major physical features and human characteristics of Lancashire including identifying land use.* ***What is 'land use'?*** *Land use is a term used to describe the function of the land. Land use can vary from place to place.* *- urban (towns/cities) where land can be used for industry or housing.* *- rural (countryside/farmland) where land can be used for farming and forestry.* ***How has some land use patters have changed over time?*** *Children use digital mapping to identify key locations in Lancashire and investigate how the land was used before and how the land is used now and discuss reasons why these changes have happened.* ***What is a grid reference?*** *A grid reference is a series of numbers used to find a location on a map. The numbers refer to the northing and easting numbered lines. Grid references are useful for helping a map user to find specific locations.*	*Levee* *Delta* *estuary* ***What is the location of the source and mouth of the River Lune?*** *Children use map, atlases, globes and digital/computer mapping to locate the source and mouth of the River Lune* ***How has the use of the River Lune changed over time? (considering the impact on economic activity including trade links)*** *The River Lune has played a vital role in shaping the history and culture of Lancashire and Cumbria. For centuries it provided transportation routes for goods across northern England which contributed significantly to economic development during the industrial revolution.* *St George's Quay was developed on the south bank of the River Lune in the mid-18th century. With access to the open sea, and being so deep, ocean going vessels could navigate up the River Lune. Large sailing ships could moor close to the warehouses and load and unload goods.* *The town began to prosper, the port became one of the busiest in the UK, importing such goods as sugar, mahogany and tobacco, and played a significant role in the slave trade.* *The flow of goods through the port encouraged the establishment of various industries, such as the manufacture of high-quality furniture by the Gillow family, oilcloth, stained glass, chemicals and even railway carriages.* *In modern times River Lune is a popular destination for tourists and nature enthusiasts alike. Its picturesque scenery, rich history, and cultural significance continue to draw people from all over the world. The Lune's main use is as an important source of drinking water supplying parts of Lancaster.* ***What are the eight points of a compass?*** *north (N), east (E), south (S), west (W)* *northeast (NE), southeast (SE), southwest (SW) and northwest (NW)* ***What are the key aspects of the water cycle?*** *The water cycle is the process of water moving around between the air and land. It is the process of water evaporating and condensing on planet Earth in a continuous process.* ***How are rivers linked to the water cycle?*** *The wind blows the clouds over land and they drop their water as rain, sleet or snow. This falls on the land as water, which allows plants to grow and gives us drinking water. Much of the water then flows into lakes and rivers, and is carried back to the sea. Then the process begins again.*	*They have dry soil, that can either be sandy, gravelly, or stony. There is little to no surface water, and high evaporation. They are so dry that sometimes rain evaporates before it can hit the ground!* ***Animals*** *Animals have adapted to survive in the desert despite its extreme temperatures and lack of water.* *Many of the animals are nocturnal. Meaning they sleep during the heat of the day and come out when it is cooler at night. These same animals sleep in burrows, tunnels under the ground, during the day in order to stay cool.* *Snakes, lizards and scorpions use poisonous venoms to kill for food. This saves valuable energy: they do not need to chase, fight or catch their prey.* *Animals that live in the desert also have adapted to needing little water. Many get all the water they need from the food they eat. Other animals store up water that they can use later.* *The camel stores up fat in its hump while other animals store up reserves in their tails. During a food shortage, the camel uses the stored fat to turn it into energy and water. Camels have wide feet so they don't sink in the ground. They also have eyelashes, the hair on their body, and tightly closing nostrils to keep the sand away.* *There are various bodily adaptations for the desert; for example, tortoises have a thick shell that prevents water loss and acts as a shield from predators. Jackrabbits release heat from their long ears, and sand lizards quickly lift one leg at a time and walk on the sand to avoid the extreme heat, earning them the name 'dancing lizards' due to their jerky movements.* ***Vegetation*** *Scientist divide the Earth's land into what we call vegetation belts or regions. A vegetation belt is an area with distinct plant types within a biome. Climate and soil determine what type of plants will grow in a particular region. Vegetation regions can be divided into 5 major types: forest, grassland, tundra, desert and ice sheet. The majority of Egypt's vegetation region is desert.* *Only certain types of plants can survive the harsh environment of the desert. These include cactus, grasses, shrubs, and some short trees. You won't see a lot of tall trees in the desert. Most of these plants have a way to store water in their stems, leaves, or trunks so they can survive a long time without water. They also tend to be spread out from each other and have a large root system so they can gather up all the water possible when it does rain. Many desert plants are armed with sharp spines and needles to help protect them from animals.*

Key Vocabulary	topographical the South West the South East Greater London the West Midland the East Midlands East Anglia the North West Yorkshire North East County/counties Population Land use Urban Rural Tourism Business Retail Agriculture Residential Commercial recreational north (N), east (E), south (S), west (W) northeast (NE), southeast (SE), southwest (SW) and northwest (NW)	Water cycle fresh water Transportation Fertile land Nutrient rich soil Crops Aswan High Dam Wafaa an-Nil River Lune River Nile Four-figure grid references Economic development Industrial revolution St George's quay Port Industries Evaporates Water vapour Condensation Precipitation	Egypt Africa Biome Desert Sahara desert Libyan desert Cactus Rainfall Vegetation belt/ region Forest Grassland Tundra desert ice sheet
Substantive knowledge	**Locational knowledge**	**Human and physical geography**	**Locational knowledge**
	*Can I name and locate counties and cities of the United Kingdom? *Can I name and locate the geographical regions of the United Kingdom? *Can I identify human and physical characteristics and land use patterns of the different UK regions? *Can I describe how some of these aspects have changed over time? *Can I identify and describe the human and physical characteristics of Lancashire?	*Can I name and locate some of the major rivers of the world, the UK and our locality? * Can I describe the key features of a river? * Can I describe the key uses of rivers and understand how this has changed over time? * Can I identify some examples of economic activity, including trade links, linked to the locations studied? * Can I explain the key aspects of the water cycle?	* Can I locate Egypt and its capital city using world maps and atlases?
	Geographical skills and fieldwork	**Geographical skills and fieldwork**	**Human and physical geography**
	*Can I observe, measure and record the human and physical features in the local area? *Can I communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations? *Can I evaluate own observations and compare them with others? *Can I use the eight points of a compass to follow and describe routes and identify locations? *Can I begin to understand the use of scale on maps? *Can I draw and follow routes on digital maps?	*Can I begin to use four-figure grid references to identify and describe locations? * Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?	* Can I describe and understand key aspects of deserts including climate, vegetation and animals? Can I describe and understand key aspects of biomes? Can I describe and understand key aspects of vegetation belts? Can I name the 5 major vegetation belts/ regions?

	*Can I add photos to digital maps? * Can I use symbols and the key to follow routes on OS maps? *Can I complete enquiries based on own suggested questions?		
Prior learning	In Year 1, children used maps, atlases, and globes to identify the UK, its countries, continents, and oceans. In Year 2, they studied South Africa and used compass directions in fieldwork to explore Lancaster. By Year 3, children focused on Europe, exploring environmental regions, physical and human characteristics, and major cities, while beginning to use digital mapping. In Year 4, they expanded their mapping skills to locate UK counties, cities, regions, and major world and UK rivers, using OS maps and 4-figure grid references. In Year 3, children studied mountains, focusing on their key features and formation. In Year 4, they explored rivers, including the River Lune and the Nile, examining their impact on economic activity and trade. Fieldwork skills progressed over the years. In Year 1, children developed observational skills in their school grounds. In Year 2, they used aerial photos and maps to create simple maps with symbols. By Year 4, fieldwork included studying the River Lune, examining its human and physical features, and presenting their findings using sketch maps, graphs, and digital technologies.	In Year 1, children used maps, atlases, and globes to identify the UK, its countries, continents, and oceans. In Year 2, they studied South Africa and the geography of Lancaster. In Year 3, they focused on Europe, including Russia, studying its regions, physical and human features, and major cities. They also studied mountains using maps and began digital mapping. In Year 4, children used maps and digital mapping to explore UK counties, cities, regions, rivers, and 4-figure grid references. In Year 5, they studied coasts. In Year 3, children studied climate zones and biomes, including tropical rainforests, while in Year 4, they focused on deserts as a biome and vegetation belt. In Year 1, children explored human and physical features of their school grounds. In Year 2, they studied the geography of Lancaster and South Africa. In Year 3, they studied key features across Europe, and in Year 4, compared the human and physical geography of Lancashire.	In Year 1, children used maps, atlases, and globes to identify the UK, its countries, continents, and oceans. In Year 2, they studied South Africa. In Year 3, they focused on Europe, including Russia, studying its regions, physical and human features, and major cities. They also studied mountains and began using digital mapping. In Year 4, children studied UK counties, cities, regions, rivers, and 4-figure grid references. In Year 5, they studied coasts (Autumn) and North America (Spring) using maps and digital mapping. In Year 3, children examined mountains, their features, and the impact of tourism on mountain towns. In Year 4, they studied rivers, including the River Lune and Nile, and explored their economic and trade impacts, along with the water cycle.
Y5	**Autumn**	**Spring**	**Summer**
	(The Victorians – work and play – history) The coast – geography - fieldwork • *name and locate key topographical features (including, coasts), and land-use patterns; and understand how some of these aspects have changed over time* • *use maps, atlases, globes and digital/computer mapping to describe features studied* • *use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world* • *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.*	(Anglo-Saxons and Scot and Vikings – history) North America - geography • *locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities* • *describe and understand key aspects of biomes and vegetation belts* • *describe and understand types of settlement*	(Ancient Greece – history) Greece, time zones, volcanoes and Earthquakes - geography • *describe and understand key aspects of volcanoes and earthquakes* • *describe and understand land use* • *locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities* • *identify the position and significance of longitude, the Prime/Greenwich Meridian and time zones (including day and night)* • *identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere,*
Key Knowledge	***What are some significant coastal areas around the UK and in our locality?*** *Children use maps to locate and describe significant coastal areas around the UK and in our locality.* ***How has the land use of these coastal areas changed over time?*** *Children compare the land use of these coastal areas (e.g. agriculture, for fishing, for industry and power generation,*	***What is the earliest evidence of European people in North America?*** *L'Anse aux Meadows National Historic Site in Canada contains the excavated remains of a complete 11th-century Viking settlement, which is the earliest evidence of Europeans in North America. Situated at the tip of the Great Northern Peninsula of Canada, this exceptional archaeological site consists of eight timber-framed turf structures built in the same style as those found in Norse Greenland and Iceland from*	***Where is Greece?*** *Children use maps, atlases, globes and digital/computer mapping to locate Greece, within the continent of Europe* ***What is the capital city of Greece?*** *Athens* ***What are some the major volcanos in Greece?*** *Greece has a large volcanic arch, created millions of years ago by tectonic plates moving. This volcanic arch of Greece had*

	for transport routes, for residential housing) and how coastal features are affected by physical process and human activity, exploring how land use has changed over time. ***What are the identifying human and physical characteristics of our local coastline?*** *Children use fieldwork skills as well as maps, atlases, globes and digital/computer mapping to carry out investigations into the human and physical characteristics of our local coastline* ***What is a relief feature on a map?*** *A relief map will show the elevation, meaning the high points, and the depressions, meaning the low points, of a given area.*	*the same period. The buildings include three dwellings, one forge and four workshops, on a narrow terrace overlooking a peat bog and small brook* ***Why might the Norse people have settled here?*** *The site has excellent sea views and access to marine resources, especially rich cod fisheries and eider colonies. It was the perfect place on the southward coastal route of ships coming from Greenland, at the point where they could then sail on in several directions. The settlement could easily survive the winters, with its familiar windproof and insulated architecture adapted to the North Atlantic. Experts consider L'Anse aux Meadows a base for further explorations, a site where Norse might overwinter, repair their ships, or stockpile provisions and trade goods. Sites such this are described as key waypoints for explorers like Leif Eriksson.* ***What countries are in North America?*** *The continent is home to 23 countries, including Canada, the United States of America, Mexico, and many smaller island nations in the Caribbean Sea. Children use map, atlases, globes and digital/computer mapping to locate the countries of North America and major cities.* ***What are some of the key human and physical characteristics across North America?*** *Throughout North America, you can find a variety of famous human and physical characteristics that bring millions of tourists to the continent every year.* *Children explore key human and physical landmarks of countries across North America such as the Grand Canyon, Niagara Falls, the Statue of Liberty, Chateau Frontenac, Yukon River, Kilauea Volcano, Hoover Dam, Rocky Mountains, Rio Grande* *Children use maps, atlases, globes and digital/computer mapping to locate and describe some of the key human and physical characteristics across North America.* ***What biomes might you find in North America?*** *North America is the third-largest continent. It has an area of more than 9,300,000 square miles, which is more than 16 percent of the world's land area. Due to the vast area of land that North America covers, the physical geography is extremely diverse and varied.* *Across the different regions of North America are all the major types of biomes in the world.* *Some diverse biomes represented in North America include desert, grassland and tundra.* *Children use maps to locate the different biomes across North America.*	*especially intense volcanic activity in the past and created the volcanic landscapes that we come across in many regions and islands around Greece. Most of the volcanoes in Greece and the Greek islands are extinct, however, there are some still active. The most important active volcanoes in Greece are situated on Santorini island, Nisyros island, Methana, and Milos island.* ***What are some of the major volcanos around the world?*** *Mount Vesuvius, Mount Fuji, Cotopaxi, Mauna Loa, Mount St. Helens, Mount Tambora, Mount Ruiz, Krakatoa* ***What the key features of and the physical processes involved in the formation of volcanoes and earthquakes?*** *The surface of the Earth is made up of tectonic plates that lie beneath both the land and oceans of our planet. The movements of these plates caused by the heat and energy releasing from the Earth's core, can build mountains or cause volcanoes to erupt. The clash of these plates can also cause violent earthquakes, where Earth's surface shakes* ***Volcanos*** *The majority of the Earth's volcanoes are located along tectonic plate because, when tectonic plates collide, one tectonic plate will slide and move under another one, forming a volcano. Usually, it's a thinner oceanic plate that moves under a larger continental plate. The water that gets trapped in the process will start to boil (due to the high temperatures) and begin to melt the rock. This melted rock is magma.* *Volcanoes are formed when magma, pushes its way upwards through the Earth through a long shaft. When the magma travels through the Earth's crust, it emerges as lava. Once this lava has erupted onto the Earth's surface, it cools and hardens into a pile of rock. Many volcanoes are mountains as a result of this process.* ***Earthquakes*** *Earthquakes are most common along fault lines. Fault lines are where the Earth's tectonic plates meet at a break in the crust.* *The Earth is made up of different layers:* • *the **core** at the centre, which is mainly metal* • *the **mantle**, which is mainly rock* • *the **crust**, which is the part we can see* *The crust (together with the upper layer of the mantle) is made up of different pieces, called tectonic plates. These plates fit together like a jigsaw and are moving at a rate of a few centimetres a year, in different directions and at different speeds. Some plates slide past each other, others move away from each other and some bump into each other.* *Sometimes these plates lock together when they meet. This is called a plate boundary or a fault line. As plates move in different directions over long periods of time, friction causes energy to*

			build up. It becomes so great that the energy is released, which creates a shock wave - an earthquake. ***What are some of the effects of volcanoes and earthquakes on the land use of the locations studied?*** *Children investigate the effects of volcanos and earthquakes on the human and physical geography of chosen locations. Children explore the impact of extinct, dormant and active volcanos.* *For example:* *Extinct volcanos receive thousands of visitors every year. Volcanic hiking tours have been developed for people with a special interest in volcanoes.* *When an active volcano erupts, the burning hot lava is released in the eruption spreads across the land nearby, damaging entire towns, houses, and areas of farmland. The lava isn't the only issue, as the volcanic ash can also have serious repercussions for anyone living nearby. This ash can bring air travel to a halt, as it is unsafe for pilots to fly in such low visibility. There are actually some positive effects of volcanic eruptions on the surrounding area. For instance, any lava and ash that is not too thick can break down over time to create fertile land for farming.* ***What time is it in Greece when it is 9am in England?*** *11am* ***Why is Greece 2 hours ahead of the UK?*** *When you go to bed tonight, there will be people in other countries all over the world at different points in their day: eating their lunch, sitting in class or just waking up. That's because it's not the same time everywhere in the world. It depends which lie of longitude you are on!* ***What are the lines of longitude?*** *Lines of longitude (also called meridians) are the imaginary lines which run north and south around the world. Lines of longitude determine the time in each place on the globe.* *There is an important line of longitude called the prime meridian. It runs through Greenwich in London and is sometimes called the Greenwich meridian. All time zones are measured from this meridian as a starting point. This line of longitude at 0 degrees and each line increases by 15 degrees around the earth.* *Each line of longitude separates the world's time zones — each 'zone' is an hour apart. The lines are more or less straight, but sometimes they have to wiggle about so that whole countries can be in the same time zone. Some countries will be a few hours ahead or behind the UK, while others will be just going to bed as we wake up and have opposite daytimes and night times.* ***Day and night***

			The Earth rotates on an axis. The Earth completes one rotation every 24 hours. When it's light outside, our part of the world is tilted towards the Sun. When it's dark outside, our part of the world is titled away from the Sun. *The equator is a line of latitude. Lines of latitude are the lines which run east and west around Earth's middle. Places north of the equator are part of the Northern Hemisphere. Places south of the equator are in the Southern Hemisphere.* *When the North Pole is tilted towards the Sun, then more daylight occurs in the northern hemisphere. When the South Pole is tilted towards the Sun, then more daylight occurs in the southern hemisphere.*
Key Vocabulary	Cardinal points Sea defences Sea wall Tidal barrier Weathering Tide Tidal Erosion north (N), east (E), south (S), west (W) northeast (NE), southeast (SE), southwest (SW) and northwest (NW) elevation depressions	North America L'Anse aux Meadows Viking settlement Dwellings Forge Peat bog Marine Settlement Provisions Waypoint Leif Eriksson Canada United States of America Mexico Caribbean Sea Grand Canyon, Niagara Falls, the Statue of Liberty, Chateau Frontenac, Yukon River, Kilauea Volcano, Hoover Dam, Rocky Mountains, Rio Grande Diverse Varied Biomes Rainforest Deserts Savannah Woodlands Grasslands Tundra Human Physical	Active Dormant extinct Tectonic plates oceanic plate subduction magma Earth's crust Core mantle Plate boundary Fault line Mount Vesuvius Mount Fuji Cotopaxi Mauna Loa Mount St. Helens Mount Tambora Mount Ruiz Krakatoa Lines of longitude Prime meridian/ Greenwich meridian Time zone Axis Lines of latitude Equator Norther hemisphere Southern hemisphere
Substantive knowledge	**Locational knowledge**	**Locational knowledge**	**Human and physical geography**
	Can I identify and locate major coastal towns in the UK and in our locality? Can I understand some of the ways in which coastal areas and coastal features are affected by physical processes and human activity?	*Can I use maps to locate North American countries and their capital cities? *Can I identify key human and physical landmarks across North America and locate these on a map?	Can I describe and understand key aspects of earthquakes? Can I describe and understand key aspects of volcanoes? Can I investigate and compare the locations of major earthquakes within Greece and around the world? Can I explain how these link to the location of the world's tectonic plates? Can I describe, compare and evaluate some of the effects of volcanoes and earthquakes on the land use of the locations studied?

			*Can I use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes? *Can I use thematic maps to illustrate an idea or discussion?
	Geographical skills and fieldwork	**Human and physical geography**	**Locational knowledge**
	*Can I observe, measure and record the human and physical features of the local coastline? *Can I evaluate own observations, compare them with others and begin to draw conclusions? *Can I interpret data collected and present the information in a variety of ways including charts, graphs and digital technologies? *Can I use eight cardinal points to give directions and instructions? *Can I use four-figure grid references to identify and describe locations? *Can I create sketch maps, using symbols and a key? *Can I, on digital maps, use a wider range of labels and measuring tools? *Can I identify, describe and interpret relief features on OS maps? *Can I complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results?	* Can I identify and describe key aspects of biomes across North America? *Can I understand the impact of climate zones and biomes on the human and physical geography of North America? * Can I describe the earliest evidence of European people in North America? * Can I explain why Norse people may have settled here?	*Can I identify lines of longitude on a world map, including the Prime/Greenwich Meridian? * Can I explain time zones? (including day and night) *Can I locate the position of time zones within Europe?
Prior learning	In Year 1, children used maps, atlases, and globes to identify the UK, its countries, and studied continents and oceans. In Year 2, they studied South Africa using world maps. Year 3 focused on Europe, including Russia, exploring environmental regions, key characteristics, and major cities, and studied mountains. Digital mapping was introduced in Year 3. In Year 4, children used maps, atlases, globes, and digital mapping to locate UK counties, cities, and regions, identifying human and physical features. They also used OS maps to study rivers worldwide and in the UK, including the local area, with 4-figure grid references. In Year 5, children studied coasts, North America, and Greece, focusing on environmental regions and human and physical characteristics. They also investigated early European settlements in North America, such as Viking settlements in Canada, exploring reasons for settlement. Year 1 introduced human and physical features, focusing on the school grounds. In Year 2, children compared Lancaster to a small area in South Africa. Year 3 explored key European features, while Year 4 compared Lancashire's geography to other UK regions. Year 5 included a study of Lancashire's coasts and North America's geography.	In Year 1, children used maps, atlases, and globes to identify the UK, its countries, continents, and oceans, starting with an exploration of their school grounds. In Year 2, they studied South Africa, comparing it to Lancaster. Year 3 focused on Europe (including Russia), locating countries, studying mountains, and describing features using maps. Digital mapping was introduced in Year 3. In Year 4, children used maps to locate UK counties, cities, and regions, identifying human and physical features. They also used OS maps to locate major rivers worldwide and locally, including the River Lune and Nile, and explored their impact on trade and the water cycle. Year 5 built on this by studying coasts, North America (focusing on regions, cities, and biomes), and Greece. Year 6 focused on France, comparing its geographical features to those of Lancashire. In Year 3, children studied climate zones, biomes, and tropical rainforests. In Year 4, they focused on deserts as biomes and vegetation belts, and in Year 5, they explored biomes in North America. In Year 5, children also explored longitude, the Prime Meridian, time zones, latitude, the Equator, and hemispheres through their studies of Greece and science lessons.	In Year 1, children used maps, atlases, and globes to identify the UK, its countries, continents, and oceans. In Year 2, they studied South Africa with these tools. Year 3 focused on locating world countries, especially Europe (including Russia), and studying mountains, describing their features and formation. Digital mapping was introduced in Year 3. In Year 4, children used maps, atlases, globes, and digital mapping to locate UK counties, cities, and regions, identifying human and physical characteristics. They also studied major rivers globally and locally, using OS maps and 4-figure grid references, and explored how the River Lune and Nile have changed, focusing on their impact on trade and the water cycle. In Year 5, children studied coasts, North America (focusing on environmental regions and major cities), and Greece, also investigating volcanoes and earthquakes and their effects on land use. In Year 6, they used maps, atlases, and digital mapping to describe key features of France.
Y6	**Autumn**	**Spring**	**Summer**
	(Local Study: Lancaster in WWI – history) Lancashire and The Opal Coast – geography • *understand geographical similarities and differences through the study of human and physical geography of a region of the United*	(Lancaster & The Slave Trade – history) South America - geography • *identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle*	(Empire Windrush – history) Distribution of natural resources after WWII - geography • *describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water*

	Kingdom (Lancashire, y4&yr5) and a region in a European country (……., France) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • *use six-figure grid references to build their knowledge of the United Kingdom and the wider world* • *describe and understand different types of settlements*	• *describe and understand key aspects of climate zones, biomes and vegetation belts* • *locate the world's countries, using maps to focus on 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 of the United Kingdom (Lancashire, y4) , a region in a European country (……., Greece) and a region within South America (Rio de Janeiro, Brazil)*	• *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 (in the context of UK imports and exports).*
Key Knowledge	***Where is France?*** *Children use maps, atlases, globes and digital/computer mapping to locate France, within the continent of Europe* ***What is the capital city of France?*** *Paris* ***What is the largest biome in France?*** *has a predominantly temperate climate, changing to a Mediterranean climate in the south-east of France.* *The country contains a wide diversity of landscapes - predominantly forests, mountainous regions, open countryside, and coastal regions. The majority of France is a woodland biome.* ***What are the key human and physical features of the Opal Coast?*** *Children use fieldwork skills to observe, measure, record and present the human and physical features of the Opal Coast area, using a range of methods, including sketch maps, plans and graphs, and digital technologies during their visit to France, where children explore different landscapes including coastal, rural, and urban. Children use maps, atlases and digital mapping to explore features studied further.* ***How do these compare to Lancashire? What are some similarities? What are some differences?*** *Children make comparisons with the Opal Coast and Lancashire, England (studied in year 4 and 5)* **What are the different types of settlements?** *A hamlet is a very small settlement with just a group of houses.* *A village is also small but may have houses, a primary school, a few shops, a Post Office and a village hall.* *A town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre.*	***What countries are in South America?*** *There are 12 countries in South America: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay and Venezuela* *Children use map, atlases, globes and digital/computer mapping to locate the countries of South America and major cities.* ***What are some of the key human and physical characteristics across South America?*** *South America's human landscape is deeply influenced by indigenous populations and their connection to the physical environment. Children explore key human and physical landmarks of countries across South America such as the Statue of Christ the Redeemer, Kaieteur Falls, Machu Picchu, Iguazu Falls, Cotopaxi Volcano and Cuenca Cathedral.* *Children use maps, atlases, globes and digital/computer mapping to locate and describe some of the key human and physical characteristics across South America.* ***Where is South America?*** *South America is in both the Northern and Southern Hemisphere, with the Equator running directly through the continent.* *The equator is a line of latitude. Lines of latitude circle the Earth from east to west. These invisible lines are all the same distance apart. These are measured in degrees.* *The equator runs around the middle of the Earth and is halfway between the North and South Poles. It divides the Earth into two halves called hemispheres. Everything north of the equator is in the northern hemisphere and everything south of the equator is in the southern hemisphere. The equator lies at 0 degrees.* *There are five major lines of latitude:* *the Equator* *the Tropic of Cancer* *the Tropic of Capricorn*	***What goods and services does the UK trade?*** *The UK trades a lot of goods and services. Some of the goods the UK exports are: scrap iron, whisky, tartan kilts, medicines, aircraft parts, cars, computers, oil and gas.* *Some of the goods the UK imports are: coffee beans, bananas, medicines, aircraft parts, cars, computers, oil and gas.* *Children use maps to identify the UK's trade links.* ***Why are some goods imported and exported?*** *People might buy goods from other countries for various reasons: they can't make the goods themselves, the goods could be cheaper or they might be better quality.* *Children investigate why certain good are imported and exported and the reasons behind this.* *For example: Goods imported from El Salvador include coffee, cotton, sugar, shrimp, fruit and nuts.* *El Salvador is located between the equator and the Tropic of Cancer. The climate there is hot and humid with very heavy rainfall at times. There is a high percentage of tropical rainforest biome. This means that the land is ideal to grow certain crops that cannot be harvested in the UK.* ***How has trading changed through history?*** *Trade has changed a lot through history. This is partly due to developments in transportation but also due to the changing relationships of the UK with other countries. In Tudor times, the UK traded with the the Americas, whereas in Victorian times, the UK mainly traded with other countries who were in the British Empire.* ***How does fair trade work?*** *There are many steps involved in selling goods. Bananas, for example, are generally grown on plantations. This means the plantation owner has to make sure that the ground is taken care of and fertilized. They also have to pay for fruit pickers to harvest the fruit and for machinery for the plantation. Exporters then transport the bananas by ship and pay for their own fuel, any lost or damaged stock and port fees. Importers then transport the bananas from the port to ripening centres and pay for workers*

	A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and often a cathedral. ***How do the settlements in the UK compare to the settlements in France?*** *Children compare settlements in the UK and in France using digital mapping and thematic maps.*	*the Arctic Circle* *the Antarctic Circle* *The tropic of Cancer lies at 23.5 degrees north and the tropic of Capricorn lies at 23.5 degrees south of the equator.* *The area of the Earth which lies between both of these lines is called the tropics. The Arctic Circle lies at 66.5 degrees north whilst the Antarctic Circle likes at 66.5 degrees south.* ***How do the lines of latitude affect the world's climate zones?*** *Latitude influences climate. The closer to the Equator you are the more direct energy (heat and light) you receive from the Sun. Further away from the Equator, the tilt of the Earth means that the energy from the Sun is spread out over a wider area.* *Children use a range of maps, atlases and globes to explore the lines of longitude and make comparisons to the different biomes around the world and climate zones and discuss the impact on the human and physical geography.* ***What are the key human and physical features of Rio de Janeiro, Brazil?*** ***Brazil*** *Brazil is the largest country in South America and the fifth largest nation in the world. It forms an enormous triangle on the eastern side of the continent with a 4,500-mile (7,400-kilometer) coastline along the Atlantic Ocean. It has borders with every South American country except Chile and Ecuador. The Brazilian landscape is very varied. It is most well-known for its dense forests, including the Amazon, the world's largest jungle, in the north. But there are also dry grasslands (called pampas), rugged hills, pine forests, sprawling wetlands, immense plateaus, and a long coastal plain. Northern Brazil is dominated by the Amazon River and the jungles that surround it. The Amazon is not one river but a network of many hundreds of waterways. Its total length stretches 4,250 miles (6,840 kilometers). Thousands of species live in the river, including the infamous piranha and the boto, or pink river dolphin.* ***Rio de Janeiro*** *Rio de Janeiro is close to the Tropic of Capricorn. Rio has a tropical savanna climate. Within Rio de Janeiro, the climate is generally hot, humid and tropical but the weather can also be extreme. Its position on the coast means that autumn and winter can be affected by cold fronts from Antarctica, while in the summer, heavy rain can cause devastating floods and landslides. The temperature typically varies between 18°C (64F) and 31°C (88F).* *Rio de Janeiro is home to many famous landmarks. One of the most recognisable is the statue titled 'Christ the Redeemer',*	*and transportation to move them. The ripening centres have to pay for their operating costs, gases used for ripening and staff. Finally, the retailer sells the bananas but also pays for staff to work in shops, advertising and the costs of any stock that goes off or isn't sold. There are lots of steps in the trade process but people involved are not always paid equally or fairly. Fair trade exists to make sure that people are not exploited.* ***What is the global supply chain?*** *A global supply chain is the different places a product and its parts come from, and travel to, on its way to the consumer. Globalisation has meant that more and more goods travel around the world before being sold in a shop. Sometimes, parts of a product are made in several different countries before being assembled in another one. Many companies are now recognised worldwide. Positives may include the creation of new jobs for people. Negatives may include greater damage to the environment.* *Children investigate which countries produce the raw materials, which are involved in production and which are retail outlets for an individual item e.g. a pair of jeans* ***How are natural resources distributed (including energy, food, minerals and water)?*** *Food, water and energy are resources that help maintain social and economic wellbeing.* *The UK has reserves of each resource type.* *Children investigate how these resources are distributed across the UK and discuss the economic and environmental issues that are associated with the distribution of these resources.* *The production/consumption of these resources isn't equally spread between countries. Children explore how these resources are distributed in other countries previously studied.*

		which is located at the summit of Mount Corcovado. *The statue is 30 metres tall and was completed in 1931.* *In the South Zone of the city, the Copacabana neighbourhood contains one of the world's most famous beaches. Rio de Janeiro is also home to the Maracanã Football Stadium, Sugarloaf Mountain and the Rodrigo de Freitas Lagoon.* ***How do these compare to Lancashire in England and the Opal coast in France? What are some similarities? What are some differences?*** *Children make comparisons with Rio de Janerio in Brazil and the Opal Coast in France (studies in year 6 autumn term) and Lancashire, England (studied in year 4 and 5)*	
Key Vocabulary	Industry Population English Channel Tourism Settlements Economics Aerial Satellite climate hamlet village town city	*South America* *Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay and Venezuela lines of latitude* *longitude* *equator* *northern hemisphere* *southern hemisphere* *Arctic Circle* *Antarctic Circle* *Tropic of Cancer* *Tropic of Capricorn* *Equator* *climate* *Rio de Janerio* *Mount Corcovado* *Sugarloaf Mountain*	trade import export goods global fair trade globalisation global supply chain economy
Substantive knowledge	**Place knowledge** * Can I investigate and describe the human and physical geographical features of the region in Europe and compare to other regions previously studied?	**Place knowledge** * Can I investigate and describe the human and physical geographical features of the region in South America and compare to other regions previously studied?	**Locational knowledge** * Can I explain the UK's trade links with other countries? * Can I use maps to show the UK's trade links with other countries?
	Geographical skills and fieldwork *Can I locate the France and the Opal Coast on a range of maps of various scales and perspectives? *Can I use a wide range of maps as well as atlases, globes and digital mapping to describe features studied? *Can I relate different maps to each other and to aerial photos? *Can I start to explain satellite imagery? *Can I begin to use six-figure grid references to identify and describe locations?	**Locational knowledge** *Can I name and locate the world's climate zones using a world map? *Can I name and locate the world's major biomes and vegetation belts using a world map? *Can I locate the position of the equator, Tropics of Cancer and Capricorn, Arctic and Antarctic circle as lines of latitude? *Can I locate the Northern Hemisphere and Southern Hemisphere? *Can I describe and understand the concept of climate?	**Human and physical geography** * Can I explain the importance of fair trade? * Can I explain the Global supply chain? * Can I explain how trading has changed through history? * Can I confidently use thematic maps to illustrate an idea or discussion? * Can I identify, explain and compare the distribution of natural resources (including energy, food, minerals and water)?
	Human and physical geography		

	* Can I describe and understand different types of settlements and land use? * Can I make comparisons between settlements in the UK and France?	*Can I understand some of the effects of climate on the human and physical geography of places? *Can I use maps to locate South American countries and their capital cities? *Can I identify key human and physical landmarks across South America and locate these on a map?	