



# Curriculum Design:

Including Endpoints

# Geography

## GEOGRAPHY Overview

Key -

Geography

History

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><b>Understanding the world</b> (People, Culture &amp; Communities/The Natural World/ Communication and Language/ Mathematics)</p>					
Year 1	<p><b>Home and Away</b> Geography of school grounds</p> <p>Cold areas of the world – South Pole and North Pole</p>	<p><b>My History</b> What is history? What Past/Present/Future means. My history.</p>	<p><b>Why is it hot?</b> Hot areas of the world – Equator</p>	<p><b>Toys through time</b> Changes within living memory. What household toys did your Grandparents/Great Grandparents have?</p>	<p><b>Significant people: Space and Polar exploration.</b> Compare aspects of the lives of Neil Armstrong and Earnest Shackleton</p>	
					<p><b>Where in the world? (link to history)</b> Use world maps, atlases and globes – begin to name world’s seven continents and 5 oceans</p>	
Year 2	<p><b>Chester: Grosvenor Bridge and Thomas Harrison</b> Significant historical events, people and places in the locality</p>	<p><b>Which continents have owls on and are there any that don’t?</b>  Study World’s seven continents and 5 oceans and a cold place - Antarctica</p>	<p><b>Great fire of London</b> Timelines Significant events In depth study of the Great Fire of London and how it brought about national change.</p>	<p><b>Chester and Burwardsley</b> Human and physical geography of local area Physical features: forest, hill, vegetation, soil, river Human features: city, town, village, factory, farm,</p>	<p><b>Where I live, a bird’s Eye view</b> link to maps and globes. Four countries and capitals in the UK and surrounding seas.  Physical features: beach, cliff, coast, forest, hill, sea,</p>	<p><b>Florence Nightingale</b> Learning about the lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different</p>

				house, office, port, harbour, shop	ocean, valley	periods.
<b>Year 3</b>	<b>Where I live?</b> Uk geographical regions (north-west, midlands etc) Coastal regions Physical features – seas, coasts, oceans	<b>Global positioning</b> Water cycle Arctic circle Mountains	<b>Changes in Britain from stone Age to Iron Age</b>	<b>Where in the world?</b> Global geographical regions Locational Knowledge – oceans, hemispheres, North Pole and South Pole, Arctic and Antarctic	<b>Comparing the Achievements of the Earliest Civilisations:</b> Sumer, Indus, Egypt, Shang Dynasty. Where and when were these civilizations and what were their achievements.	<b>Ancient Egypt:</b> In depth study
<b>Year 4</b>	<b>Where would a gorilla live?</b> Environmental regions around the world – link to the natural environments of gorillas and other apes. Study topographical features	<b>Ancient Greece</b>	<b>The Roman Empire</b>	<b>The Romans in Britain</b>	<b>Australia and the Daintree Forest</b> Locational Knowledge Climate zones and vegetation belts (rainforests) Rivers (Daintree River)	<b>UK vs Italy</b> Contrast a region in the UK with Bay of Naples in Italy Human Geography – settlements, land use, trade links, natural resources, land use patterns. UK geographical regions – physical/topographical characteristics – mountains and hills

						Volcanoes and Earthquakes
<b>Year 5</b>	<b>North America</b> Locational and place knowledge – a region in North America (The Great Lakes and Niagara) Aerial maps Can you plan a route for Annie's tour?	<b>Anglo Saxons and Scots</b>	<b>The Vikings and Anglo Saxons:</b> The struggle for the Kingdom of England	<b>Lines of Longitude and Latitude</b> Earth – Longitude Latitude Equator Time zones Hemispheres Tropics of cancer/ Capricorn	<b>Human Geography</b> region of the UK – Land use, economic activity, distribution of natural resources, energy (link to recycling), land use changes over time	<b>Early Islamic Civilisation &amp; The House of Wisdom:</b> Early Baghdad and contrast with British history
<b>Year 6</b>	<b>WW2:</b> Events preceding WW2 Key events in WW2		<b>Animals around the world</b> Animal species around the world – climate zones, land use patterns, changes over time – how many animals have been affected by humans?	<b>South America</b> Locational knowledge Southern hemisphere, Pacific Ocean, Galapagos Islands, Equator, biomes, vegetation belts	<b>WW2 impact on Blacon in Chester and Liverpool</b> Local history study	

## Geography Overview

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>The Natural world</b>	<b>Home and Away</b>	<b>Which continents have owls on and are there any that don't?</b>	<b>Where I live?</b>	<b>Where would a gorilla live?</b>	<b>North America</b>	
<b>Local environment</b>	<b>Why is it hot?</b>	<b>Chester and Burwardsley</b>	<b>Global positioning</b>	<b>Australia and the Daintree Forest</b>	<b>Lines of Longitude and Latitude</b>	<b>Animals around the world</b>
	<b>Where in the world?</b>	<b>Where I live, a bird's eye view</b>	<b>Where in the world?</b>	<b>UK vs Italy</b>	<b>Human Geography</b>	<b>South America</b>

# EYFS

## Understanding the World / Mathematics

### Three and Four Year olds

#### **Children at the expected level of development will:**

- Use all their senses in hands -on exploration of natural materials. (UoW)
- Begin to understand the need to respect and care for the natural environment and all living things. (UoW)
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UoW)
- Understand position through words alone. For example, "The bag is under the table"- with no pointing (M)
- Describe a familiar route. (M)
- Discuss routes and locations, using words like 'in front of' and 'behind' (M)

## Understanding the World

### Reception

#### **Children at the expected level of development will:**

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

## Understanding the World (People, Culture and Communities/ The Natural World)

### Early Learning Goals

#### **Children at the expected level of development will:**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (PCC)
- 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. (PCC)
- 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. (NW)
- Understand some important processes and changes in the natural world around them, including the seasons. (NW)

# Year 1

## Home and Away

### Geography

#### **Skills/ Disciplinary Knowledge:**

- To Use world maps to identify the United Kingdom.
- Use aerial photographs to recognise landmarks and basic human and physical features.
- Devise a simple map and plan. Use and construct basic symbols in a key. e.g. pictorial place in a story
- Use Locational language (e.g. near and far, left and right) to describe the location of features and routes
- Understand how some places are linked to other places e.g. roads, trains
- Describe seasonal weather changes.
- Name, describe and compare familiar places
- Link their homes with their St Theresa's Primary School and other places in the local area
- Know about some present changes that are happening at school or in the local area
- Suggest ideas for improving the school environment

#### **Vocabulary:**

- near and far, left and right, landmark, human features, physical features, location, seasonal, local

#### **Substantive Knowledge:**

- To find the United Kingdom on a map.
- To recognise places using aerial photographs.
- To be able to talk about changes to the area.
- To know how things can be improved.
- To compare 2 places.

#### **Sticky Facts:**

- To recognise places in our area.
- To understand that things in the area change.
- Begin to recognise human and physical features.
- Know differences between here and cold areas of the world.



## Why is it hot?

### Geography

#### Skills/ Disciplinary Knowledge:

- use Locational language (e.g. near and far, left and right) to describe the location of features and routes
- understand how some places are linked to other places e.g. roads, trains
- name and locate the world's seven continents and five oceans
- identify seasonal and daily weather patterns in the UK and the location of hot area of the world in relation to the Equator.

#### Vocabulary:

- near and far, left and right, spring, summer, autumn, winter, seasonal, pattern, South America, Africa, Asia

#### Substantive Knowledge:

- To use maps to find the Equator.
- To discuss why the Equator is hot.
- To know the weather patterns on the Equator.
- To compare the Equator to the UK.
- To identify the continents and oceans on the Equator.

#### Sticky Facts:

- How the equator is different to the UK.
- Where the Equator is on the globe
- Identify South America, Africa and Asia
- Identify the Pacific Ocean, Atlantic Ocean and Indian Ocean
- Why the Equator is hot.

## Where in the world?

### Geography

#### Skills/ Disciplinary Knowledge:

- Devise a simple map and plan. Use and construct basic symbols in a key. e.g. pictorial place in a story
- name and locate the world's seven continents and five oceans

#### Vocabulary:

- 7 Continents. Asia. Europe. Africa. North America. South America. Australia. Antarctica. 5 Oceans. Pacific Ocean. Atlantic Ocean. Indian Ocean. Arctic Ocean. Antarctic Ocean.

#### Substantive Knowledge:

- To use maps to locate the seven continents and five oceans.
- To use globes to identify the seven continents and five oceans.
- To identify and label the seven continents and five oceans on a map.
- To create or add to a map of the seven continents and five oceans.

#### Sticky Facts:

- 7 Continents. Asia. Europe. Africa. North America. South America. Australia. Antarctica.
- 5 Oceans. Pacific Ocean. Atlantic Ocean. Indian Ocean. Arctic Ocean. Antarctic Ocean.

## Year 2

### Which continents have owls on and are there any that don't?

#### Geography

##### Skills/ Disciplinary Knowledge:

- 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
- name and locate the world's seven continents and five oceans
- identify seasonal and daily weather patterns in the UK and the location of cold areas of the world in relation to the North and South Pole
- use basic geographical vocabulary to refer to key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather,
- use basic geographical vocabulary to refer to key human features, including; city, town, village, factory, farm, house, office, port, harbour and shop

##### Vocabulary:

- 7 Continents. Asia. Europe. Africa. North America. South America. Australia. Antarctica. 5 Oceans. Pacific Ocean. Atlantic Ocean. Indian Ocean. Arctic Ocean. Antarctic Ocean. Seasons, seasonal, patterns, physical features; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, human features; city, town, village, factory, farm, house, office, port, harbour and shop

##### Substantive Knowledge:

- To use maps, atlases and globes and identify the 7 continents and 5 oceans.
- To identify the United kingdom and it's countries using maps, atlases and globes.
- Identify which species of owls are found in which countries/ continents.
- Look at physical and human features that encourage and discourage owls to live there.
- Compare places that owls live and where they don't.

##### Sticky Facts:

- To know owls are in every continent/ country except Antarctica.
- To know owls do not live in Antarctica because it is too cold, too dry and there is little vegetation or prey for the owls to feed on. It is also not connected to any other land mass, which makes it difficult for the owls to migrate there.
- Identify 7 Continents. Asia. Europe. Africa. North America. South America. Australia. Antarctica. 5 Oceans. Pacific Ocean. Atlantic Ocean. Indian Ocean. Arctic Ocean. Antarctic Ocean.

## Chester and Burwardsley

### Geography

#### Skills/ Disciplinary Knowledge:

- 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
- use basic geographical vocabulary to refer to key physical features, including; cliff, forest, hill, mountain, river, soil, valley, vegetation, season, weather,
- use basic geographical vocabulary to refer to key human features, including; city, town, village, factory, farm, house, office and shop

#### Vocabulary:

- physical features, including; forest, hill, mountain, river, soil, valley, vegetation, season, weather, human features, including; city, town, village, factory, farm, house, office and shop, United Kingdom, England,

#### Substantive Knowledge:

- To identify landmarks in the Chester and Burwardsley using aerial photographs.
- To use fieldwork to study the different areas.
- To identify the similarities and differences between the 2 areas.
- To study the human and physical features of Chester and Burwardsley.

#### Sticky Facts:

- To know where Chester and Burwardsley are in the UK.
- To identify features of each area.
- Identify human and physical features of Chester and Burwardsley.

## Where I live, a bird's eye view

### Geography

#### Skills/ Disciplinary Knowledge:

- use world maps, atlases and globes to identify the United Kingdom and its countries
- 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
- name, locate and identify characteristics of the four countries and capital cities of the UK and the surrounding seas
- use basic geographical vocabulary to refer to key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather,
- use basic geographical vocabulary to refer to key human features, including; city, town, village, factory, farm, house, office, port, harbour and shop

#### Vocabulary:

- physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, human features, including; city, town, village, factory, farm, house, office, port, harbour and shop, United Kingdom, England, Wales, Scotland, Northern Ireland, English Channel, North Sea, Irish Sea, Atlantic Sea

#### Substantive Knowledge:

- To study the United Kingdom, including it's different countries and seas using aerial photographs, maps, globes, atlases.
- To identify human and physical features in the UK including the different countries.
- To identify landmarks in the UK using aerial photographs.
- To use fieldwork to create a map of the school and local area.

#### Sticky Facts:

- Know the United Kingdom and it's countries, England, Wales, Scotland, Northern Ireland.
- Know the seas around the UK - English Channel, North Sea, Irish Sea, Atlantic Sea
- Identify human and physical features of UK

Geography

**Skills/ Disciplinary Knowledge:**

- Ask and respond to geographical questions e.g. describe the landscape. Why is it like this? How is it changing? How do you feel about it? What might it be like if.... continues?
- Analyse evidence and draw conclusions e.g. comparisons between locations using aerial photos of population temp etc
- Use four figure grid references/ 8 compass points.
- Identify where countries are within the UK and the key topographical features.
- Name and locate the cities of the UK.
- Identify physical and human features of the locality.
- Explain weather patterns in the UK.
- Discuss similarities and differences between places.
- Develop an awareness of how places relate to each other.

**Vocabulary:**

- landscape, comparison, grid reference, compass points, United Kingdom, England, Wales, Scotland, Northern Ireland, mountains, hills, valleys, lakes, oceans, rivers, roads, cities, counties, seas, English Channel, North Sea, Irish Sea, Atlantic Sea

**Substantive Knowledge:**

- Use maps, globes, atlases to identify countries, seas and counties of the UK.
- Identify cities in the UK – looking at population, landscapes, human and physical features.
- Identify rivers and mountains in the UK.
- Compare landscape now to past landscapes and discuss reasons for change.
- Locate places/ landmarks in UK using 4 figure grid references.
- Similarities and differences between coastal and city.
- Weather patterns in UK.

**Sticky Facts:**

- Countries in UK
- Know seas surrounding UK - English Channel, North Sea, Irish Sea, Atlantic Sea
- Know and locate capital cities in UK
- Know why the landscape is changing – population increase, climate change, erosion etc

## Global Positioning

### Geography

#### Skills/ Disciplinary Knowledge:

- Understand and use a widening range of geographical terms
- Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features / Make maps/plans using symbols and keys
- Use four figure grid references/ 8 compass points
- Describe and understand key aspects human geography – mountains and the water cycle
- Understand why there are similarities and differences between places.
- Explain about the weather conditions in the Arctic.
- Develop an awareness of how places relate to each other.

#### Vocabulary:

- Mountain, valley, water cycle, Arctic circle, weather, grid references, compass points,

#### Substantive Knowledge:

- To know the features of a mountain.
- To know how a mountain is formed.
- To locate mountain ranges in the UK and around the world.
- To understand the water cycle and how it affects the weather on mountains.
- To compare mountains around the world with mountains in Arctic.
- To understand and identify the weather and human and physical features of the Arctic Circle.

#### Sticky Facts:

- Be able to label the physical features of a mountain e.g. peak, ridge, valley, summit
- Identify Himalayas, Andes, Alps, Urals, Rocky, Atlas mountains
- Locate UK mountains – Ben Nevis, Scafell Pike, Slieve Donard, Snowdon
- Water cycle
- What it is like in the Arctic Circle and why

## Where in the world?

### Geography

#### Skills/ Disciplinary Knowledge:

- Ask and respond to geographical questions e.g. describe the landscape. Why is it like this? How is it changing? How do you feel about it? What might it be like if.... continues?
- Understand and use a widening range of geographical terms e.g. specific topic vocab – meander, floodplain, location, industry, transport, settlement, water cycle
- Use basic geographical vocab e.g. ; cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office
- Analyse evidence and draw conclusions e.g. comparisons between locations using aerial photos of population temp etc
- Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features / Make maps/plans using symbols and keys
- explain about the weather conditions across the hemispheres
- understand why there are similarities and differences between places
- develop an awareness of how places relate to each other

#### Vocabulary:

- northern hemisphere, southern hemisphere, South Pole, North Pole, capital city, Europe,

#### Substantive Knowledge:

- To name and locate the 5 oceans and 7 continents around the world.
- To locate the northern and southern hemisphere and think about how the weather changes across them both.
- To study the similarities and differences between the North and South Pole, Arctic and Antarctica.
- To study human and physical features of the North Pole and South Pole.
- To discuss why the North and South Pole are changing – study aerial photos from past and present.

#### Sticky Facts:

- Identify 7 Continents. Asia. Europe. Africa. North America. South America. Australia. Antarctica. 5 Oceans. Pacific Ocean. Atlantic Ocean. Indian Ocean. Arctic Ocean. Antarctic Ocean.
- Northern and southern hemisphere – where they are, what they are, what the weather is like
- North and South Pole, Arctic and Antarctica – similarities and differences, human and physical features, reasons for changes



**Where would a gorilla live?**

**Geography**

**Skills/ Disciplinary Knowledge:**

- understand and use a widening range of geographical terms e.g. specific topic vocabulary
- demonstrate knowledge of features about places beyond the UK
- recognise the different shapes of the continents
- understand the effect of landscape features on the development of a locality
- explore weather patterns around different parts of the world
- know about the wider context of places – region, country and understand why there are similarities and differences between places

**Vocabulary:**

- Ordnance survey map, grid reference, topographical, forest, jungle, canopy, tropical rainforest, subtropical, mountain, volcano, Equatorial Africa, Rwanda, Uganda, Democratic Republic of Congo, seasons

**Substantive Knowledge:**

- To use maps, atlases and globes to find the continents and countries of the gorillas. (Rwanda, Uganda, Republic of Congo)
- To find out the topographical features of Rwanda, Uganda, Republic of Congo.
- What makes these places perfect for the gorillas? (e.g. weather, physical features)
- Use aerial photos of past and present to discover changes to their habitat and suggest reasons for it.

**Sticky Facts:**

- Find Africa on maps, globes, atlases.
- Find Rwanda, Uganda and Republic of Congo using maps, globes and atlases.
- Know reasons why gorillas live there. (physical feature, weather)
- Know the changes to the area and why.

# Australia and the Daintree Forest

## Geography

### Skills/ Disciplinary Knowledge:

- understand and use a widening range of geographical terms e.g. specific topic vocabulary
- demonstrate knowledge of features about places around him/her and beyond the UK
- recognise the different shapes of the continents
- recognise that people have differing qualities of life living in different locations and environments
- understand the effect of landscape features on the development of a locality
- explore weather patterns around different parts of the world

### Vocabulary:

- rainforest, climate zone, vegetation belt, river, human and physical features,

### Substantive Knowledge:

- Use globes, maps, atlases and aerial photos to identify Australia and the Daintree forest.
- Look at global positioning of Australia and how it affects the climate.
- Focus on climate zone and vegetation belt in Australia, what is it like, what plants, animals and landscape does it have. Pros and cons of that climate zone.
- Locate and study the Daintree river. Uses, vegetation, importance.
- Look at Daintree Rainforest – climate, plants, animals
- How has the Daintree Rainforest changed over time?

### Sticky Facts:

- Find Australia, Amazon River and Daintree Rainforest on maps
- Know climate in Australia
- Facts about the Daintree River.
- Facts about the Daintree Rainforest.

## UK vs Italy

### Geography

#### Skills/ Disciplinary Knowledge:

- explore features on OS maps using 6 figure grid references
- draw accurate maps with more complex keys
- understand and use a widening range of geographical terms e.g. specific topic vocabulary
- demonstrate knowledge of features about places around him/her and beyond the UK
- recognise the different shapes of the continents
- identify where countries are within Europe, including Russia
- recognise that people have differing qualities of life living in different locations and environments
- describe human features of the UK regions, cities and/or countries
- describe and understand key aspects of human geography – volcanoes and earthquakes
- understand the effect of landscape features on the development of a locality
- describe how people have been affected by changes in the environment
- know about the wider context of places – region, country and understand why there are similarities and differences between places

#### Vocabulary:

- Europe, Italy, United Kingdom, continents, settlements. Trade links, topography, mountains, volcanoes,

#### Substantive Knowledge:

- Locate 7 continents, 5 oceans, UK and Italy on globes, atlases and maps.
- Locate the Bay of Naples, use aerial photos to find human and physical features and landmarks (incl volcano/ mountains)
- Locate a local seaside region in the UK (Llandudno?), use aerial photos to find human and physical features and landmarks (incl mountains/hills)
- Use OS maps to locate landmarks in the seaside region.
- Create own version of OS map for bay of Naples.
- Study land use around Bay of Naples and UK seaside region, look at how settlements have changed over years
- Similarities and differences between life in Bay of Naples and UK seaside region.

#### Sticky Facts:

- Location of Italy compared to UK.
- Shape of continents
- Human and physical features for Bay of Naples and UK seaside region.
- Land use of Bay of Naples and UK seaside region.

**North America**

**Geography**

**Skills/ Disciplinary Knowledge:**

- use the eight points of a compass, four and six figure grid references, symbols and keys (incl. the use of OS maps) to build knowledge of the UK and the wider world
- understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes
- know and describe where a variety of places are in relation to physical and human features
- compare the physical and human features of a region in the UK and a region of North America, identifying similarities and differences

**Vocabulary:**

- compass points, grid reference, ordnance survey map. Physical and human features, topography, states, lakes, waterfall, aerial

**Knowledge:**

- Use maps, globes, atlases to locate 7 continents and 5 oceans, northern and southern hemisphere.
- Locate areas of America on maps and /or aerial photos and identify their flags.
- Find the different states in America.
- Research Niagara, what makes it so important/ famous.
- Research one of the Great Lakes, identifying human and physical features.
- Research the Lake District, identifying human and physical features.
- Compare the Great Lakes and the Lake District – similarities and differences.
- Map out Annie's tour.

**Sticky Facts:**

- Identify 7 Continents. Asia. Europe. Africa. North America. South America. Australia. Antarctica. 5 Oceans. Pacific Ocean. Atlantic Ocean. Indian Ocean. Arctic Ocean. Antarctic Ocean.
- Identify northern and southern hemispheres.
- Know similarities and differences between Great Lakes and Lake District.

## Lines of Longitude and Latitude

### Geography

#### Skills/ Disciplinary Knowledge:

- use the eight points of a compass, four and six figure grid references, symbols and keys (incl. the use of OS maps) to build knowledge of the UK and the wider world
- understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes
- identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn,
- identify and describe the significance of the Prime/ Greenwich Meridian and time zones including night and day

#### Vocabulary:

- compass points, longitude, latitude, co-ordinates, time zones, Equator, Tropics of Cancer/ Capricorn, Hemispheres

#### Substantive Knowledge:

- Locate important lines of longitude and latitude on a globe/ map and understand what each one is.
- To understand the importance of longitude and latitude, what they do and their differences.
- To find longitude and latitude co-ordinates on a world map.
- To research the different time zones around the world in relation to longitude.
- Use co-ordinates to locate different places around the world in different hemispheres.

#### Sticky Facts:

- Importance and location of important lines of longitude and latitude – Equator, Tropic of Cancer, Tropic of Capricorn, Prime Meridian, Arctic Circle, Antarctic circle
- Know why we have different time zones

# Human Geography

## Geography

### Skills/ Disciplinary Knowledge:

- use the eight points of a compass, four and six figure grid references, symbols and keys (incl. the use of OS maps) to build knowledge of the UK and the wider world
- understand and use a widening range of geographical terms e.g. specific topic vocabulary
- name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (incl. Hills, mountains, coasts and rivers). And land use patterns; understand how some of these aspects have changed over time
- know and describe where a variety of places are in relation to physical and human features
- understand how humans effect the environment over time
- know about changes to the world environments over time
- understand why people seek to manage and sustain their environment

### Vocabulary:

- grid reference, ordnance survey, compass points, land patterns, sustain, climate, physical and human features, natural resources, land use, economic activity

### Substantive Knowledge:

- To name and locate countries and cities within the UK.
- To find out the population of some cities.
- To locate the River Mersey and Liverpool on a map/ aerial photo.
- To think about the human and physical features of Liverpool, including landmarks.
- How has Liverpool developed as a city over time and reasons why it has changed.
- Understand the key aspects of human geography, including Liverpool's land use, economic trade, natural resources, energy and trade links with other countries around the world.
- How has tourism contributed to Liverpool's growth?

### Sticky Facts:

- Location of Liverpool and River Mersey.
- Human and physical features of Liverpool.
- Land use around the city and how and why it has changed.

## Year 6

### Animals around the world

#### Geography

##### **Skills/ Disciplinary Knowledge:**

- 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
- use maps and charts etc. To support decision making about the location of places e.g. new roads, housing estates etc
- understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc.
- 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
- describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts and rivers
- know about the physical features of coasts and begin to understand erosion and deposition

##### **Vocabulary:**

- climate zone, land use pattern, urban, rural, land use, sustainability, tributary, trade links, biomes, vegetation belt

##### **Substantive Knowledge:**

- Use maps, globes, atlases, aerial photographs to identify 7 continents and 5 oceans.
- Look at different climate zones around the world and how they suit animals and plants that grown and live there; Tropical, dry, temperate, continental, polar
- Research effect of humans on animals around the world (focus on species)
- Research the effect of erosion and deposition on animals.

##### **Sticky Facts:**

- Identify 7 Continents. Asia. Europe. Africa. North America. South America. Australia. Antarctica. 5 Oceans. Pacific Ocean. Atlantic Ocean. Indian Ocean. Arctic Ocean. Antarctic Ocean.
- Features of climate zones - Tropical, dry, temperate, continental, polar
- Effects of humans on animals.
- What erosion and deposition is.

## South America

### Geography

#### Skills/ Disciplinary Knowledge:

- 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 an area using a range of methods, including sketch maps, plans and graphs, and digital technologies
- use maps and charts etc. To support decision making about the location of places e.g. new roads, housing estates etc
- understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc.
- 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
- describe and understand key aspects of physical geography, including climate ones, biomes and vegetation belts and rivers
- describe and understand key aspects of 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
- understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America

#### Vocabulary:

- hemisphere, Equator, biomes, vegetation belts, Galapagos islands,

#### Substantive Knowledge:

- Use maps, atlases and globes to locate 7 continents, 5 oceans, hemispheres, Equator and the Galapagos islands
- Using aerial photographs identify human and physical features of Galapagos, past and present.
- Study the climate and vegetation belt in Galapagos.
- Look at human settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water on islands and how it has changed over time.
- Compare living on the Galapagos islands with living here, think about life including jobs, trade, availability of energy, economic activity, land use changes.

#### Sticky Facts:

- Identify 7 Continents. Asia. Europe. Africa. North America. South America. Australia. Antarctica. 5 Oceans. Pacific Ocean. Atlantic Ocean. Indian Ocean. Arctic Ocean. Antarctic Ocean. Hemispheres, Equator and Galapagos Islands
- Human settlement and land use on Galapagos.



