



Hillbourne Primary School

Geography Progression of Knowledge



Intent

'The study of Geography is more than just memorising places on a map, it's about understanding the complexity of our world, appreciating the diversity of the cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together'

Barack Obama

At Hillbourne Primary School, we have designed our Geography curriculum with the intent that it will inspire our children with a curiosity, fascination and appreciation of the world around them. It will equip them with a diverse knowledge and understanding of people, places, natural, human and physical geography. The curriculum progression will expand outwards from the immediate locality to the global but with a comparison and contrast to the touchstone of the local at each step. The curriculum will engage our children and facilitate and inspire them to become inquisitive, resilient, independent, challenging thinkers and active global citizens with the confidence to use, and build on, their cultural capital, learning and experiences - both inside and outside of the classroom. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

Implementation

Geography at Hillbourne Primary School is taught in blocks throughout the year, so that children can achieve depth in their learning. Each unit of work has identified the key knowledge and skills that children need to know, and consideration has been given to ensure progression across units throughout each year group and across the school. At the beginning of each unit, children can convey what they know already as well as what they would like to find out. This informs the programme of study and ensures that lessons are relevant and take account of children's different starting points. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. The curriculum progression ensures children gain both substantive and disciplinary knowledge that helps them to form a greater understanding of the world around them. At Hillbourne Primary, we have identified key concepts as locational knowledge, place knowledge, direction, mapping, physical and human characteristics, settlement and land use, weather and climate and fieldwork. Our disciplinary knowledge is mapped to ensure children consider where geographical knowledge originates, and how they can learn the practices of geographers. Units of work are sequenced effectively, drawing upon strong links with other subjects across the curriculum when appropriate to help children make links between content. Curriculum content is clearly broken down into component parts and is drawn from a breadth of concepts to give children the knowledge they need to appreciate the wider subject. Our curriculum focuses heavily on place, right from the EYFS, helping children to recognise 'where's where', in turn helping them build their own identity and sense of place in the world. Enquiry-based learning in geography is used to support the development of pupils' disciplinary knowledge. Through careful content selection and teacher guidance, we help children to ask topical and relevant geographical questions, to critique sources and reflect on what they have learned, as well as the methods they have used.

Key Threads

At Hillbourne Primary, we have key threads that run through and across year groups. These will continually be revisited and explored across the academic journey of a child at Hillbourne. Each thread is underpinned by key vocabulary and knowledge that will be explicitly taught in Geography. The key threads are:

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills
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Curriculum Overview

	Unit 1	Unit 2	Unit 3
Foundation	<i>Knowledge and skills taught and recapped throughout the year</i>		
Year 1	<p><u>Our School and Surrounding Environment</u> Children discover the geography of their school and immediate environment. They look at maps and aerial photographs of the school and use these to direct themselves and others, making simple maps of the school. They identify the key human and physical features of the surrounding environment, with a particular focus on housing</p>	<p><u>Living and working around Hillbourne</u> Children look at the village of Broadstone, picking out its human geographical features. They look at how the land is used throughout the location and think about the weather they experience living here. They discuss different things people do for work in our locality</p>	<p><u>Urban or Rural?</u> Children compare rural and urban environments in terms of their human and physical geography. They discover the city of London and find similarities and differences between London and where they live using aerial photographs</p>
Year 2	<p><u>The United Kingdom</u> Children discover the make-up of the United Kingdom, locating the countries, seas and capital cities. They identify the key geographical features of the UK and then delve deeper into each country of the UK, looking at seasonal and daily weather patterns</p>	<p><u>Maps of the World</u> Children look wider at a world map, naming and locating the 7 continents and oceans. They discover the characteristics of these continents and the weather and climate that are associated with these. They look more deeply at Europe and Africa as a starting point to future learning</p>	<p><u>The Seaside and Poole Harbour</u> Children identify the human and physical features of the seaside and locate famous beaches on a map. They create their own maps using basic symbols before comparing Poole Harbour to the harbour in Cape Town, South Africa</p>
Year 3	<p><u>Cities of the UK</u> Children look more deeply at the United Kingdom, identifying the counties and main cities. They look at the use of land and how this differs across the UK, and identify important topographical features</p>	<p><u>Rivers and the Water Cycle</u> Children look at the stages of the water cycle and how it impacts the weather. They identify how rivers are formed and the importance they have for settlements. They discover OS maps and use keys, symbols, and 4-figure grid references to locate rivers and create their own maps</p>	<p><u>Farm to Fork</u> Children discover how land is used across the UK, focusing on farmland and where these are located. They explore how different food is produced and processed and how weather impacts food production. They explore the positives and negatives farming has on the environment</p>
Year 4	<p><u>Europe</u> Children identify where Europe sits in the world and compare Europe with the other continents. They locate the countries and capital cities of Europe and discover their physical, human and topographical features. They compare 2 cities from across Europe, London and Paris, and debate where they would prefer to live</p>	<p><u>Earthquakes and Volcanoes</u> Children look at the makeup of the Earth and how tectonic plates form the crust. Children what earthquakes are and how they are created, identifying possible consequences. They identify what volcanoes are and how land use around volcanoes has changed, both positively and negatively for those that live in these areas</p>	<p><u>Enough for Everyone</u> Children discover how humans are having an impact on the planet. They discover what settlements need to be successful and compare this to historical settlements. They identify the origins of food production in the UK and across Europe and look at how natural resources in different countries compare</p>
Year 5	<p><u>North America</u> Children identify the location of countries in North America. They use graphs and charts to compare the climates of these locations. They look at human and physical geography across the continent, focusing on capital cities. They look into time zones and biomes and how these compare across North America as well as the world</p>	<p><u>Green Schools Project</u> Children discuss what climate change is and reasons for it. They look at how emissions are created from different industries and how this creates a carbon footprint. They calculate their carbon footprint and come up with ways that their school could reduce the carbon emissions it creates From September 2025, 'Green Schools Project' in Unit 2 and 'South America' in Unit 3</p>	
Year 6	<p><u>Mountains</u> Children identify the key features of mountains and locate major mountain ranges from across the world. They use latitude and longitude to locate these on a world map. Children move on to discuss how fold mountains form and look at mountain climates. Finally, they compare mountain settlements to lowland settlements</p>	<p><u>Investigating Asia</u> Children explore the world's largest continent by land size and population, Asia. They discover the countries of the continent, locating these by time zone, climate zone and global position. They look into trade routes with a specific focus on Tokyo, Japan</p>	<p><u>Coastal Areas</u> Children describe what a coast is and how they are formed. They identify coastal features, including those in the locality, they learn about land use in these areas and how tourism can have positive and negative impacts on the natural environment</p>

Curriculum Organisation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<i>Knowledge and skills taught and recapped throughout the year</i>					
Year 1		Our School and Surrounding Environment		Living and working around Hillbourne		Urban or Rural?
Year 2		The United Kingdom		Maps of the World		The Seaside and Poole Harbour
Year 3		Cities of the UK		Rivers and the Water Cycle		Farm to Fork
Year 4		Europe		Earthquakes and Volcanoes		Enough for Everyone
Year 5		North America		Green Schools Project		Green Schools Project ('South America' from 2025)
Year 6		Mountains		Investigating Asia		Coastal Areas


Geographical Threads and Benchmarks



Within our Geography curriculum, we have identified 4 key threads and created benchmarks that we would expect children to reach at the end of EYFS, KS1 and KS2:

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge <i>General geographical knowledge, position & significance, UK & Global</i>	Understanding the World <u>Past and Present (ELG)</u> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> North and South Poles, Equator 4 Compass points N, S, E, W Locational language, name and locate: 7 continents and 5 oceans Name, locate, identify: 4 countries and capitals of UK and surrounding seas 	<ul style="list-style-type: none"> Latitude, longitude, Equator, North and Southern hemispheres, Tropics Cancer and Capricorn, Arctic and Antarctic Circle Prime/Greenwich Meridian and time zones 8 Compass points, 4 and 6 figure grid references Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities Counties, cities, geographical regions, characteristics, topographical features, land use and changes over time 	<ul style="list-style-type: none"> Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features 	<ul style="list-style-type: none"> Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news 		
Place Knowledge <i>Compare and contrast</i>	<u>People Culture and Communities (ELG)</u> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Identify seasonal & daily weather patterns (UK & local scales) Identify hot & cold areas of the world in relation to Equator and North and South Poles 	<ul style="list-style-type: none"> Describe and understand key aspects of climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle Types of settlement & land use, economic activity, trade links Distribution of natural resources: energy, food, minerals, water cycle. 	<ul style="list-style-type: none"> Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places and understand some reasons for similarities and differences. 	<ul style="list-style-type: none"> Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments. 		
Human and Physical Geography <i>Local and Global scales</i>	<u>The Natural World (ELG)</u> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos 	<ul style="list-style-type: none"> Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently 				
Geographical Skills <i>Enquiry, mapping, fieldwork, critical thinking, vocabulary</i>							

Geographical Concept Progression

The curriculum progression ensures children gain both substantive and disciplinary knowledge that helps them to form a greater understanding of the world around them. Knowledge is mapped progressively across the key concepts above. This ensures that learning is progressive and supports teachers to ensure learning is carefully sequenced, allowing the knowledge to develop and be embedded over time.




		Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location and Place 	Place	Talk about the features of where they live (their own immediate environment).	Name and locate capital cities of the United Kingdom and identify the characteristics of Southampton. Name, describe and compare familiar places.	Name and locate the four countries of the United Kingdom. Name, locate and identify the characteristics and topographical features of the four countries of the United Kingdom.	Name and locate the cities of the United Kingdom. Name and locate the counties of the United Kingdom. Name and locate geographical regions of the UK and their identifying characteristics	Identify where countries are within Europe, including Russia. Identify the physical characteristics and key topographical features of the countries within Europe.	Locate countries in North and South America, concentrating on their environmental regions, key physical and human characteristics and major cities.	Locate countries in Africa or Asia, concentrating on their environmental regions, key physical and human characteristics and major cities.
	Continents		Know that the world is split into different parts (continents)	Name the 7 continents.		Locate, name and recognise the shape of the 7 continents of the world.		
	Seas			Name and locate the seas surrounding the United Kingdom	Name and locate topographical features and land use patterns in regions of the UK	Locate and name the 5 oceans.		
	Global Position					Identify the position and significance of the Equator, Northern hemisphere, Southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle.	Identify the position and significance of latitude and longitude.	Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night
	Similarities and Differences	Understand similarities and differences in relation to local places. Understand similarities and differences in relation to the places people live	Understand the similarities and differences between their home and capital cities in the United Kingdom (other areas of the UK).	Understand geographical similarities and differences through studying the human and physical geography of Southampton and capital cities in the four countries of the United Kingdom.	Understand geographical similarities and differences through studying the region of the United Kingdom.	Geographical similarities and differences through studying the human and physical effects of weather and climate. Understand geographical similarities and differences through studying the human and physical geography of a region of Europe.	Understand geographical similarities and differences through studying the human and physical geography of a region of North and South America.	Understand geographical similarities and differences through studying the human and physical geography of a region of Asia or Africa.


<p style="text-align: center;">Direction</p> 		Use simple locational language to describe the location of features.	Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.	Use and follow simple compass directions (North, South, East and West) and location and direction language (e.g. near, far; left and right)	Create instructions using simple compass directions (North, South, East, West)	Describe the position of countries relative to the equator, the Tropic of Cancer, the Tropic of Capricorn, Arctic Circle and Antarctic Circle.	Follow instructions using the 8 points of a compass.	Describe the location of features in Africa and Asia relative to each other using the 8 points of a compass.		
				Describe the location and relative position of features in relation to one another using simple compass directions	Describe the location and relative position of features in relation to one another using simple compass directions	Describe the position of countries relative to the equator, the Tropic of Cancer, the Tropic of Capricorn, Arctic Circle and Antarctic Circle	Describe position of countries using lines of latitude and longitude	Describe the position of countries relative to the equator, the Tropic of Cancer, the Tropic of Capricorn, Arctic Circle and Antarctic Circle	Describe position of countries using lines of latitude and longitude	
<p style="text-align: center;">Mapping</p> 		Make	Use a simple plan to understand the location of different features.	Make a simple plan of the school grounds.	Make a simple plan of a known area with a simple key.	Make a more detailed aerial plan/map	Sketch a map of an area using OS symbols and a key.	Make a detailed sketch map of an area of study		
		Maps	Use and discuss photographs and ariel photographs	Use a simple map/aerial photograph to move around the school and the grounds	Use an atlas, map or ariel photograph to locate the countries of the United Kingdom	Use maps and digital/computer mapping to locate and describe features studied.	Make simple climatic maps	Use an OS Map to follow a route	Use an OS map to navigate on an orienteering exercise	
		Keys		Understand why maps need a key	Use and construct basic symbols in a key	Use and interpret maps and atlases of the United Kingdom to identify cities and counties.	Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features in Europe		Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features in North or South America.	Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features in Asia and Africa.
		Grid References			Use own key symbols to identify features on their own maps	Understand the keys and symbols of an OS map	Use lines of longitude and latitude to describe locations around the world	Use 4 figure grid references	Use 6 figure grid references to locate landmarks on an OS map	Use lines of longitude and latitude to describe locations in Africa or Asia

Human and Physical Geography



	Food and Trade				Understand the origins of food (from farm to fork) and their distribution across the UK.	Examine the reasons behind the origins of food and their distribution across Europe	Understand the trade links between UK and the Americas Look at how fairtrade can provide sustainable and ethical trade	Explore how trade links have changed over time to ensure sustainability and be ethical
	Similarities and Differences	Talk about the features that make environments different from one another	Observe and explain the differences of features between 2 localities. Use basic geographical vocabulary to identify features including: beach, sea, river, hill, forest, soil, city, farm, house, office, shop and factory	Know what the difference is between human and physical features. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Physical features, including: coast, cliff, ocean, valley, pasture, vegetation and mountain Human features, including: town, village, farm, agriculture, horticulture, port and harbour 	Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom	Understand geographical similarities and differences through studying the human and physical geography of a region of Europe.	Understand geographical similarities and differences through studying the human and physical geography of a region of North or South America Explore how energy, travel, food and purchasing can impact carbon emissions	Understand geographical similarities and differences through studying the human and physical geography of a region of Africa or Asia
	Environmental Impact				Describe the impact humans can have on the environment	Describe the impact on people of the world's changing climate	Know about changes to the world environments over time. Understand why people seek, manage and sustain their environment. Understand how humans affect the environment over time.	Explore how trade links have changed over time to ensure sustainability and be ethical
	Significant Physical Features				Understand and describe key physical and human features of a region Understand and describe key aspects of rivers. Know how rivers erode, transport and deposit materials.	Understand and describe key aspects of volcanoes and earthquakes.	Understand key aspects of biomes and vegetation belts	Know how the sea erodes, transports and deposits materials. Know about the physical features of coasts and understand erosion and deposition Understand the origin and features of mountains

Settlement and Land Use 		Understand what land is used for in their immediate environment.	Understand that land is used for different purposes.	Describe what a settlement is Describe the similarities differences in how land is used in different capital cities in the United Kingdom	Understand what we mean by settlement and how land use influenced settlement Compare urban and rural settlements	Explain how land use in a particular area has changed throughout history	Discuss land use in biomes across the globe and draw conclusions about the reasons for this based on the human inhabitants and changing needs Explain the effect human settlement is having on the world's climate	Draw conclusions and develop informed reasons for the changes in settlement populations with relation to land use and trade Compare mountain and lowland settlements	
Fieldwork 		Observe	Observe their immediate environment	Observe the geography of school and its grounds closely using simple equipment such as hand lenses and egg timers	Observe changes over time	Make systematic and careful observations		Use fieldwork to observe, measure, record and present information/the human and physical features in an area using a range of methods, including sketching maps, plans and graphs and using digital technologies	
		Use of Equipment			Begin to select equipment from a limited range	Use a range of equipment, including thermometers and data loggers		Take measurements, using a range of scientific/geographic equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	
		Gather and Record	Make links and notice patterns in their experience	Gather and record data to help in answering questions	Create tables and charts to classify data Make increasingly accurate measurements	Take accurate measurements (where appropriate) using standard units Gather, record, classify information in a variety of ways to help in answering questions	Gather, record, classify in a variety of ways to help in answering refined questions	Calculate carbon footprint	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate and explain the need for these
		Present		Present data in pictograms	Present data in bar charts	Present findings in a variety of tables, charts and graphs	Present findings in a short, written report	Use PowerPoint or similar software to share findings in a short presentation	Present findings using evidence to back up your conclusions/ hypotheses.
Weather and Climate 		Patterns	Describe the weather in their immediate environment	Describe seasonal weather changes	Identify seasonal and daily weather patterns in the four countries of the United Kingdom	Explain about weather patterns around the UK	Explore weather patterns around parts of Europe	Understand about weather patterns in North and South America and relate these to climate zones	Understand about world weather patterns in Asia and Africa and relate these to climate zones
		Water Cycle				Understand and describe the water cycle and its impact on the weather			
		Climate Zones		Identify the location of hot and cold areas of the world	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles				How weather differs and changes in mountain environments

	Food Production				<p>How weather effects food production</p> <p>How weather affects regional food produce</p> <p>How weather and the climate of a region effects food production</p>			<p>Understand how weather and climate affects world trade in produce</p> <p>How the climate of a region affects imports and exports</p>
<p>Environment and Sustainability</p> 		Talk about how to reduce, reuse and recycle	Describe how the local area helps to protect the environment	Discuss what sea pollution is	<p>Understand how rivers are polluted and describe how water is treated</p> <p>Explain how crops and food production, including importing, can impact the environment</p>	Suggest how energy production can be sustainable and future-proof	<p>Explain what climate change is and the reasons for it</p> <p>Discuss why climate change matters</p> <p>Describe what carbon footprint is and what produces emissions</p> <p>Explore the impact of deforestation on rainforest biomes</p>	Understand the impact tourism has on an environment and suggest ways to implement more eco-friendly tourism

Green Schools Project

Green Schools Project is a social enterprise providing a school programme of expert support, guides, resources and information to help schools' students to tackle the climate crisis by leading school-based projects that support the natural world. Covering topics such as air pollution, energy saving, growing food, litter and global ecological crises, it provides schools with opportunities to improve students skills such as leadership, communication and teamwork. By creating projects in schools to improve environmental performance, it can also save schools thousands of pounds on energy bills. While the initial focus is on school-based work, the Project aims to enable young people to fulfil their potential and encourage them, their community and wider society to live in a more sustainable way. At Hillbourne, we have built this learning into our geography curriculum throughout KS2 to give children and progressive knowledge of the climate crisis and so they can see and experience tangible impact over their time at our school.



Let's Go Zero

At Hillbourne Primary, we are committed to ensuring that we help protect the planet for future generations. Therefore, we have joined the 'Let's Go Zero' campaign that unites schools in talking climate change by working to become carbon-neutral by 2030. We know this is a huge challenge, but we want our children to understand how they can help change the world for the better and help save the planet. Let's Go Zero is the national campaign uniting teachers, pupils, parents and their schools as they all work together to be zero carbon by 2030. We're also working with national government to ensure the right support is in place to help all schools reach this goal through seven policy actions:

1. In 2022 the government commits to all UK schools being zero carbon by 2030 and announces long term and consistent policies and funding to enable this.
2. Government ensures there is investment in training teachers in education for sustainable development across the curriculum, and in equipping colleges and schools to give all learners a connection to nature.
3. The government commits to investing in adapting and retrofitting the school estate.
4. The Department for Education commits to improving their building specifications, so that all new school buildings from 2022 onwards will be net zero carbon.
5. By 2025, every school is mandated to have a funded Climate Action Plan that provides step by step guidance cutting through the current complicated procedures that will result in zero carbon status.
6. Every school should have a trained staff member who acts as a Sustainability Lead.
7. Sustainability to be embedded as a statutory feature of careers guidance in UK schools by 2025.

Geographical Contextual Knowledge- Year 1

	Our School and Surrounding Environment	Living and working around Hillbourne	Urban or Rural- Corfe Mullen or London?
Curriculum Objectives	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 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 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 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 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 Devise a simple map; and use and construct basic symbols in a key 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
Vocabulary	School, grounds, map, route, direction, location, human, physical, house	Human, physical, map, symbol, key, land, river, hill, forest, soil, city, farm, house, office, shop, field, factory, environment	City, town, village, urban, rural, factory, photograph, settlement, data, landmark
Contextual Knowledge	<p>I know how to identify the features of the school and its grounds using aerial photographs</p> <p>I know how to use a map to follow routes around the school and the grounds</p> <p>I know how to make a map of the school grounds</p> <p>I know how to use directional language to describe a route on a map</p> <p>I know the key human and physical features of the school's surrounding area, focusing on local housing</p> <p>I know how to compare the different types of housing in the school's surrounding area</p>	<p>I know how to identify the human geography of Broadstone from images</p> <p>I know how to identify the physical geography of Broadstone from images</p> <p>I know why maps need basic symbols and a key</p> <p>I know how to identify key human and physical geographical features of Broadstone on a map</p> <p>I know how land is used for different purposes in my locality</p> <p>I know how the local area helps to protect the environment</p>	<p>I know what a rural and urban environment is and can identify the key features of both</p> <p>I know that London is a city, that it is the capital of England and locate it and Broadstone on a map</p> <p>I know the human geography of London using aerial photographs and plan perspectives</p> <p>I know physical geography of London using aerial photographs and plan perspectives</p> <p>I know the differences in human and physical geography between Broadstone and London</p> <p>I know how to compare urban and rural settlements, representing data in pictograms</p>
Geographical Concept Knowledge	<ul style="list-style-type: none"> Use locational and directional language (e.g. near and far; left and right, forward and backwards) to describe the location of features and routes Make a simple plan of the school grounds Use a simple map/aerial photograph to move around the school and the grounds Observe the geography of school and its grounds closely using simple equipment such as hand lenses and egg timers 	<ul style="list-style-type: none"> Name, describe and compare familiar places Use a simple map/aerial photograph to identify key landmarks in the locality Understand why maps need a key Use basic geographical vocabulary to identify features including river, hill, forest, soil, city, farm, house, office, shop and factory Understand that land is used for different purposes Describe how the local area helps to protect the environment 	<ul style="list-style-type: none"> Name and locate London and identify the characteristics of Corfe Mullen Understand the similarities and differences between their home and London Observe and explain the differences of features between 2 localities Use basic geographical vocabulary to identify features including river, hill, forest, soil, city, farm, house, office, shop and factory Understand that land is used for different purposes Gather and record data to help in answering questions Present data in pictograms Compare urban and rural settlements

Geographical Contextual Knowledge- Year 2

	The United Kingdom	Maps of the World	The Seaside and Poole Harbour
Curriculum Objectives	<ul style="list-style-type: none"> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
Vocabulary	United Kingdom, country, city, map, sea, human, physical, season, weather, settlement	Map, continent, ocean, season, weather, temperature, Equator, North Pole, South Pole, pollution	Beach, cliff, coast, sea, ocean, river, soil, valley, port, harbour, map, location, position, compass, symbol, key
Contextual Knowledge	<p>I know the make up of the United Kingdom, including locating the countries, surrounding seas and capital cities</p> <p>I know the difference is between human and physical features and can identify examples across the UK</p> <p>I know the characteristics, topographical and key human and physical features of England, including seasonal and daily weather patterns</p> <p>I know the characteristics, topographical and key human and physical features of Scotland, including seasonal and daily weather patterns</p> <p>I know the characteristics, topographical and key human and physical features of Wales, including seasonal and daily weather patterns</p> <p>I know the characteristics, topographical and key human and physical features of Northern Ireland, including seasonal and daily weather patterns</p>	<p>I know the name and location of the 7 continents and 5 seas on a world map</p> <p>I know the location of the Equator and the North and South Poles on a world map, and can identify the location of hot and cold areas of the world in relation to these</p> <p>I know the key features of the 7 continents, including weather patterns and temperature</p> <p>I know how to locate the continent we live in (Europe) and describe some of the key human and physical features</p> <p>I know how to locate the continent of Africa and describe some of the key human and physical features</p> <p>I know how to protect our oceans, discussing the concern around sea pollution</p>	<p>I know the human and physical features of a beach</p> <p>I know there are different types of beaches and can locate famous beaches on a UK map, describing the location and relative position of features using simple compass directions</p> <p>I know how to create a map of a beach, using basic symbols with a simple key</p> <p>I know the human and physical features of Poole Harbour, and can explain how this area is used by humans</p> <p>I know the human and physical features of Cape Town, South Africa, and can locate its harbour on a map and in aerial photographs</p> <p>I know how to identify similarities and differences between Poole Harbour and its surrounding area to Cape Town Harbour and its surrounding area</p>
Geographical Concept Knowledge	<ul style="list-style-type: none"> Name and locate the four countries of the United Kingdom Name and locate capital cities of the United Kingdom and identify the characteristics of Corfe Mullen Name, locate and identify the characteristics and topographical features of the four countries of the United Kingdom Name and locate the seas surrounding the United Kingdom Understand geographical similarities and differences through studying the human and physical geography of Corfe Mullen and capital cities in the four countries of the United Kingdom 	<ul style="list-style-type: none"> Name the 7 continents Locate and name the 5 oceans Begin to select equipment from a limited range Create tables and charts to classify data Make increasingly accurate measurements Present data in bar charts Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Discuss what sea pollution is Formulate a plan to help reduce sea pollution 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of our local area and Cape Town Use and follow simple compass directions (North, South, East and West) and location and direction language (e.g. near, far; left and right) Describe the location and relative position of features in relation to one another using simple compass directions Make a simple plan of a known area with a simple key Use and construct basic symbols in a key Use own key symbols to identify features on their own maps

	<ul style="list-style-type: none">• Use an atlas, map or aerial photograph to locate the countries of the United Kingdom• Know what the difference is between human and physical features• Describe what a settlement is• Describe the similarities differences in how land is used in different capital cities in the United Kingdom• Identify seasonal and daily weather patterns in the four countries of the United Kingdom		<ul style="list-style-type: none">• Use basic geographical vocabulary to refer to:<ul style="list-style-type: none">▪ Physical features, including coast, cliff, ocean, valley, pasture, vegetation, beach, sea and mountain▪ Human features, including town, village, farm, agriculture, horticulture, port and harbour
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Geographical Contextual Knowledge- Year 3

	Cities of the UK	Rivers and the Water Cycle	Farm to Fork
Curriculum Objectives	<ul style="list-style-type: none"> 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 key aspects of: <ul style="list-style-type: none"> 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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4- and 6-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 	<ul style="list-style-type: none"> 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 key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use the 8 points of a compass, 4- and 6-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 	<ul style="list-style-type: none"> 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 key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
Vocabulary	Weather, climate, United Kingdom, city, county, land use, hill, mountain, sea, coast, river, town	Water cycle, weather, river, erosion, transport, deposit, source, meander, tributary, mouth, estuary, delta, settlement, OS map, grid reference, compass	Farming, rural, urban, climate, produce, production, sustainability
Contextual Knowledge	<p>I know the geographical features of the United Kingdom, including weather and climate</p> <p>I know the name and location the counties of the United Kingdom, identifying their key features and land use</p> <p>I know the name and location of hills and mountains across the United Kingdom</p> <p>I know the name and location of seas, coasts and rivers across the United Kingdom</p> <p>I know the name and location of towns and cities across the United Kingdom</p> <p>I know the human and physical geography of a city within the United Kingdom, identifying its human and physical characteristics, key topographical features and land-use patterns</p>	<p>I know the stages of the water cycle and can explain its impact on the weather</p> <p>I know how rivers are formed, including how rivers erode, transport and deposit materials</p> <p>I know the features of rivers and can describe why rivers are important for humans</p> <p>I know how to use an OS map, understanding the keys, symbols and 4 figure grid references</p> <p>I know how to identify local rivers and river features on an OS map, understanding the keys, symbols and 4 figure grid references</p> <p>I know how to use keys, symbols and simple compass directions to create a map of a river</p>	<p>I know how land is used across the UK</p> <p>I know where my food comes from</p> <p>I know where farms are located across the UK</p> <p>I know which foods are grown in the UK and how we use them</p> <p>I know how weather impacts food production</p> <p>I know the impact farming has on the environment</p>
Geographical Concept Knowledge	<ul style="list-style-type: none"> Name and locate the cities of the United Kingdom Name and locate the counties of the United Kingdom Name and locate geographical regions of the UK and their identifying characteristics Name and locate topographical features and land use patterns in regions of the UK Understand geographical similarities and differences through studying the region of the United Kingdom Use maps and digital/computer mapping to locate and describe features studied 	<ul style="list-style-type: none"> Create instructions using simple compass directions (North, South, East, West) Describe the location and relative position of features in relation to one another using simple compass directions Make a more detailed aerial plan/map Understand the keys and symbols of an OS map Use 4 figure grid references Understand and describe key aspects of rivers Know how rivers erode, transport and deposit materials 	<ul style="list-style-type: none"> I know the origins of food (from farm to fork) and their distribution across the UK I know the name and locate geographical regions of the UK and their identifying characteristics I know how to describe the impact humans can have on the environment I know how to gather, record, classify information in a variety of ways to help in answering questions I know how weather effects food production I know how weather affects regional food produce

	<ul style="list-style-type: none">• Use and interpret maps and atlases of the United Kingdom to identify cities and counties• Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom• Understand what we mean by settlement and how land use influenced settlement• Explain about weather patterns around the UK	<ul style="list-style-type: none">• Understand and describe the water cycle and its impact on the weather	<ul style="list-style-type: none">• I know how weather and the climate of a region effects food production• I know how crops and food production, including importing, can impact the environment• I know how to present findings in a variety of tables, charts and graphs
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Geographical Contextual Knowledge- Year 4

	Europe	Earthquakes and Volcanoes	Enough for Everyone
Curriculum Objectives	<ul style="list-style-type: none"> 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 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) 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 in North or South America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> 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 key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4- and 6-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 	<ul style="list-style-type: none"> 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 key aspects of: <ul style="list-style-type: none"> 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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	Climate, Equator, Northern hemisphere, Southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, continent, Europe, city	Earth, tectonic plate, plate boundary, landform, earthquake, volcano, settlement, land use	Settlement, land use, economic activity, trade links, natural resources, energy, food, minerals, water, renewable, non-renewable, origins, importing, exporting, crop
Contextual Knowledge	<p>I know the position and climatic significance of the Equator, Northern hemisphere, Southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle</p> <p>I know the location of Europe and its surrounding seas on a world map, comparing Europe with the other continents in terms of size and geographical features</p> <p>I know where countries are within Europe, including Russia</p> <p>I know the name and location of major capital cities across Europe, identifying their key human and physical characteristics features</p> <p>I know how to determine the key physical characteristics and topographical features of France</p> <p>I know how to identify similarities and differences between 2 European capitals (London and Paris)</p>	<p>I know the 4 layers of the Earth and how the crust is made of tectonic plates that move to create landforms</p> <p>I know how earthquakes are formed and where the major plate boundaries in the world are</p> <p>I know how to locate famous earthquakes using lines of latitude and longitude</p> <p>I know what a volcano is and where volcanoes are located around the world, including the 'Ring of Fire'</p> <p>I know the positives and negatives of living in a volcanic area, identifying how land use in these areas has changed</p> <p>I know how volcanic eruptions can impact humans</p>	<p>I know the different types of settlement and land use, and can identify what resources a settlement and settlers need in order to be successful</p> <p>I know where power comes from and can identify examples that are renewable or non-renewable</p> <p>I know how fossil fuels are formed and can analyse data on the cause and effect of using these fuels to create energy</p> <p>I know the origins of food across Europe, exploring how weather and climate patterns across the continent impact food production</p> <p>I know how crops and food production, including importing, can impact the environment</p> <p>I know that access to natural resources varies in countries across Europe and can explain how this impacts people who live there</p>
Geographical Concept Knowledge	<ul style="list-style-type: none"> Identify where countries are within Europe, including Russia Identify the physical characteristics and key topographical features of the countries within Europe Locate, name and recognise the shape of the 7 continents of the world Locate and name the oceans around Europe Identify the position and significance of the Equator, Northern hemisphere, Southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle Understand geographical similarities and differences through studying the human and physical geography of a region of Europe 	<ul style="list-style-type: none"> I know how to use lines of longitude and latitude to describe locations around the world I know how to understand the origin and features of earthquakes I know how to understand and describe key aspects of volcanoes in relation to the make-up of the Earth I know how to explain how land use in a particular area has changed throughout history I know how to gather, record, classify in a variety of ways to help in answering refined questions I know how to present findings in a short, written report 	<ul style="list-style-type: none"> I know how to recognise geographical similarities and differences through studying the human and physical effects of weather and climate I know how to understand the origins of food (from farm to fork) and their distribution across the UK I know how to examine the reasons behind the origins of food and their distribution across Europe I know how to describe the impact on people of the world's climate I know how to explain how land use in a particular area has changed throughout history

	<ul style="list-style-type: none">• Describe the position of countries relative to the equator, the Tropic of Cancer, the Tropic of Capricorn, Arctic Circle and Antarctic Circle• Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features in Europe• Create a simple climate map relative to the equator	<ul style="list-style-type: none">• I know the positives and negatives of living near a volcano or mountain range• I know how natural disasters can impact both the environment and humans	<ul style="list-style-type: none">• I know how to explore weather patterns around parts of Europe• I know how weather effects food production• I know how weather affects regional food produce• I know how weather and the climate of a region effects food production• I know how to explain how crops and food production, including importing, can impact the environment• I know how energy production can be sustainable
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Geographical Contextual Knowledge- Year 5

	North America	Green Schools Project <i>Unit 2/3 in 2024; Unit 2 from 2025 onwards</i>	South America <i>Unit 3 from 2025 onwards</i>
Curriculum Objectives	<ul style="list-style-type: none"> 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 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) 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 Describe and understand key aspects of: <ul style="list-style-type: none"> 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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> 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 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) 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 Describe and understand key aspects of: <ul style="list-style-type: none"> 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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	Country, continent, climate zones, region, tropic, weather pattern, time zone	Climate, climate change, carbon footprint, energy, travel, trade, case study, community	Biomes, vegetation belt, the Americas, equator, deforestation, trade, industry, tropic of Cancer, tropic of Capricorn, fairtrade
Contextual Knowledge	<p>I know and can locate the countries of North America</p> <p>I know how to investigate and compare climates in North America</p> <p>I know the human geography of North America</p> <p>I know the physical geography of North America</p> <p>I know the various time zones of North America and how to compare time zones around the world</p> <p>I know how a region of North America compare to a region of the United Kingdom</p>	<p>I know what climate change is and the main reasons for this</p> <p>I know how climate change impacts our planet</p> <p>I know who is taking action to tackle climate change and how we can use our voices to inspire action</p> <p>I know what your carbon footprint is and how carbon emissions are produced</p> <p>I know how energy, travel, food and trade impact our carbon footprint</p> <p>I know how to calculate carbon footprint</p> <p>I know which carbon emissions we aim to reduce at school</p> <p>I know how to work collaboratively to explain the effect human settlement is having on the world's climate</p> <p>I know how we can advocate action on the climate beyond our school</p>	<p>I know the location and countries of South America</p> <p>I know the weather patterns and climate of different parts of South America</p> <p>I know the location and features of a rainforest biome</p> <p>I know how to compare an area of South America with the UK</p> <p>I know the trade links between UK and the Americas</p> <p>I know the positive and negative impacts of deforestation on a region</p>

<p>Geographical Concept Knowledge</p>	<ul style="list-style-type: none"> • Locate countries in North and South America, concentrating on their environmental regions, key physical and human characteristics and major cities. • Identify the position and significance of latitude and longitude • Understand geographical similarities and differences through studying the human and physical geography of a region of North and South America • Describe the position of countries relative to the equator, the Tropic of Cancer, the Tropic of Capricorn, Arctic Circle and Antarctic Circle • Describe position of countries using lines of latitude and longitude • Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features in North or South America • Use 6 figure grid references to locate landmarks on an OS map • Understand geographical similarities and differences through studying the human and physical geography of a region of North or South America • Understand about weather patterns in North and South America and relate these to climate zones 	<ul style="list-style-type: none"> • Sketch a map of an area using OS symbols and a key • Use an OS Map to follow a route • Explore how energy, travel, food and purchasing can impact carbon emissions • Know about changes to the world environments over time. • Understand why people seek, manage and sustain their environment. • Understand how humans affect the environment over time • Explain the effect human settlement is having on the world's climate • Take measurements, using a range of scientific/geographic equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Calculate carbon footprint • Use PowerPoint or similar software to share findings in a short presentation • Explain what climate change is and the reasons for it • Discuss why climate change matters • Describe what carbon footprint is and what produces carbon emissions 	<ul style="list-style-type: none"> • Locate countries in North and South America, concentrating on their environmental regions, key physical and human characteristics and major cities. • Understand geographical similarities and differences through studying the human and physical geography of a region of North and South America • Understand about weather patterns in North and South America and relate these to climate zones • Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features in North or South America • Understand the trade links between UK and the Americas • Understand key aspects of biomes and vegetation belts • Discuss land use in biomes across the globe and draw conclusions about the reasons for this based on the human inhabitants and changing needs • Explore the impact of deforestation on rainforest biomes • Look at how fairtrade can provide sustainable and ethical trade
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Geographical Contextual Knowledge- Year 6

	Mountains	Investigating Asia	Coastal Areas
Curriculum Objectives	<ul style="list-style-type: none"> 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 key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4- and 6-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 	<ul style="list-style-type: none"> 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 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) 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 	<ul style="list-style-type: none"> 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 key aspects of: <ul style="list-style-type: none"> 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 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
Vocabulary	Landform, mountain, mountain range, settlement, land use, climate, settlement	Tropic of Cancer, Tropic of Capricorn, time zone, trade links, sustainability, ethical trade	Coast, bay, cove, cliff, stack, stump, arch, spit, beach, erosion, transport, deposit, land use, tourism
Contextual Knowledge	<p>I know the key features of a mountain range</p> <p>I know the world's major mountain ranges</p> <p>I know how to locate famous mountains using latitude and longitude</p> <p>I know how fold mountains are formed</p> <p>I know the climate of a mountain environment</p> <p>I know what constitutes a mountain settlement and can compare this to a lowland settlement</p>	<p>I know where Asia is in the world and can describe its global position</p> <p>I know the countries of Asia and can locate them using directional language</p> <p>I know the varying weather patterns and climate of Asia</p> <p>I know the importance of trade in Asia and can explore how trade links have changed over time</p> <p>I know the human and physical geography of Japan</p> <p>I know the similarities and differences between the capital cities of England and Japan</p>	<p>I know what a coast is and can explain how they are formed</p> <p>I know the physical features of coasts</p> <p>I know about the coastal process of erosion and deposition, exploring different strategies of coastal management</p> <p>I know about local coastal features, identifying these on maps, and can present these features using a range of methods</p> <p>I know how to identify land use in coastal areas</p> <p>I know how tourism in coastal areas can have both a positive and negative impact on the local environment, describing the impact humans can have on the environment</p>
Geographical Concept Knowledge	<ul style="list-style-type: none"> Describe position of countries using lines of latitude and longitude Understand the origin and features of mountains Draw conclusions and develop informed reasons for the changes in settlement populations with relation to land use and trade Compare mountain and lowland settlements How weather differs and changes in mountain environments How the climate of a region affects imports and exports Understand the impact tourism has on an environment and suggest ways to implement more eco-friendly tourism 	<ul style="list-style-type: none"> Locate countries in Asia, concentrating on their environmental regions, key physical and human characteristics and major cities Understand geographical similarities and differences through studying the human and physical geography of a region of Asia Describe the location of features in Asia relative to each other using the 8 points of a compass. Describe the position of countries relative to the equator, the Tropic of Cancer, the Tropic of Capricorn, Arctic Circle and Antarctic Circle Describe the position of countries globally in relation to time zones 	<ul style="list-style-type: none"> Make a detailed sketch map of an area of study Use an OS map to navigate on an orienteering exercise Know how the sea erodes, transports and deposits materials. Know about the physical features of coasts and understand erosion and deposition Draw conclusions and develop informed reasons for the changes in settlement populations with relation to land use and trade Use fieldwork to observe, measure, record and present information/the human and physical features in an area using a range of methods, including sketching maps, plans and graphs and using digital technologies Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate and explain the need for these

		<ul style="list-style-type: none">• Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features in Asia and Africa• Use lines of longitude and latitude to describe locations in Asia• Explore how trade links have changed over time to ensure sustainability and be ethical• Understand about world weather patterns in Asia and relate these to climate zones• Understand how weather and climate affects world trade in produce	<ul style="list-style-type: none">• Present findings using evidence to back up your conclusions/hypotheses• Understand the impact tourism has on an environment and suggest ways to implement more eco-friendly tourism
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