



ST CHARLES'

VC ACADEMY

Geography Curriculum

Contents

Intent, Implementation and Impact.....	3
Curriculum Planning.....	4
Long Term Plan.....	4
Progression of Knowledge from EYFS to Y6	8
EYFS and Key Stage 1	8
Key Stage 2	10
Progression in Vocabulary	16
Learning Sequence Foundation Subject Strategy	19
Double Page Spread.....	20
Early Years	20
Year 1	20
Year 1	21
Year 2.....	33
Year 3.....	44
Year 4.....	54
Year 5.....	64
Year 6.....	74
Key Performance Indicators for Geography	83

Intent, Implementation and Impact

St Charles' VC Academy



Geography at St Charles'

Our Geography Curriculum aims to excite and inspire pupils to be curious about the world in which they live and make comparisons between its diverse range of places, people and cultures.



Big Ideas

- **Place** (what is in places and what happens there, ways places change and develop, their character and what they are like, how we conceive of and respond to places, whether we prefer them to stay the same or evolve.)
- **Environment** (physical and human processes)
- **Space** (where features and places are located, their distribution, the patterns they form and the networks connecting them.)
- **Environmental impact and sustainability** (the interactions between the natural and human environments and their effects on each other, particularly of change and its consequences)
- **Cultural awareness and diversity** (local and global diversity and the disparities in and of people's lives and communities and their connections to the natural world.)
- **Interconnections** (the nature and significance of links between features, places, events and people.)
- **Scale** (the lens to look at the world, from very small sites to local, regional, national, continental and oceanic areas, to the whole world.)



Content & Sequencing

- Near to far model is used so that children look at the local area before moving out to the UK, Europe then the rest of the world.
- Units are taught across key stages over a two-year cycle to enable pupils to build upon prior knowledge and skills taught.
- The Long-Term Plan ensures that pre-requisite knowledge and skills are considered and linked to new learning.
- Local geography is heavily considered
- Progression document ensure that skills are taught progressively across the school.



Enrichment

- Themed days to 'plug gaps' in geographical knowledge and skills due to historical inconsistencies teaching and a narrowed curriculum
- Annual 'Hull Week' to focus on the local area and industry
- Visits to local landmarks and local area
- Residential opportunities as well as day trips to larger cities including London and Edinburgh.



Strong Links with English and Maths

- All texts shared with the children are high quality
- Progression of fieldwork skills is supported by maths subject knowledge (ratio, coordinates, position and direction, length)
- Valuable opportunities are built into session to allow children time to read texts and other sources of evidence and use their inference and retrieval skills



Retrieval Practice

- Children take part in regular mini quizzes and retrieval activities to strengthen their memory
- Every lesson has opportunities for children to discuss and practice their learning linking back to their knowledge mat
- Remembering information and knowledge is celebrated and is part of the St Charles' culture
- Key Stage units to build upon prior knowledge and skill



Support

- Every child has access to the National Curriculum.
- Knowledge Mats are used to pre-load learners before lessons to support vocabulary and key concepts.
- Some children have specific support and guidance taken from their EHCP and SEN support plan.



Progress

- Units of work are carefully sequenced, so prior knowledge and concepts are built upon from previous year groups and units.
- Our Curriculum follows a tight progression of skills.
- End of unit open ended home school projects
- Low stakes quizzes
- Knowledge mats referred to throughout the unit.

Curriculum Planning

Long Term Plan

	Autumn		Spring 2	Summer	
	Autumn 1 Focus Day	Autumn 2		Summer 1 Focus Day	Summer 2
Year 1	All about me – I go tot St Charles' School	I live in Hull	I live in the UK which is part of the World	Geographical fieldwork skills Day	African Adventure
Year 2	Where do I live? – visit docks	London – Our Capital City Focus: How did the landscape change because of the Great Fire?	Amazing Explorers Focus: oceans and continents / Antarctica	Geographical fieldwork skills Day	Why do we like to be beside the Seaside? (Hull to Withernsea and Australia focus and comparison)
Year 3	Hull	Main Features Of The UK	The Journey Of A River	Geographical fieldwork skills Day	Europe – Its Countries And Key Characteristics
Year 4	Hull	Changing Coasts	Earthquakes and Volcanoes	Geographical fieldwork skills Day	The Climate Of The Mediterranean
Year 5	Hull	Biomes	Tade and Fairtrade	Geographical fieldwork skills Day	North America
Year 6	Hull	Industry and climate change	South America	Geographical fieldwork skills Day	

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	I live in Hull	History	I live in the UK which is part of the World	History	African Adventure
Focus Day: All about me – I go tot St Charles' School				Focus Day: Geographical fieldwork skills Day	
Talk about the day-to-day weather and some of the features of the seasons in their locality Identify seasonal and daily weather patterns in the United Kingdom.					

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	London – Our Capital City Focus: How did the landscape change because of the Great Fire?	History	Amazing Explorers Focus: oceans and continents / Antarctica	History	Why do we like to be beside the Seaside? (Hull to Withernsea and Australia focus and comparison)
Focus Day: Where do I live? – visit docks				Focus Day: Geographical fieldwork skills Day	
keeping a weekly weather chart based on first-hand observations using picture symbols, ongoing through the year build up of knowledge					

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	Main Features Of The UK	History	The Journey Of A River	History	Europe – Its Countries And Key Characteristics
Focus Day: Hull				Focus Day: Geographically skills Day	

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	Changing Coasts	History	Earthquakes and Volcanoes	History	The Climate Of The Mediterranean
Focus Day: Hull				Focus Day: Geographically skills Day	

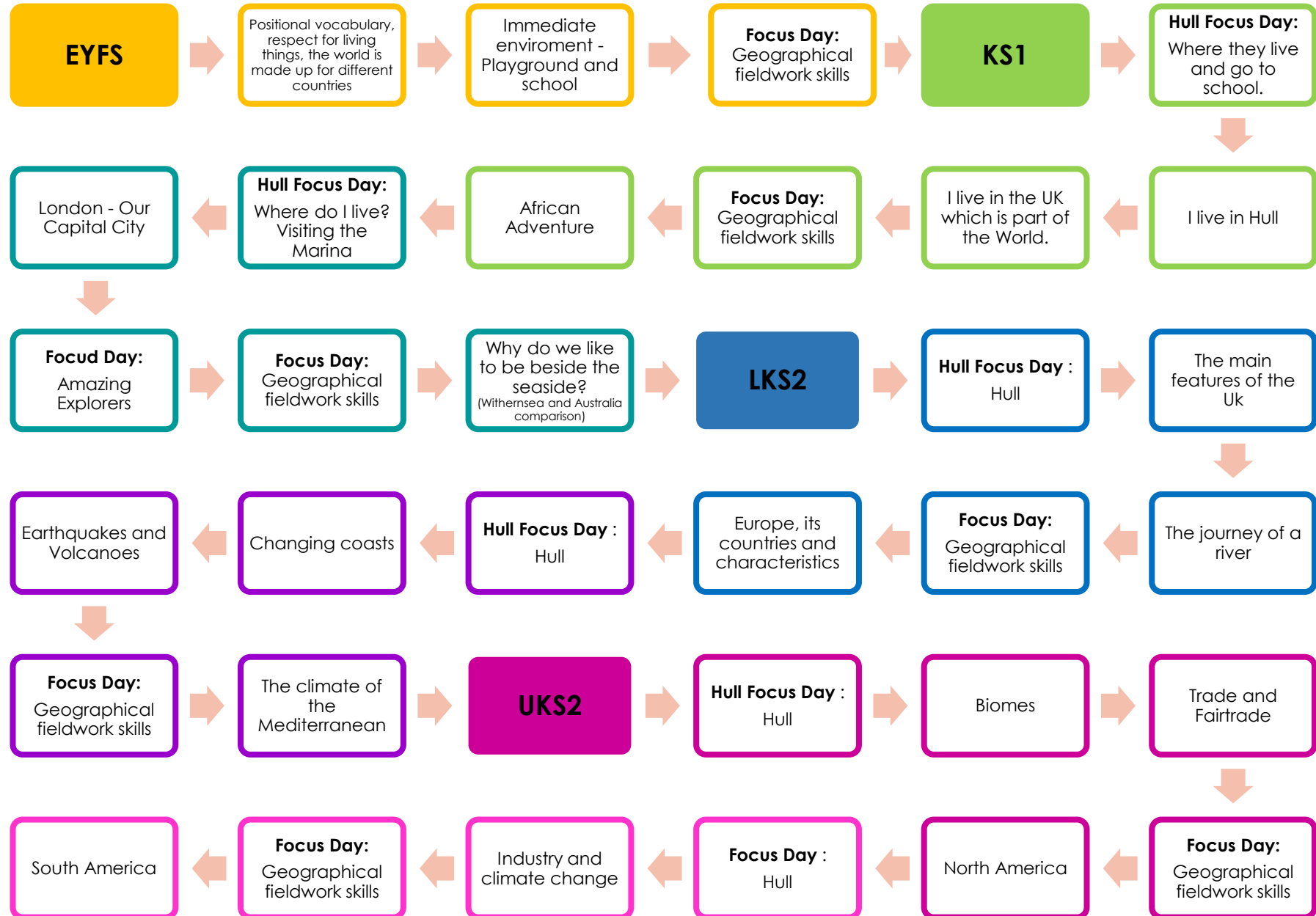
Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	Biomes	History	Trade and Fairtrade	History	North America
Focus Day: Hull				Focus Day: Geographically skills Day	

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	Industry And Climate Change	History	South America	History	
Focus Day: Hull				Focus Day: Geographically skills Day	

Geography Curriculum Journey



Progression of Knowledge from EYFS to Y6

EYFS and Key Stage 1

Statements from the [National Curriculum](#) and [EYFS programme of study](#) broken down into year group progression:

		EYFS	Year 1	Year 2	
Geographical Knowledge	Locational Knowledge	EYFS -Programme of Study Understanding the World (children will be learning to...) F1: overview <ul style="list-style-type: none"> Use all their senses in hands- on exploration Talk about what they see, using a wide vocabulary. Continue developing positive attitudes about the difference between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	name and locate the world's seven continents and five oceans		NC statement
			<ul style="list-style-type: none"> Recognise and name some continents and oceans on a globe or atlas. 	<ul style="list-style-type: none"> Name and locate the seven continents and five oceans on a globe or atlas. 	Progression
			name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		NC statement
			<ul style="list-style-type: none"> Use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. 	Progression
	Place Knowledge	F2: overview <ul style="list-style-type: none"> 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. Describe what they see, hear and feel whilst outside. Recognise some environments that are difference from the one in which they live. ELG: People, Culture and Communities <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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. 	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		NC statement
			<ul style="list-style-type: none"> Know about the local area and name key landmarks Make observations about, and describe, the local area and the nearest local green space. Describe an aspect of the physical and human geography of a distant place. The child can show awareness of their locality and identify one or two ways it is different and similar to the distant place. 	<ul style="list-style-type: none"> Know about the local area, and name and locate key landmarks. Make observations about, and describe, the local area and its physical and human geography. Describe the physical and human geography of a distant place. Describe their locality and how it is different and similar to the distant place. 	Progression

Geographical Understanding		Human and Physical Geography	<p>ELG: The Natural World</p> <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.	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		NC statement
				<ul style="list-style-type: none">Talk about the day-to-day weather and some of the features of the seasons in their locality.Show awareness that the weather may vary in different parts of the UK and in different parts of the world.	<ul style="list-style-type: none">Identify seasonal and daily weather patterns in the United Kingdom.Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.	Progression
				use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		NC statement
				<ul style="list-style-type: none">Talk about a natural environment, naming its features using some key vocabulary.Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary.	<ul style="list-style-type: none">Recognise a natural environment and describe it using key vocabulary.Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.	Progression
Geographical Skill	Geographical Skills and Fieldwork	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		NC statement		
		<ul style="list-style-type: none">Use a simple picture map to move around the schoolRecognise that it is about a place.Use relative vocabulary (e.g. bigger/smaller, like/dislike)Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.Picture maps and globes		<ul style="list-style-type: none">Follow a route on a map.Use an infant atlas to locate places.Locate and name on UK map major features e.g. London, River Thames, home location, seas.Find land/sea on globe.Use teacher drawn base maps.Use large scale OS maps.	Progression	
		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		NC statement		
		<ul style="list-style-type: none">Follow directions (Up, down, left/right, forwards/backwards)		<ul style="list-style-type: none">Follow directions (as yr 1 and inc'. NSEW)	Progression	
		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		NC statement		
		<ul style="list-style-type: none">Use aerial photos to identify features of a locality.Draw picture maps of imaginary places and from stories.Use own symbols on imaginary map.Draw around objects to make a plan.		<ul style="list-style-type: none">Use aerial photos to identify physical and human features of a locality.Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)Begin to understand the need for a key.Use class agreed symbols to make a simple key.	Progression	
		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		NC statement		
		<ul style="list-style-type: none">Assist in keeping a weekly weather chart based on first-hand observations using picture symbols.Locate some features of the school grounds on a base map.		<ul style="list-style-type: none">Keep a weekly weather chart based on first-hand observations using picture symbols, and present this data.Locate features of the school grounds on a base map.	Progression	

Key Stage 2

Statements from the [National Curriculum](#) broken down into year group progression:

		Year 3	Year 4	Year 5	Year 6	
Geographical Knowledge	Locational Knowledge	NC	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			
		Progression	<ul style="list-style-type: none">locate countries in Europe on a map or atlas.describe some European cities using an atlas.describe some key physical and human characteristics of Europe	<ul style="list-style-type: none">locate some countries in Europe a map or atlas.Relate continent, country, region, city.describe some key physical and human characteristics of Europe	<ul style="list-style-type: none">locate some major cities and countries North and South America on physical and political maps.describe some key physical and human characteristics of Europe and North and South America.Identify states in North America using a map	<ul style="list-style-type: none">Locate cities, countries and regions of Europe and North and South America on physical and political maps.Describe key physical and human characteristics and environmental regions of Europe and North and South America.
		NC	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			
		Progression	<ul style="list-style-type: none">Describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.Locate the UK's major urban areas; locate some physical environments in the UK. (E.g. <i>British rivers</i>.)Locate and describe some human and physical characteristics of the UK. (E.g. <i>locate and label the main British rivers. Add the names of settlements at the mouth of the rivers</i>.	<ul style="list-style-type: none">Locate the UK's major coastal areas, knowing some of their distinct characteristics and how some of these have changed over time.Locate and describe some human and physical characteristics of areas in the UK and make comparisons between them.		
		NC	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)			
		Progression	<ul style="list-style-type: none">Know the difference between the Southern and Northern hemispheres	<ul style="list-style-type: none">Use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere.	<ul style="list-style-type: none">Use a globe and map to identify the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.	<ul style="list-style-type: none">locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.

			Year 3	Year 4	Year 5	Year 6
	Place Knowledge	NC	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			
		Progression	<ul style="list-style-type: none"> understand the basic physical and human geography of the UK (focus England) and its contrasting human and physical environments. recognise that some regions are different from others. recognise that there are physical and human differences within countries and continents. show awareness of the physical and human characteristics of a European country (Focus Italy) 	<ul style="list-style-type: none"> understand the basic physical and human geography of the UK and Europe and its contrasting human and physical explain why some regions are different from others. describe and compare similarities and differences between some regions in the UK and Europe 	<ul style="list-style-type: none"> understand the physical and human geography of a region in North and its contrasting human and physical environments. recognise that some regions are different from others. recognise that there are physical and human differences within countries and continents. 	<ul style="list-style-type: none"> Understand how a region has changed and how it is different from another region understand the physical and human geography of a region in South America and its contrasting human and physical environments, climate, and economic activity.

		Year 3	Year 4	Year 5	Year 6	
Geographical Understanding	Human and Physical Geography	NC statement	describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			
	Progression	<ul style="list-style-type: none">describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.recognise different natural features such as a mountain and river and describe them using a range of key vocabulary.Know that most rivers' source are in a mountainKnow that rivers end up entering the sea and this is called the estuaryKnow the names of and can locate many of the UK's longest riversKnow that most of the world's main cities are situated close to a riverKnow the process of the water cycle.	<ul style="list-style-type: none">Understand how food production is influenced by climate.Know what tectonic plates areKnow how mountains are formedKnow and locate the most well-known mountains in the UK and the worldKnow what causes an earthquakeLabel an earthquake using appropriate vocabulary and describe what happens when it occurs.Know what causes a volcanoLabel a volcano using appropriate vocabulary and describe what happens when it erupts.Know what coastal erosion is and its impact on the surrounding areas	<ul style="list-style-type: none">Know what biomes are and name the different typesKnow key locations of the 5 main biomesExplain the main features of the different biomesKnow how people have adapted to live in different biomesList the main differences between a two different biomesKnow how different countries trade with each otherKnow why Brexit was important to all of usUnderstand what people mean by FairtradeKnow which countries suffer if there is not a culture of FairtradeKnow what is meant by sustainability, global citizenship and ethical codes	<ul style="list-style-type: none">Know what industry is and why it is importantKnow what is meant by climate changeKnow why climate change is such an urgent issueUnderstand why people get passionate about climate changeKnow why climate change has such a big impact on the world's poorest countriesKnow why many people from the West indies emigrated to Britain the 1950sKnow why so many people from India and Pakistan emigrated to BritainKnow about the impact of immigration on Britain's industryKnown why Brexit was such an important event in BritainKnow what is meant by the European Union	

		Year 3	Year 4	Year 5	Year 6	
Geographical Skill	Geographical Skills and Fieldwork	NC statement	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			
		Progression	• Locate places on larger scale maps e.g. map of Europe. • Follow a route on a map with some accuracy. (e.g. whilst orienteering) • Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) • Use large scale OS maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs.	• Locate places on large scale maps, (e.g. Find UK or India on globe) • Follow a route on a large scale map. • Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) • Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs.	• Compare maps with aerial photographs. • Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) • Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. river Nile.) • Use index and contents page within atlases. • Use medium scale land ranger OS maps.	• Follow a short route on an OS map. • Describe features shown on OS map. • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) • Use a scale to measure distances. • Confidently use an atlas. • Recognise world map as a flattened globe. •
		NC statement	• 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			
		Progression	• Use 4 compass points to follow/give directions: • Use letter/no. co-ordinates to locate features on a map. • Know why a key is needed. • Use standard symbols.	• Use 4 compass points well: • Begin to use 8 compass points; • Use letter/no. co-ordinates to locate features on a map confidently. • Know why a key is needed. • Begin to recognise symbols on an OS map. •	• Use 8 compass points; • Begin to use 4 figure co-ordinates to locate features on a map. • Draw a sketch map using symbols and a key; • Use/recognise OS map symbols.	• Use 8 compass points confidently and accurately; • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. • Use/recognise OS map symbols; • Use atlas symbols.
		NC statement	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.			
		Progression	• Try to make a map of a short route experienced, with features in correct order; • Try to make a simple scale drawing. • Begin to draw a sketch map from a high view point.	• Make a map of a short route experienced, with features in correct order; • Make a simple scale drawing. • Draw a sketch map from a high view point.	• Begin to draw a variety of thematic maps based on their own data • Draw a plan view map with some accuracy.	• Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity. • Draw/use maps and plans at a range of scales. • Draw a plan view map accurately. • Use OS maps.

Suggested task progression in field work studies

Year 1

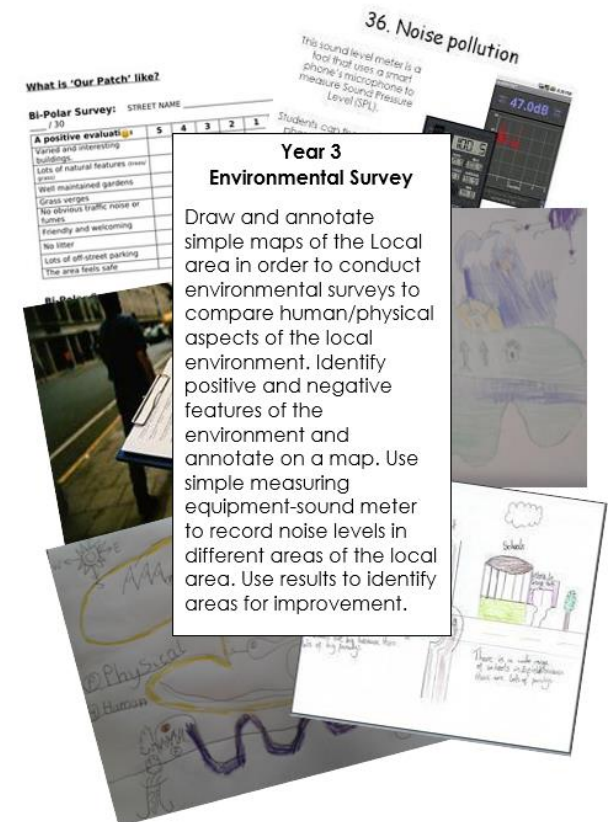
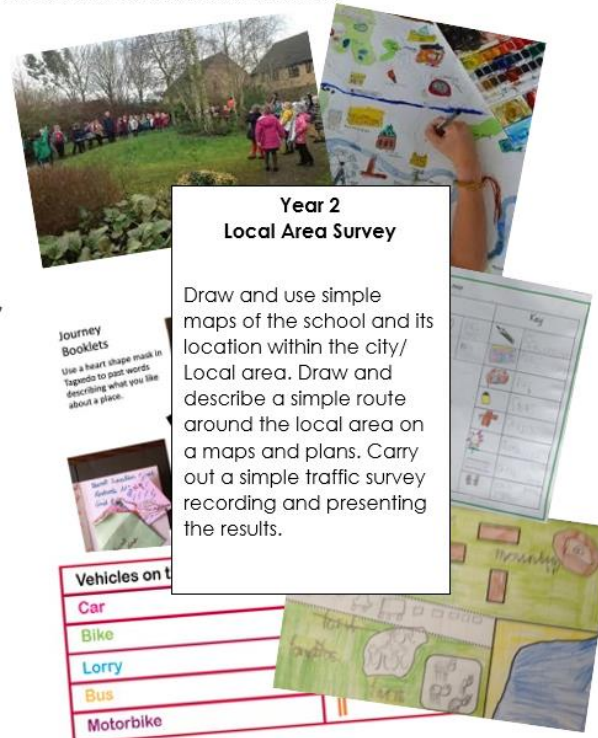
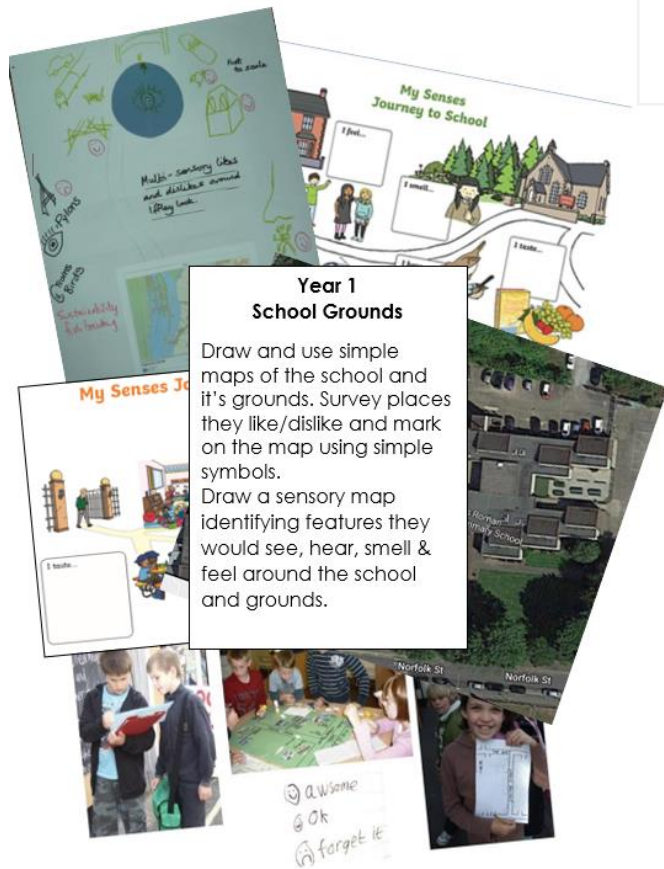
- Use a simple picture map to move around the school
- Recognise that it is about a place.
- Use relative vocabulary (e.g. bigger/smaller, like/dislike)
- Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.
- Picture maps and globes
- Follow directions (Up, down, left/right, forwards/backwards)
- Assist in keeping a weekly weather chart based on first-hand observations using picture symbols.
- Locate some features of the school grounds on a base map.

Year 2

- Follow a route on a map.
- Use a plan view.
- Use an infant atlas to locate places.
- Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)
- Locate and name on UK map major features e.g. London, River Thames, home location, seas.
- Find land/sea on globe.
- Use teacher drawn base maps.
- Use large scale OS maps.
- Use an infant atlas
- Follow directions (as yr 1 and inc'. NSEW)
- Use aerial photos to identify physical and human features of a locality.
- Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)
- Begin to understand the need for a key.
- Use class agreed symbols to make a simple key.
- Look down on objects to make a plan view map.
- Keep a weekly weather chart based on first-hand observations using picture symbols and present this data.
- Locate features of the school grounds on a base map.

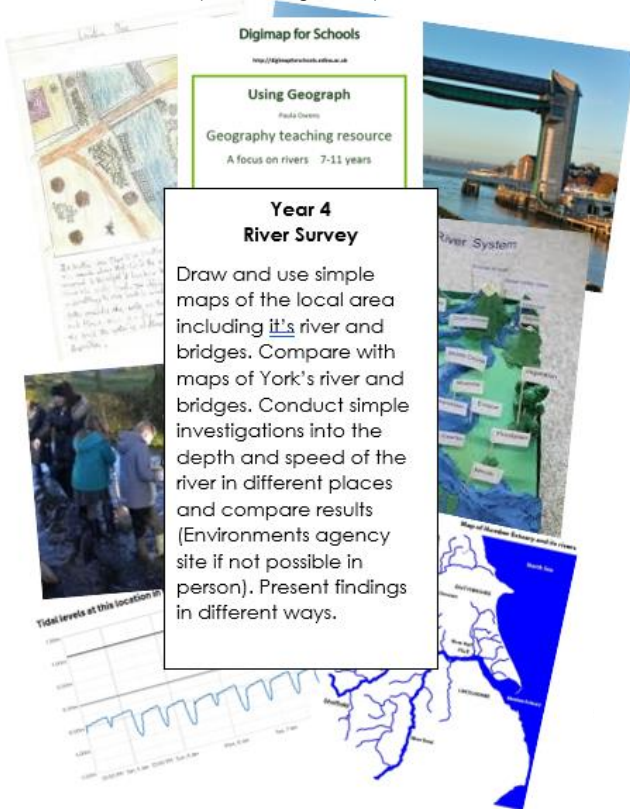
Year 3

- Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)
- Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)
- Use large scale OS maps.
- Begin to use map sites on internet.
- Begin to use junior atlases.
- Begin to identify features on aerial/oblique photographs.
- Use 4 compass points to follow/give directions:
- Use letter/no. co-ordinates to locate features on a map.
- Know why a key is needed.
- Use standard symbols.
- Try to make a map of a short route experienced, with features in correct order;
- Try to make a simple scale drawing.
- Begin to draw a sketch map from a high view point.



Year 4

- Locate places on large scale maps, (e.g. Find UK or India on globe)
- Follow a route on a large scale map.
- Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)
- Use large and medium scale OS maps.
- Use junior atlases.
- Use map sites on internet.
- Identify features on aerial/oblique photographs.
- Use 4 compass points well:
- □Begin to use 8 compass points;
- Use letter/no. co-ordinates to locate features on a map confidently.
- Know why a key is needed.
- Begin to recognise symbols on an OS map.
- Make a map of a short route experienced, with features in correct order;
- Make a simple scale drawing.
- Draw a sketch map from a high view point.



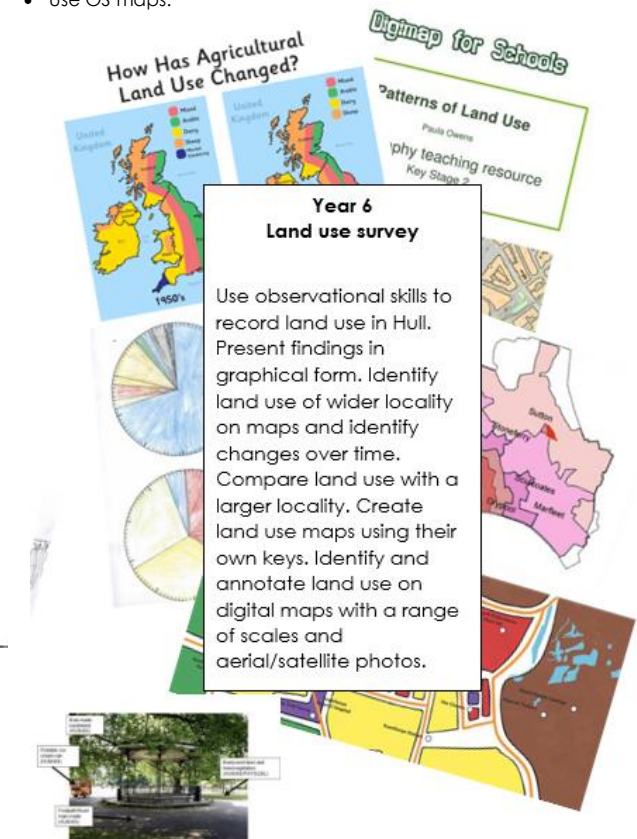
Year 5

- Compare maps with aerial photographs.
- Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)
- Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)
- Measure straight line distance on a plan.
- Find/recognise places on maps of different scales. (E.g. river Nile.)
- Use index and contents page within atlases.
- Use medium scale land ranger OS maps.
- Use 8 compass points;
- Begin to use 4 figure co-ordinates to locate features on a map.
- Draw a sketch map using symbols and a key;
- Use/recognise OS map symbols.
- Begin to draw a variety of thematic maps based on their own data □
- Draw a plan view map with some accuracy.



Year 6

- Follow a short route on an OS map.
- Describe features shown on OS map.
- Locate places on a world map.
- Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
- Use a scale to measure distances.
- Confidently use an atlas.
- Recognise world map as a flattened globe.
- Use 8 compass points confidently and accurately;
- Use 4 figure co-ordinates confidently to locate features on a map.
- Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
- Use/recognise OS map symbols;
- Use atlas symbols.
- Draw a variety of thematic maps based on their own data.
- Begin to draw plans of increasing complexity.
- Draw/use maps and plans at a range of scales.
- Draw a plan view map accurately.
- Use OS maps.



Progression in Vocabulary

	Human features	Physical features	Specific content Geographical map skills and fieldwork	Other useful words for this age group – may be recap on previous key vocabulary or new words to introduce	Challenge for this age group
EYFS	Building Town farm road park path people	Beach sea lake river desert mountain / hill countryside forest / wood weather seasons	Map local place globe	Village city shop land house motorway language world water pond	Directional language L, R, near, next to, behind Compass N, E, S, W
KS1	As above plus... key human features: city, town, village, factory, farm, house, office, port, harbour shop Capital city country	As above plus... key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season weather Marine	As above plus... 7 continents and 5 oceans: Asia Africa North America South America Antarctica Australia/ Oceania/ Australasia Europe Arctic Southern, Pacific Atlantic Indian 4 countries and capital cities of the United Kingdom and its surrounding seas: England Scotland Wales N. Ireland Belfast Cardiff Edinburgh London North/ Irish/ Celtic Seas English Channel	As above plus... Environment recycle Compass Compass points: East North South, West Fieldwork plan aerial photograph map key symbols Equator hot/cold Direction key Country Continent globe atlas Address Right/ left patterns characteristics surrounding seas contrasting non-European Words linked to the local area	Scale route planner grid vegetation urban rural challenge diverse places, resources and natural and human environments,

	Human features	Physical features	Specific content Geographical map skills and fieldwork	Other useful words for this age group – may be recap on previous key vocabulary or new words to introduce	Challenge for this age group
Lower KS2	As above plus... Urban region Europe Country County Economy Trade Energy	As above plus... Landscape Hills and mountains N.B. including the UK names e.g. Pennines Grampians, Cambrians Southern Uplands Cotswolds North and South Downs etc.) coast Rural Climate Erosion deposition earthquake volcano water cycle Alps Geology Minerals and rock types e.g Chalk, Slate, Granite, Sandstone Biomes/ Vegetation belts e.g. Tundra., Coniferous & Deciduous, Forest, Mediterranean, Mountainous, Desert	As above plus... Observe measure /record Environmental Region Compass points: NW NE SE SW Ordnance Survey map/ Scale 4 figure grid reference Contours Symbols Minerals Rocks European country and capital city names (Differentiate the number for challenge according to ability)	As above plus... globally significant Land use Mountains river features equator hemisphere food chain Differences/similarities Compare/ contrast City/country/continent Atlas/map/globe United Kingdom Great Britain Condensation Evaporation Change/ effect Interaction between physical and human processes Formation interconnected and change over time. Words linked to the local area	Latitude Longitude Tributary confluence meander estuary source mouth Topographical Services Precipitation Tropics of Capricorn and Cancer terrestrial GIS - Geographical Information systems

	Human features	Physical features	Specific content Geographical map skills and fieldwork	Other useful words for this age group – may be recap on previous key vocabulary or new words to introduce	Challenge for this age group
Upper KS2	As above plus... Trade Deforestation Derelict Economy	As above plus... Tributary confluence meander ox bow estuary mouth source biomes climate zones	As above plus... GIS - Geographical Information systems Analysis of data and statistics Global warming Latitude Longitude North/ South hemisphere Tropics of Capricorn and Cancer Time differences North, Central and South American country and capital city names (Differentiate the number for challenge according to ability)	As above plus... spatial variation vegetation Erosion deposition Headland Resort Cliff Bay delta Geographical influences / significance 6 figure grid reference Climate change Ordnance Survey Geographical Information Systems Words linked to the local area	Relief Digital mapping

Learning Sequence

Foundation Subject Strategy

The following teaching sequence supports the embedding of key concepts in their long-term memory whilst checking pupils' understanding effectively, and identify and correct misunderstandings so that children will ...

Know more, remember more and be able to do more.

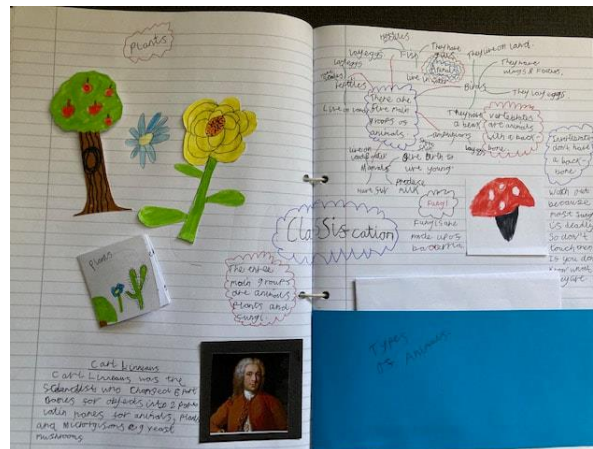
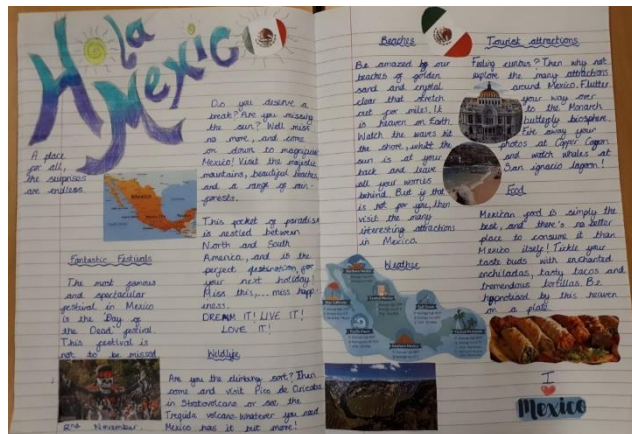
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
First Lesson		Post quiz for previous unit	Post quiz for previous unit	Post quiz for previous unit	Post Quiz from previous unit	Post Quiz from previous unit
	Retrieval from your last academic year (Tick and Fix)	Retrieval from last academic year / Half term (Tick and Fix)	Retrieval from Autumn units (Tick and Fix)	Retrieval from Autumn/Spring 1 units (Tick and Fix)	Retrieval from Autumn / Spring (Tick and Fix)	Retrieval from Autumn / Spring / Summer 1 (Tick and Fix)
	Brain Buzz (in floor book or on working wall)	Brain Buzz (in floor book or on working wall)	Brain Buzz (in floor book or on working wall)	Brain Buzz (in floor book or on working wall)	Brain Buzz (in floor book or on working wall)	Brain Buzz (in floor book or on working wall)
	Share Knowledge Mat for new learning	Share Knowledge Mat for new learning	Share Knowledge Mat for new learning	Share Knowledge Mat for new learning	Share Knowledge Mat for new learning	Share Knowledge Mat for new learning
Weekly Lessons	Teaching of unit content Each lesson to have retrieval practice to previous lesson					
Last Lesson	Remaining content	Remaining content	Remaining content	Remaining content	Remaining content	Remaining content
	Double Page Spread	Double Page Spread	Double Page Spread	Double Page Spread	Double Page Spread	Double Page Spread

First Lesson retrieval practice should be from the previously taught units of that subject, that year e.g. the first lesson in History in Summer 2 should retrieve knowledge from all History units taught that academic year.

If this is the first time you are teaching that subject in the academic year, retrieval should be from the previous academic year's learning. E.g. Autumn 1 history retrieving history from the previous year.

Double Page Spread

What is it?	A Double Page Spread is produced at the end of a Foundation Stage Subject (See Assessment guidance)
What are we using them for?	<ul style="list-style-type: none"> End of unit celebration (test). To check understanding of the topic and to see what has 'stuck'. To allow children to show what they now know. Used to inform end of year assessment.
Things to consider	<ul style="list-style-type: none"> Some children may need a template/frame. Have images from taught lessons available and additional resources prepared for the children to use if they want to e.g. maps, fancy paper, colouring pencils. This is a time to celebrate so we want it to be their best work. Have key questions and key vocabulary on the working wall that outline the lesson sequence, refer to these before producing the Double Page Spread. Plan the Double Page Spread with the children as you go through the unit – e.g. choose one or two key pieces of information learnt from the lesson and add them to the working wall. Plan (talk through) the Double Page Spread just before producing it, allowing the children to recall lessons using the key questions, identify information that has stuck for them. Encourage children to explain what they know, including the knowledge that has stuck. Push the children to tell you more! This is the time to REACH for the stars! Everyone's Double Page Spread will be different.



Year 1
Autumn 1 – Focus Day



Geography Year 1 Knowledge Mat

All about me – I go to St Charles' School

Key Knowledge

To understand that we need to know the address or place name to find a place on a map

To understand that maps have simple features to read maps eg a key or colours

To understand how to follow and describe a route in our school

To understand where I live as part of the wider world

To identify human features in our school grounds

To identify physical features in our school grounds

Vocabulary

address

Information that tells us where a place is located

Map

A picture of an area of drawn or printed on a flat surface

St Charles' VC Academy

The name of our school

Human Features

Things that humans have made or built

Physical Features

Things that occur naturally – Nobody has made or built them

Route

The journey you take to get to a specific place



Prior Knowledge–

Our school is called St Charles Academy and it is in Hull
Every place has an address, it tells us where places are

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) – EYFS- Where do they live? What is a map? What school do they go to? Complete Brain Buzz to explore what the children already know about what school they go to. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	To understand that we need to know the address or place name to find a place on a map. To understand where I live as part of the wider world	There are many different types of maps, and they all show us different places Aerial views show the world from above we can see buildings, parks roads, houses and much more	Children to identify and know their address is where they live.	To make a postcard home to where they live and tells them about where we live and what they can see and do here.
3	To understand that maps have simple features to read maps e.g. a key or colours	Use picture maps and globes Follow directions (Up, down, left/right, forwards/backwards) Locate some features of the school grounds on a base map Use own symbols on imaginary map.	Children will be able to describe features on a map and use these to move around.	Children make a map of around our school and the local area after a walk around. Children describe directions as they are walking around and use BeeBots to explain their directions.
4	To understand how to follow and describe a route in our school	Make observations about, and describe, the local area and the nearest local green space Use a simple picture map to move around the school We use directions language to describe our route to places. Forward, backward, left, and right Follow directions (Up, down, left/right, forwards/backwards) We use directions language to describe our route to places. Forward, backward, left, and right We can also use compass directions north, south, east west	Children will be able to follow simple instructions and maps to move around school.	Children create a map of our school and use this to move around and give each other directions by getting to certain places. Create games with friends using their map to move around.
5	To identify human features in our school grounds. To identify physical features in our school grounds	Aerial views show the world from above we can see buildings, parks roads, houses and much more We can also use compass directions north, south, east west	Children to point between human and physical features on a school map.	Children to use digi maps to mark places they can on the map and make a key of what these are, children to explain human and physical features in the area.

		<p>Locate some features of the school grounds on a base map</p> <p>Know about the local area and name key landmarks</p> <p>Use aerial photos to identify features of a locality.</p> <p>Make observations about, and describe, the local area and the nearest local green space</p>		
6	<p>Produce Double Page Spread to share the knowledge they have learnt during the unit.</p> <p>For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge.</p> <p>Challenges to deepen understanding will be available.</p>			
After half term	<p>Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.</p>			



Geography Year 1 Knowledge Mat

I live in Hull

Key Knowledge

To know about the city I live in

Locate on map the key features of the city centre

Name the key features of the city centre

Name the two main bridges in the city of Hull

Name the river that is in the city

I live in Hull, the country we live in is England, which is part of the UK

Vocabulary

Paragon Interchange

A bus and train station in Hull town center.

Hull New Theatre

A building where people go to watch live performances

Queen's Gardens

A large area of green space in the city center

Ferens Art Gallery

A building where you can see lots of famous paintings and sculptures.

Humber Bridge

A large bridge that links Hull and Barton. It goes across the Humber Estuary

Lilly Blacca Bridge

A new footbridge in Hull for people to cross over a very busy road



Prior Knowledge–

I live in Hull and go to St Charles' School

A map shows us what a place looks like and what is there

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) – Autumn 1 Focus Day Complete Brain Buzz to explore what the children already know about where they live and Hull. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	To know about the city, I live in I live in Hull, the country we live in is England, which is part of the UK	Use picture maps and globes	Children will know the differences between a City and a village and that Hull is a City.	Pin on the map where England is and that Hull is in England in the UK. Children to highlights on a map.
3	Locate on map the key features of the city centre Name the key features of the city centre	Make observations about, and describe, the local area and the nearest local green space Know about the local area and name key landmarks	Children will be able to name key features of the city of Hull.	Mark the key features on a local map and the green space that they can see. Point them out on a walk around Hull during a trip.
4	Name the river that is in the city	<ul style="list-style-type: none"> Know about the local area and name key landmarks Make observations about, and describe, the local area and the nearest local green space. 	Identify the river on the map and where it starts and leads off to and its purposes.	Children to identify it on the map.
5	Name the two main bridges in the city of Hull	Find them on the aerial map and why these are important for the city. <ul style="list-style-type: none"> Know about the local area and name key landmarks Make observations about, and describe, the local area and the nearest local green space. 	Children can identify the two bridges and their Properties (moving or footbridge).	Children to compare the differences between the two bridges and explain the reasons why these bridges do not move.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			



Geography Year 1 Knowledge Mat

I live in the UK which is part of the World

Key Knowledge
The United Kingdom is made up of 4 countries
The flag of the United Kingdom is made up of each of the four flags and is called the Union Jack
The capital city of England is London
The capital city of Wales is Cardiff
The capital city of Scotland is Edinburgh
The capital city of Northern Ireland is Belfast

Vocabulary	
city	A large town
Country	A large area where people live under the same Government
sea	The salt water covering most of the Earth
island	An area of land that is surrounded by water on all sides
Capital city	The main city in a country, usually where Government located
British Isles	Great Britain, Ireland and all nearby islands



Prior Knowledge–

I live in Hull which is part of Kingston upon Hull

The country I lived in is called England which is part of the United Kingdom

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) – Autumn 2 topic. Complete Brain Buzz to explore what the children already know about the UK and the world. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know that the United Kingdom is in Europe. The United Kingdom is made up of 4 countries	Recognise and name some continents and oceans on a globe or atlas.	Children can name and put the continents on the map and find Europe.	Label the 7 continents on a map and pinpoint the UK on the map. Children to describe the water as being the seas.
3	The flag of the United Kingdom is made up of each of the four flags and is called the Union Jack	Use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom.	Children can match the flags to each country in the united kingdom. Children can show how the flags make the UK flag.	Create and make the flags of each country and place them onto the map. Discuss the features of each map. Children to use the different flags and stick it together to make the union jack,
4	Know the characteristics of the four countries in the United Kingdom. Know the capital cities of the four countries of the UK.	Use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. Use an atlas to name and locate the capital cities of the United Kingdom. The capital city of England is London The capital city of Wales is Cardiff The capital city of Scotland is Edinburgh The capital city of Northern Ireland is Belfast. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. Find land/ sea.	Children can name and label the countries and capital cities of the UK.	Mark the four countries on the map with pictures of their features into the areas. Label the seas around the UK on the map. mark the 4 capital cities on the map and landmark from each capital. Children create a poster about the capital cities. 4 box page where the children can draw something for each capital city.
5	Know the four seas which surround the United Kingdom	Name, locate and identify characteristics of the four countries and capital cities of the United	Children can label and name the 4 seas that surround the UK on the map.	Name the seas on their maps that surround the map. Discuss the sizes. Children to put it

		Kingdom and its surrounding seas on a map. Find land/ sea.		on a map around the UK on the carpet for a practical.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			



Geography Year 1 Knowledge Mat

Fieldwork Skills Day

Key Knowledge and Skills

Use a simple picture map to move around the school and recognise that it is about a place

Picture maps and globes

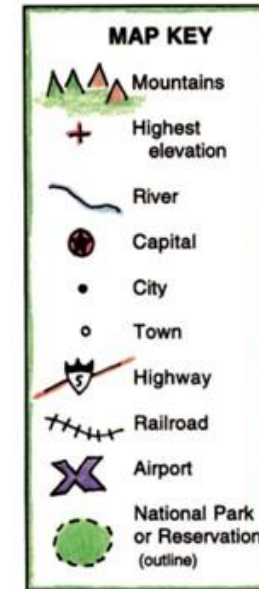
Locate some features of the school grounds on a base map.

Follow directions (Up, down, left/right, forwards/backwards)

Make observations about, and describe, the local area and the nearest local green space.

Vocabulary

Map	A diagram or drawing which represents an area of Earth's land or sea.
Plan	a drawing or diagram showing the parts or outline of something
Key	A shape, letter or character that stands for something else.
Symbol	Explains what the symbols mean or represent
Globe	A map displayed on a round surface.
direction	the path along which something moves, lies, or points



Prior Knowledge—

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) – Spring 2 Complete Brain Buzz to explore what the children already know about maps and their features. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Use a simple picture map with own symbols to move around the school and recognize that it is about a place. Follow and describe directions (Up, down, left/right, forwards/backwards)	Use a simple picture map with own symbols to move around the school and recognize that it is about a place. Follow and describe directions (Up, down, left/right, forwards/backwards)	Use a simple picture map with own symbols to move around the school and recognize that it is about a place. Follow and describe directions (Up, down, left/right, forwards/backwards)	Use a simple picture map with own symbols to move around the school and recognize that it is about a place. Follow and describe directions (Up, down, left/right, forwards/backwards)
3	Use picture maps, globes and aerial photos to identify features of school.	Use picture maps, globes and aerial photos to identify features of school.	Use picture maps, globes and aerial photos to identify features of school.	Use picture maps, globes and aerial photos to identify features of school.
4	Locate some human and physical features of the school grounds on a base map.	Locate some human and physical features of the school grounds on a base map.	Locate some human and physical features of the school grounds on a base map.	Locate some human and physical features of the school grounds on a base map.
5	Make observations about, and describe, the local area and the nearest local green space.	Make observations about, and describe, the local area and the nearest local green space.	Make observations about, and describe, the local area and the nearest local green space.	Make observations about, and describe, the local area and the nearest local green space.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			



Geography Year 1 Knowledge Mat

African Adventure

Key Knowledge

To identify the continent of Africa and the country Kenya and compare them to Hull, England.

To know that Kenya is a country in the continent of Africa

To compare the landscape of Kenya to England

Compare Naivasha to Hull

Name some animals that you can see on safari

Describe how Maasai way of life is different to ours

Vocabulary

continent

A very large area of land which is made up of different countries
Africa is a continent

Country

A large area of land where people live under the same government

Kenya

Kenya is a country in Africa

Naivasha

A market town in Kenya

Maasai

A tribe in Kenya who have their own way of life

Safari

When people go on a trip to see animals in their natural environment



Prior Knowledge–

The United Kingdom is part of the World.

The World is made up of lots of different countries

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) – summer skills day. Complete Brain Buzz to explore what the children already know about Africa and its features. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	To know that Kenya is a country in the continent of Africa	Recognise and name some continents and oceans on a globe or atlas.	Children will know Africa is a continent of 54 countries. Each country has its own flag	Explore and taste African food. Place it onto our school map, both continent and country.
3	To compare the landscape of Kenya to England	Describe an aspect of the physical and human geography of a distant place. The child can show awareness of their locality and identify one or two ways it is different and similar to the distant place.	Children will know Naivasha is a market town in Kenya which is a popular tourist destination	Talk about a natural environment, naming its features using some key vocabulary. Create a picture of the land scape of Kenya and England and highlight the differences.
4	Compare Naivasha to Hull Name some animals that you can see on safari	The child can show awareness of their locality and identify one or two ways it is different and similar to the distant place.	Know that the town of Naivasha is on the coast of Lake Naivasha	Children to complete comparisons sheet and conclude what is different and what is similar. Children to create a poster about the human and physical features. Look at pictures of features for both and compare them. Explore how wildlife tours are very popular in Naivasha as tourist travel to see wild birds, hippopotamuses, and fish in Lake Naivasha
5	Describe how Maasai way of life is different to ours	Describe an aspect of the physical and human geography of a distant place.	Children can talk about the Maasai way of life compared to themselves.	Children to create clay Maasai huts and compare them to their houses. Children to research how they get their food, grow their food and have special traditions.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Year 2
Autumn 1 – Focus Day



Geography Year 2 Knowledge Mat

Where do I live?

Key Knowledge	Vocabulary
To follow a map around Hull Marina and know its features	
Know how to follow a map of Hull docks using the four points of a compass.	Marina A harbor that has docks, services, and supplies for pleasure boats
Know how to draw a map of Hull dock	Dock An enclosure of water for loading and unloading ships.
Recognise and use a range of simple map symbols from simple plans and street maps	Ship A vehicle for traveling on water.
Know the human and physical features of Hull Docks	Compass A tool for finding direction. The magnetic needle, which can spin freely, always points north.
Know the name of key landmarks at Hull Docks	Human features Things that humans have made of built
	Physical features Things that occur naturally – Nobody has made or built them



Prior Knowledge–

Retrieval from Locality knowledge in Year One

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	<p>Share Knowledge mat</p> <p>Recognise and use a range of simple map symbols from simple plans and street map</p>	<p>Begin to understand the need for a key. Use class agreed symbols to make a simple key.</p> <p>Use an infant atlas to locate places. Use teacher drawn base maps. Use large scale OS maps. Use aerial photos to identify</p>	Children can recognise map symbols.	<p>Look at different types of maps and compare similarities and differences.</p> <p>Children to use Beebots to follow the map symbols and instructions.</p>
2	Know the name of key landmarks at Hull Docks	Know about the local area, and name and locate key landmarks.	Children can recall the key landmarks of Hull and explain why they are important	<p>Creative- children to do observational drawings of landmarks on the docks and explaining the importance of them.</p> <p>Children match up the landmarks to the job they do.</p>
3	Know the human and physical features of Hull Docks	<p>Make observations about, and describe, the local area and its physical and human geography.</p> <p>Identify physical and human features of a locality.</p>	Children are able to know the difference between human and physical features and label these in relation to Hull	<p>Children to sort pictures of the physical and human features of the Docks.</p> <p>Some children could write a sentence about each.</p>
4	Know how to draw a map of Hull dock .	<p>Follow a route on a map.</p> <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p>	Children can draw and make a map of the Hull dock using features and symbols.	Children can recreate a large school map of Hull docks in groups or individual maps. Including the key and features that they have used.
5	Know how to follow a map of Hull Docks using the four points of a compass	<p>Follow a route on a map.</p> <p>Follow directions including NESW</p>	Children can follow directions to move around Hull Docks using a map and NESW.	Use the big map from the previous lesson of the Hull Docks and have challenge cards to reach different landmarks around it and the children need to use NESW to get there too.

				Go to the docks and get to different places in groups using directions.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			



Geography Year 2 Knowledge Mat

London – Our Capital City

Key Knowledge

To know about London some of it's features

Know London is the Capital City of England

Know some of the human and physical features in London

Know some Key landmarks in London

Create a class map of London and place models of Key features on it

Give 2 differences to London now and London 1666

Vocabulary

London	Capital city of England
Landmarks	A object or place which is easily seen and recognised helping people identify where they are
Buckingham Palace	The London residence of the countries king or queen
Traffic	Vehicles on the road
River Thames	The river that runs through London
Green Space	An area with grass, trees, and people in the city where people can go for leisure



Prior Knowledge–

Know that we live in Hull

Know that Hull is in the United Kingdom and London is it's Capital City

Know the difference between human and physical features.

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) – Year 1 and Autumn 2 Complete Brain Buzz to explore what the children already know about London and its features. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know London is the capital city and know key landmarks	Make observations about, and describe, the local area and its physical and human geography. Describe their locality and how it is different and similar to the distant place. Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. Locate and name on UK map major features e.g. London, River Thames, home location, seas	Children can locate London on map and research key landmarks	Children create a research poster about the different landmarks in London and what they look like and are for. Make a poster or an advert to showcase London to someone to get them to visit. Explain the capital city and what London has to offer. Children could even create a video in groups about London and the landmarks
3	Know human and physical features- create a class map on London	Describe the physical and human geography of a distant place. Recognise a natural environment and describe it using key vocabulary.	Children can recognise and plot key human and physical features in London and explain the difference	Class create a map about London and colour code human and physical features of London.
4	Give 2 differences to London now and London 1666	Locate and name on UK map major features e.g. London, River Thames, home location, seas and can the children compare them from 1666 to now, is it the same or different.	Children can say how London has changed over time on a map	Children to create a comparison booklet of the landmarks in 1666 and now and talk about how the landmark has changed. Is it due to human or physical too.
5	Create a class map of London and place models of Key features on it	Describe the physical and human geography of a distant place. Recognise a natural environment and describe it using key vocabulary.	Children can show London and its key features.	Make the map as a class, including the key features that they have learnt. Make clay/ paper mâché models of the landmarks and features to place on the map.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			



Geography Year 2 Knowledge Mat

Amazing Explorers

Key Knowledge

To understand the wider world

To know and locate the seven continents and five oceans on a world map

Knowhow to use a compass to find north, south, east and west

Know about the landscape and climate of Antarctica

Describe what it would be like to work in Antarctica

Know explorers travel to undiscovered places to explore for new plants and animals

Vocabulary

Continent

A very large area of land which is made up of different countries. There are 7 on Earth.

Ocean

A huge area of salt water. There are 5 on Earth.

Climate

The average temperature over a long period of time.

Explorer

Somebody who travels to find new places or new things.

Equator

the imaginary circle around the earth that is halfway between the North and South Poles

South Pole

The southern point of the Earth



Prior Knowledge–

Know that that the UK is made up of 4 countries
Know that the UK is part of Europe

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) – Autumn 1 Complete Brain Buzz to explore what the children already know about explorers and Antarctica Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	To know and locate the seven continents and five oceans on a world map Knowhow to use a compass to find north, south, east and west	To know and locate the seven continents and five oceans on a world map Knowhow to use a compass to find north, south, east and west	To know and locate the seven continents and five oceans on a world map Knowhow to use a compass to find north, south, east and west	To know and locate the seven continents and five oceans on a world map Knowhow to use a compass to find north, south, east and west
3	Know about the landscape and climate of Antarctica	Know about the landscape and climate of Antarctica	Know about the landscape and climate of Antarctica	Know about the landscape and climate of Antarctica
4	Describe what it would be like to work in Antarctica Know explorers travel to undiscovered places to explore for new plants and animals	Describe what it would be like to work in Antarctica Know explorers travel to undiscovered places to explore for new plants and animals	Describe what it would be like to work in Antarctica Know explorers travel to undiscovered places to explore for new plants and animals	Describe what it would be like to work in Antarctica Know explorers travel to undiscovered places to explore for new plants and animals
5	Know explorers travel to undiscovered places to explore for new plants and animals	Know explorers travel to undiscovered places to explore for new plants and animals	Know explorers travel to undiscovered places to explore for new plants and animals	Know explorers travel to undiscovered places to explore for new plants and animals
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Summer 1

Skills day



Geography Year 2 Knowledge Mat

Fieldwork Skills Day

Key Knowledge and Skills

Follow a route on a map.
Follow directions (Up, down, left/right, forwards/backwards, NSEW)
Use aerial photos to identify physical and human features of a locality.
Use class agreed symbols to make a simple key.
Locate features of the school grounds on a base map.

Vocabulary

Features	Some especially noticeable about an area or place
Human features	Things that humans have made or built
Physical features	Things that occur naturally – Nobody has made or built them
Aerial photo	A photograph taking from an aircraft or other airborne platform
Compass	An instrument which is magnetic and shows which way North is.
route	The path you take to travel from one place to another.



human features	physical features
buildings	valley
roads	beach
car park	cliff
airport	sea
houses	ocean
	mountain
	forest
	hill



Prior Knowledge–

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) – Spring 2 Complete Brain Buzz to explore what the children already know about using maps and compass directions. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Introduce knowledge mat Follow a route on a map. Follow directions (Up, down, left/right, forwards/backwards, NSEW)	Follow a route on a map. Use a plan view. Use teacher drawn base maps. Follow directions (as yr 1 and inc'. NSEW)	Children can follow a map using directions.	<ul style="list-style-type: none"> Children plan a route and can follow each others route .
3	Use aerial photos to identify physical and human features of a locality.	Use aerial photos to identify physical and human features of a locality.	Children to know meaning of human and physical features and identify and explain them	Children to sort the features in physical and human from what they see on the map and photos. Sort the photos into groups.
4	Locate features of the school grounds on a base map.	Use aerial photos to identify physical and human features of a locality.	Children can identify features on a map of school grounds.	Pin and colour the features on their map and explain them to their friends.
5	Use class agreed symbols to make a simple key.	Begin to understand the need for a key. Use class agreed symbols to make a simple key. Locate features of the school grounds on a base map.	Children can make a simple key for a map.	<ul style="list-style-type: none"> Children to make map of local area with a key reference that they have agreed on.



Geography Year 2 Knowledge Mat

Why do we like to be beside the Seaside?

Key Knowledge

To compare my own area with a nearby coast and a distant place.

Identify Withemsea and recognise where located on a map

Describe the human and physical features of the seaside

Know some of the similarities and difference between Hull and Withernsea

Know the reasons tourists visit the seaside

Know the similarities and difference between the seaside in Australia to the UK

Vocabulary

island

A piece of land surrounded by water

Seaside

A place by the sea, especially with a beach resort

British Isles

A group of islands including Great Britain, Ireland and smaller islands. We live in England

Beach

A pebbly or sandy shore usually next to the sea

Cliff

Tall, steep rocks next to the sea

Bay

A body of water surrounded by land



Prior Knowledge–

Know that we live in Hull, England which is in the United Kingdom

Know the seven continents

Know that the weather in different continent can be different.

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) – All year and Spring 2 Complete Brain Buzz to explore what the children already know about the seaside and it's features. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Identify Withernsea and recognise where located on a map Describe the human and physical features of the seaside Know some of the similarities and difference between Hull and Withernsea	Know about the local area, and name and locate key landmarks. Make observations about, and describe, the local area and its physical and human geography. Recognise a natural environment and describe it using key vocabulary. Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary Use aerial photos to identify physical and human features of a locality.	Children can locate on a map and add human and physical landmarks	Booklet comparing Withernsea to Hull Mark Withernsea on the map and mark the human and physical features on the seaside.
3	Know the reasons tourists visit the seaside	Know why some resorts have a lighthouse and almost all have a RNLI presence Know why hotels, cafes and souvenir shop are often built at these resorts.	Children can explain key tourist features of the seaside	creating a travel brochure
4	Key landmarks and location of Australia	Describe the physical and human geography of a distant place.	Children can locate Australia on a map and explain the key landmarks	making a travel advert Children can make clay or model of the landmarks and describe them
5	Know the similarities and difference between the seaside in Australia to the UK	Describe the physical and human geography of a distant place. Describe their locality and how it is different and similar to the distant place. Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.	Children can explain the differences and similarities of Australia and the UK	Create a travel programme where the children try to sell to a group of people where they should live. Sort the pictures into the groups.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Year 3



Geography Year 3 Knowledge Organiser

Main Learning: Hull – Transport and Travel (Focus Day)

Key knowledge

Know how travel occurs to, from and within the city

Know the different modes of transport that can be found within Hull

Know how Hull is connected to the rest of the country by road and rail

Know the different types of roads in and around the city and region as well as some of their names

Know how Hull is connected to other destinations around Europe and the world

Know how transport and travel can occur sustainably within the city

Vocabulary

transport

A system of taking people from one place to another

interchange

A facility allowing people to transfer between differing modes of public transport

motorway

A main road for fast-moving traffic usually with a total of six lanes

dual carriageway

A road with usually two lanes in each direction

ferry

A boat for moving passengers and goods over a relatively short distance and as a regular service.

sustainability

Meeting our own needs without affecting the ability of future generations to meet their own needs



Prior Knowledge–

Autumn 1 – Focus Day

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) – Summer Yr 2 Complete Brain Buzz to explore what the children already know about transport and travel Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know the different modes of transport that can be found within Hull	Know the different modes of transport that can be found within Hull	Know the different modes of transport that can be found within Hull	Know the different modes of transport that can be found within Hull
3	Know how Hull is connected to the rest of the country by road and rail	Know how Hull is connected to the rest of the country by road and rail	Know how Hull is connected to the rest of the country by road and rail	Know how Hull is connected to the rest of the country by road and rail
4	Know the different types of roads in and around the city and region as well as some of their names	Know the different types of roads in and around the city and region as well as some of their names	Know the different types of roads in and around the city and region as well as some of their names	Know the different types of roads in and around the city and region as well as some of their names
5	Know how Hull is connected to other destinations around Europe and the world	Know how Hull is connected to other destinations around Europe and the world	Know how Hull is connected to other destinations around Europe and the world	Know how Hull is connected to other destinations around Europe and the world
6	Know how transport and travel can occur sustainably within the city	<ul style="list-style-type: none"> Know how transport and travel can occur sustainably within the city 	Know how transport and travel can occur sustainably within the city	Know how transport and travel can occur sustainably within the city
7	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			



Geography Year 3 Knowledge Organiser

Main Learning: Main features of the UK

Key knowledge

Know what the main features of the UK are

Know what a county is and name and locate the main ones in the UK

Know the features of cities and name and locate key cities within the UK

Know the difference between urban and rural locations in the UK

Compare the geographical features of Hull and the East Riding of Yorkshire with those of Snowdonia

Know which are the popular holiday destinations within the UK and understand why they attract visitors

Vocabulary

United Kingdom

England, Wales, Scotland (Great Britain) and Northern Ireland

county

An area within a country that has its own local government

city

A large human settlement usually with greater size, population and importance than a town

urban

A town or city that is usually densely populated

rural

A village, usually situated in the country and not highly populated

Snowdonia

A region and national park within Northwest Wales with many mountains and lakes



Prior Knowledge–

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) – Autumn 1 focus day Complete Brain Buzz to explore what the children already know about the UK and some of it's features. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know what a county is and name and locate the main ones in the UK	Know what a county is and name and locate the main ones in the UK	Know what a county is and name and locate the main ones in the UK	Know what a county is and name and locate the main ones in the UK
3	Know the features of cities and name and locate key cities within the UK Know the difference between urban and rural locations in the UK	Know the features of cities and name and locate key cities within the UK Know the difference between urban and rural locations in the UK	Know the features of cities and name and locate key cities within the UK Know the difference between urban and rural locations in the UK	Know the features of cities and name and locate key cities within the UK Know the difference between urban and rural locations in the UK
4	Compare the geographical features of Hull and the East Riding of Yorkshire with those of Snowdonia	Compare the geographical features of Hull and the East Riding of Yorkshire with those of Snowdonia	Compare the geographical features of Hull and the East Riding of Yorkshire with those of Snowdonia	Compare the geographical features of Hull and the East Riding of Yorkshire with those of Snowdonia
5	Know which are the popular holiday destinations within the UK and understand why they attract visitors	Know which are the popular holiday destinations within the UK and understand why they attract visitors	Know which are the popular holiday destinations within the UK and understand why they attract visitors	Know which are the popular holiday destinations within the UK and understand why they attract visitors
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			



Geography Year 3 Knowledge Organiser

Main Learning: The journey of a river

Key knowledge

Know the main journey of a river

Know that the source of most rivers is usually found in the hills or mountains

Know that rivers end up entering the sea, another river or a lake

Know the names of and can locate many of the UK's longest and major rivers

Know the process of the water cycle

Know that many of the world's main cities are situated close to a river

Vocabulary

estuary

An estuary is an area where a freshwater river or stream meets the ocean

source

The source of a river is where it begins, usually on high ground

meander

A meander is a winding curve or bend in a river

tributary

When one stream or river meets another and they merge together, the smaller stream or river is known as a tributary

erosion

Erosion occurs when the fastest currents in the river carve into the banks

deposition

Rocks and sediments eroded from one part of the river are deposited in another part



Prior Knowledge–

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) Complete Brain Buzz to explore what the children already know about rivers and their features. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know that the source of most rivers is usually found in the hills or mountains Know that rivers end up entering the sea, another river or a lake	Know that the source of most rivers is usually found in the hills or mountains Know that rivers end up entering the sea, another river or a lake	Know that the source of most rivers is usually found in the hills or mountains Know that rivers end up entering the sea, another river or a lake	Know that the source of most rivers is usually found in the hills or mountains Know that rivers end up entering the sea, another river or a lake
3	Know the names of and can locate many of the UK's longest and major rivers	Know the names of and can locate many of the UK's longest and major rivers	Know the names of and can locate many of the UK's longest and major rivers	Know the names of and can locate many of the UK's longest and major rivers
4	Know that many of the world's main cities are situated close to a river	Know that many of the world's main cities are situated close to a river	Know that many of the world's main cities are situated close to a river	Know that many of the world's main cities are situated close to a river
5	Know the process of the water cycle	Know the process of the water cycle	Know the process of the water cycle	Know the process of the water cycle
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Summer 1

Skills day



Geography Year 3 Knowledge Mat

Fieldwork Skills Day

Key Knowledge and Skills

Use real maps and map websites on the internet

Use 4 compass points to follow and give directions

Use letter and number co-ordinates to locate features on a map

Know why a key is needed and use standard map symbols

Try to make a map of a short route experienced, using appropriate symbols for geographical features

Vocabulary

local

Relating to a particular area or the one in which you live

compass points

A set of directions used for navigation or on maps (the four main compass points are north, east, south and west)

route

A way or course taken in getting from a starting point to a destination

scale

The scale of a map is the ratio of a distance on the map to the corresponding distance on the ground

coordinates

Numbers or letters which determine the position of something or someone in a space or on a map

key

The section of the map that helps the reader to understand symbols and/or the contents of the map



Prior Knowledge—

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) Complete Brain Buzz to explore what the children already know about using maps Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Use real maps and map websites on the internet	<ul style="list-style-type: none"> Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. 	Children can use real maps and understand keys on a map.	Use digimaps, google maps (2d or 3d) to investigate the school grounds and where school is in relation to the local area. Use vocabulary (N,S,E,W and letter/number co-ordinates) to describe to position of things. Compare maps – satellite / normal – What features can you see on them?
3	Use 4 compass points to follow and give directions Use letter and number co-ordinates to locate features on a map	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. 	Children can follow and give directions using compass points to locate features on a ma.	Look at where main roads are on the map and plot on a describe a route to get to 3 different places (Front of school, Liddle Street park and Freetown Way (Francis street carpark area)).
4	Know why a key is needed and use standards map symbols	<ul style="list-style-type: none"> Know why a key is needed. Use standard symbols. 	Children can understand keys and map symbols.	What is our local area like? <ul style="list-style-type: none"> Identify positive and negative features of the environment and annotate on a map.(bring children around to the fact that the main roads are noisy) If you are near the road, is it nosier? Use the routes they have described above to visit the different locations and use simple measuring equipment (e.g. sound meters) to record noise levels in the different locations. Which was the loudest? Present results in a table.
5	Try to make a map of a short route experienced, using appropriate symbols for geographical features	<ul style="list-style-type: none"> Try to make a simple scale drawing. Begin to draw a sketch map from a high view point 	Children know how to create a map of a short route, with symbols.	<ul style="list-style-type: none"> Produce maps of the local area visited above using the skills and knowledge learnt.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			



Geography Year 3 Knowledge Organiser

Main Learning: Europe, its countries and key characteristics

Key knowledge

Know where Europe is and locate and describe its countries and physical features

Know where the hemispheres are understanding which hemisphere Europe is in along with its location in relation to the equator and Arctic Circle

Know many of the countries of Europe (including Russia) and locate these on a map

Know where major European rivers and mountains are situated

Know how the physical features of European countries are different

Know how the human characteristics of European countries are different

Vocabulary

Europe

One of the seven continents and the one in which we live

Arctic Circle

One of the two polar circles and the most northerly of the five major circles of latitude

hemisphere

Half of the earth, usually as divided into northern and southern halves by the equator

Scandinavia

A northern region of Europe consisting of Norway, Sweden and Denmark

Alps

The largest range of mountains in Europe that runs through Switzerland, Italy, Germany, Austria and France

Danube

One of the longest rivers in Europe which begins in Germany and flows through nine other countries



Prior Knowledge–

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) Complete Brain Buzz to explore what the children already know about Europe Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know where the hemispheres are understanding which hemisphere Europe is in along with its location in relation to the equator and Arctic Circle Know many of the countries of Europe (including Russia) and locate these on a map	<ul style="list-style-type: none"> Know the difference between the Southern and Northern hemispheres locate countries in Europe on a map or atlas. describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles. Locate places on larger scale maps e.g. map of Europe. Begin to use junior atlases. 	Children can name the hemispheres and where they are located on the equator and arctic circle. Children can name countries in the UK on a map.	Children define what Europe is. Children to number the boxes to indicate the countries in Europe. Children to circle and locate Europe on the world map. Children to identify the equator on the world map,.
3	Know how the physical features of European countries are different	<ul style="list-style-type: none"> recognise that some regions are different from others. recognise that there are physical and human differences within countries and continents. 	Children can name and compare human and physical features of European countries.	Using the sorting cards provided select two physical features from any European country and glue them in the box Children to explain the similarities and differences between the physical features using a venn diagram
4	Know where major European rivers and mountains are situated	<ul style="list-style-type: none"> Know the names of and can locate many of the UK's longest rivers 	Children can find major European Rivers and mountains on a map.	Create a poster about the river Danube and the Alps using a laptop and research texts.
5	Know how the human characteristics of European countries are different	<ul style="list-style-type: none"> show awareness of the physical and human characteristics of a European country (Focus Italy) describe some European cities using an atlas. describe some key physical and human characteristics of Europe 	Children know the human characteristics of European countries and name their differences	Using the sorting cards provided select two human features from any European country and glue them in the box Children to explain the similarities and differences between the human features using a venn diagram
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Year 4
Autumn 1 – Focus Day



Geography Year 4 Knowledge Organiser

Main Learning: Hull – A City of Contrast (Focus Day)

Key knowledge

Know how areas of the city are different

- Know and locate the different areas and wards of Hull
- Know the key geographical features of the different areas of the city
- Know how areas of the city are different in terms of their geographical features
- Know what suburbs are and identify the key features of Hull's suburbs
- Know how housing is different across the city considering age, style and size

Vocabulary

ward	A division or district of a city or town, as for administrative or political purposes
residential	An area predominantly used for housing
retail	The sale of goods and services to consumers
suburb	An area of a city or town outside of its centre
terraced housing	A row of houses that share side walls
semi-detached	A house that is joined to another similar house only on one side



Prior Knowledge–

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) – Y4 summer Complete Brain Buzz to explore what the children already know about Hull and it's features. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know and locate the different areas and wards of Hull	Know and locate the different areas and wards of Hull	Know and locate the different areas and wards of Hull	Know and locate the different areas and wards of Hull
3	Know the key geographical features of the different areas of the city Know how areas of the city are different in terms of their geographical features	Know the key geographical features of the different areas of the city Know how areas of the city are different in terms of their geographical features	Know the key geographical features of the different areas of the city Know how areas of the city are different in terms of their geographical features	Know the key geographical features of the different areas of the city Know how areas of the city are different in terms of their geographical features
4	Know what suburbs are and identify the key features of Hull's suburbs	Know what suburbs are and identify the key features of Hull's suburbs	Know what suburbs are and identify the key features of Hull's suburbs	Know what suburbs are and identify the key features of Hull's suburbs
5	Know how housing is different across the city considering age, style and size	Know how housing is different across the city considering age, style and size	Know how housing is different across the city considering age, style and size	Know how housing is different across the city considering age, style and size
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			



Geography Year 4 Knowledge Organiser

Main Learning: Changing coasts

Key knowledge

Know what coasts are and how they change over time

Know and locate the main coastal regions of the UK

Know what coastal erosion is and understand how it affects the coast

Know the problems that coastal erosion can cause as well as strategies for managing it

Know what Spurn Head is and understand how it has been formed

Know what a beach is and compare different beaches within the UK

Vocabulary

coast	The area where land meets the sea or ocean
erosion	A process by which materials are worn away by wind or water
longshore drift	A process that moves eroded material along the coastline
deposition	The deposit of sediments such as sand, rock, and pebbles by the sea
groynes	Man-made coastal defence features that prevent erosion
spit	An extended stretch of beach material that stretches out to sea



**Prior Knowledge–
Y3 -**

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) Complete Brain Buzz to explore what the children already know about coasts and coast lines. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know and locate the main coastal regions of the UK	<ul style="list-style-type: none"> Locate the UK's major coastal areas, knowing some of their distinct characteristics and how some of these have changed over time. Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. 	Children can locate the main coastal regions in the UK.	Find different coasts in England – discuss holidays. Sort the areas/ pictures into depositional and erosional. Match the coast picture to its name.
3	Know what coastal erosion is and understand how it affects the coast Know the problems that coastal erosion can cause as well as strategies for managing it	<ul style="list-style-type: none"> Know what coastal erosion is and its impact on the surrounding areas 	Children will be able to explain what coastal erosion is and discuss the problems it causes and how we manage it.	Research areas affected by coastal erosion Look at pictures from Hornsea – newspaper article? Poster showing ways in which the public can help preserve the coast. Children can label the different management strategies and describe what happens.
	Know what Spurn Head is and understand how it has been formed	<ul style="list-style-type: none"> Know what coastal erosion is and its impact on the surrounding areas Locate places on large scale maps, (e.g. Find UK or India on globe) Use junior atlases. Use map sites on internet. 	Children will know what and where Spurn Head is and discuss why it was formed.	Map Spurn Head on a map and find out what it was for and how it has changed. Explain what it is and how it is split.
5	Know what a beach is and compare different beaches within the UK	<ul style="list-style-type: none"> understand the basic physical and human geography of the UK and Europe and its contrasting human and physical explain why some regions are different from others. Locate and describe some human and physical characteristics of areas in the UK and make comparisons between them. describe and compare similarities and differences between some regions in the UK and Europe 	Children can explain what a beach is and make comparisons between different beaches in the UK	Identify different types of beaches and how they have been formed. Think about pros and cons. Booklet about the different beaches and their features- appealing to the public to get them to visit. Postcard to someone- telling them about the different beaches and coasts
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			



Geography Year 4 Knowledge Organiser

Main Learning: Earthquakes and Volcanoes

Key knowledge

Know how mountains were formed and what causes earthquakes or volcanoes

Know what tectonic plates are

Know how mountains are formed

Know and locate the highest mountains in the UK, Europe and the world

Know what causes an earthquake

Know what causes a volcano

Vocabulary

tectonic plates

Slabs of moving rock on the Earth's outer shell

lava

Hot, molten or semi-fluid rock

strata

Layers of rock

eruption

An explosion of steam or lava from a volcano

summit

The very top of the mountain

tsunami

A long, high wave usually caused by an earthquake in the ocean



Prior Knowledge–

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) Complete Brain Buzz to explore what the children already know about volcanos and earthquakes. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know what tectonic plates are	<ul style="list-style-type: none"> Know what tectonic plates are Label an earthquake using appropriate vocabulary and describe what happens when it occurs. 	Children can describe what tectonic plates are and what they do.	Complete tectonic plates jigsaw to piece it together. Use playdough to show the plates. Explain the motion and effect using diagrams.
3	Know how mountains are formed Know and locate the highest mountains in the UK, Europe and the world	<ul style="list-style-type: none"> Know how mountains are formed Know and locate the most well-known mountains in the UK and the world 	Children can describe how mountains are formed and locate the highest mountains across the world.	Children to label the different parts of a mountain. Children to look and compare photos of different mountains. Children mark on the map where the highest mountains in the UK and the World can be found. Children to craft a chosen mountain using clay or paper mache and explain the features of the mountains.
4	Know what causes an earthquake	<ul style="list-style-type: none"> Know what causes an earthquake 	Children can talk about what causes earthquakes.	Earthquake fact files. Whole class poster focusing on an area of looking at earthquakes.
5	Know what causes a volcano	<ul style="list-style-type: none"> Know what causes a volcano 	Children can explain the causes of volcanoes.	Label a volcano using appropriate vocabulary and describe what happens when it erupts. Volcano building and explosions experiment.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Summer 1

Skills day



Geography Year 4 Knowledge Mat

Fieldwork Skills Day

Key Knowledge and Skills

Use map websites on the internet confidently

Use the main 4 compass points well and begin to use 8 compass points

Use number coordinates (grid references) to locate features on a map confidently

Use a key effectively

Begin to recognise symbols on an OS map

Vocabulary

Ordnance Survey

The national mapping agency for Great Britain

grid reference

A set of number based coordinates used to identify a position on a map

navigation

The process of obtaining your position then planning and following a route

landscape

A set of number based coordinates used to identify a position on a map

elevation

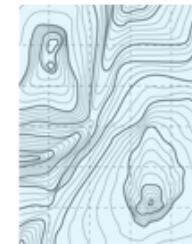
The height above or below a fixed point

contours

Lines on map which show changes in elevation



Ordnance Survey



Prior Knowledge-

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) – Spring 2 Complete Brain Buzz to explore what the children already know about using a compass. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Use map websites on the internet confidently Use the main 4 compass points well and begin to use 8 compass points	<ul style="list-style-type: none"> Use map sites on internet. Identify features on aerial/oblique photographs. Use the main 4 compass points well and begin to use 8 compass points	Children know how to use map websites using the 4 and 8 compass points to give directions.	Where are we and what is around us? Use Digi maps, google maps (2d or 3d) to investigate the school grounds and where school is in relation to the local area. Use vocabulary (8 point compass and coordinates) to describe to position of things.
3	Make a map of a short route experienced, with features in correct order;	<ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order; Make a simple scale drawing Draw a sketch map from high view point. 	Children can make a map of the route to Church.	Where is church in relation to school? Plot route to Hull on a map and describe how to get there. Sketch a simple map from a high view point o guide someone to church.
4	Use number coordinates (grid references) to locate features on a map confidently Begin to recognise symbols on an OS map.	<ul style="list-style-type: none"> Begin to recognise symbols on an OS map. Identify features on aerial/oblique photographs. Use large and medium scale OS maps. 	Children can use number coordinates and symbols to find and describe features on a map.	Compare maps – satellite / normal – What features can you see on them? Give children copies of simple maps of the local area and use standard symbols to mark on features. Compare different representations of the same landscape. Map battle ships game- using coordinate to hit places on the map.
5	Use a key effectively	<ul style="list-style-type: none"> Make a simple scale drawing. Draw a sketch map from a high view point. 	Children will creater a smile sketch map inclduing features and a key.	How high up are we? Draw simple maps using their own symbols and use contour lines to represent elevation of the local landscape.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			



Geography Year 4 Knowledge Organiser

Main Learning: The climate of the Mediterranean

Key knowledge

Know why the Mediterranean is an attractive holiday destination

Know the major seas and oceans of Europe and locate them on a map

Know which countries are on the Mediterranean coast and understand their similarities and differences

Know how the Mediterranean climate is different to that of the UK

Know how the climate of the Mediterranean impacts physical and human geographical characteristics

Know how a Mediterranean and UK holiday resort are similar and different

Vocabulary

Mediterranean Sea

A sea connected to the Atlantic Ocean and almost entirely enclosed by land including Europe to the north and Africa to the south

climate

The weather conditions in an area over a long period of time

subtropical

A zone of climate characterised by hot and humid summers, and cool to mild winters

riviera

A coastal region with a subtropical climate and vegetation

tourism

The act and process of spending time away from home in pursuit of recreation, relaxation, and pleasure

resort

A place that is frequented for holidays, recreation or for a particular purpose



Prior Knowledge–

Y2: Why do we like to be beside the Seaside?

Y3: Main features of the UK

Y3: Europe, its countries and key characteristics

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) – Complete Brain Buzz to explore what the children already know about the Mediterranean Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know the major seas and oceans of Europe and locate them on a map	<ul style="list-style-type: none"> Use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. locate some countries in Europe a map or atlas. Relate continent, country, region, city. 	Children can name the major oceans and seas of Europe on a map.	Children to mark the oceans and seas on a map of the continent of Europe. Children to match the number to the diagram position of the oceans and seas in Europe.
3	Know which countries are on the Mediterranean coast and understand their similarities and differences	<ul style="list-style-type: none"> locate some countries in Europe a map or atlas. Relate continent, country, region, city. describe some key physical and human characteristics of Europe 	Children can compare the countries along the Mediterranean coast.	Children to make a comparison booklet of the different countries along the coast with similarities and differences. Collage or paintings of the Mediterranean coast countries, including features and landmarks. Venn diagram. Children to create travel brochure for Mediterranean coast and give information for the countries.
4	Know how the Mediterranean climate is different to that of the UK Know how the climate of the Mediterranean impacts physical and human geographical characteristics	<ul style="list-style-type: none"> understand the basic physical and human geography of the UK and Europe and its contrasting human and physical explain why some regions are different from others. describe and compare similarities and differences between some regions in the UK and Europe Understand how food production is influenced by climate. 	Children can compare the climates of the Mediterranean and the UK with human and physical characteristics.	Venn diagram the characteristics for each and notice any similarities. Children write summaries of how the climate of Mediterranean impacts the human and physical geographical features and draw diagrams to showcase these.
5	Know how a Mediterranean and UK holiday resort are similar and different	<ul style="list-style-type: none"> understand the basic physical and human geography of the UK and Europe and its contrasting human and physical explain why some regions are different from others. describe and compare similarities and differences between some regions in the UK and Europe 	Children can talk about Mediterranean and UK holiday resorts.	Children to make a travel program. Travel brochure or travel agents. Children to make posters about the resorts comparing them to each other.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Year 5
Autumn 1 – Focus Day



Geography Year 5 Knowledge Organiser

Main Learning: Hull – Human Activity (Focus Day)

Key knowledge

Know what people do within the city

Know what human activity takes place within the city of Hull

Know the different types of employment within the city and identify some of the city's major employers

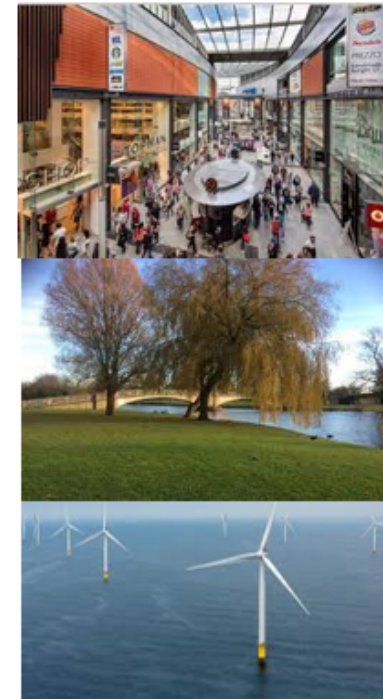
Know how consumer habits have contributed towards retail development within the city

Know what people do for recreation within Hull

Know how the demand for renewable energy is impacting Hull and the surrounding area

Vocabulary

employment	The state of having paid work
retail	The sale of goods to the public
industry	Activity concerned with processing materials and manufacturing goods
recreation	Activity done for enjoyment outside of work
renewable energy	Energy that is collected from sources that will never run out
Siemens Gamesa	The world's leader in the offshore wind industry



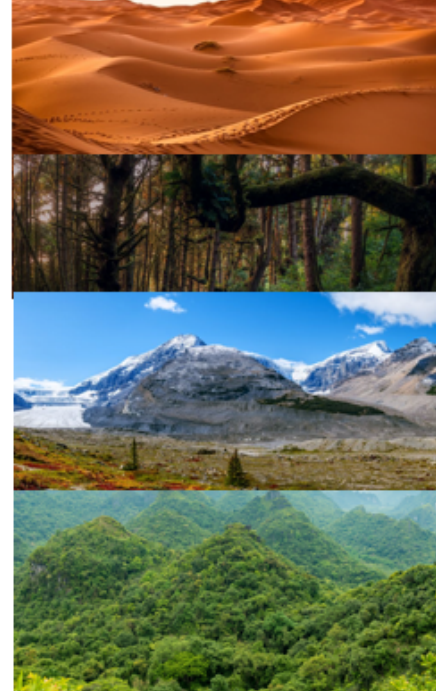

Prior Knowledge–

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) – Summer Yr4 Complete Brain Buzz to explore what the children already know about Hull and past times. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know what human activity takes place within the city of Hull Know the different types of employment within the city and identify some of the city's major employers	Describe different leisure activities and building within Hull. Know the different types of jobs and employment within the city. Name major employment buildings.	Children to know human activity in Hull and the types of employment in the city.	Children can pick an area in Hull to write a letter or postcard to someone to tell them about that place and what they can do.
3	Know how consumer habits have contributed towards retail development within the city	<ul style="list-style-type: none"> • Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. river Nile.) • Use index and contents page within atlases. • Use medium scale land ranger OS maps. 	Children can explain how consumer habits have contributed to the retail development in Hull.	Children make a poster about the consumer habits in Hull and how it goes in retail.
4	Know what people do for recreation within Hull	<ul style="list-style-type: none"> • Compare maps with aerial photographs. • Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) 	Children can explain recreation in Hull and what people do.	Make a poster about Hull and the different things that you can do to get someone to come to Hull.
5	Know how the demand for renewable energy is impacting Hull and the surrounding area	<ul style="list-style-type: none"> • Compare maps with aerial photographs. • Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) 	Children can describe the demand of renewable energy and how it is impacting Hull.	Talk about the wind turbines in Hull and what they do. Watch the wind turbines and energy buildings being made. Children to describe why they have been made. Children to make their own wind turbines with a cardboard box as a stand.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			



Geography Year 5 Knowledge Organiser

Main Learning: Biomes

Key knowledge		Vocabulary		
Know and compare different Biomes		biome	A large region of Earth that has a certain climate and certain types of living things	
Know what biomes are and name the world's biomes		tundra	A cold and frozen landscape with a short growing season	
Know key locations of the world's main biomes		desert	Areas of the Earth that are extremely dry and don't get much rain	
Know the main features of different biomes including vegetation, climate and wildlife		forest	Made up of trees and other woody plants with many types of forests located in different parts of the world	
Know how people have adapted to live in different biomes		aquatic	Include freshwater (such as lakes and rivers) and marine regions (seas and oceans)	
Know how biomes are under threat and identify ways in which they can be protected		grassland	Made up of large open areas of grasses and maintained by grazing animals and frequent fires	
		Prior Knowledge–		

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) Complete Brain Buzz to explore what the children already know about biomes and climates Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know what biomes are and name the world's biomes Know the main features of different biomes including vegetation, climate and wildlife	<ul style="list-style-type: none"> Know what biomes are and name the different types Know key locations of the 5 main biomes List the main differences between a two different biomes 	Children can explain and label biomes with their features.	Activity where children match the pictures to the biomes. Children can be split into group tables and each research a biome to make a big poster to present to each other. Sort pictures of the animals and write about them and which biomes they come from.
3	Know key locations of the world's main biomes	<ul style="list-style-type: none"> Know key locations of the 5 main biomes 	Children know the locations of the main biomes in the world.	Plot the biomes on the world map. Colour in where the biomes are on the map and mark them on the class globe.
4	Know how people have adapted to live in different biomes	<ul style="list-style-type: none"> Know how people have adapted to live in different biomes 	Children explain how people's lives have adapted for the biomes.	Children to hot seat people about how their lives have changed. Compare perspectives of people's lives from videos. Comparison booklet.
5	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			



Geography Year 5 Knowledge Organiser

Main Learning: Trade and Fairtrade

Key knowledge
Know the importance of trade and Fairtrade
Know how and why different countries trade with each other
Know which products are imported to and exported from the UK as well as where products are imported from
Know that all products have a supply chain and understand the supply chain of a specific product (e.g. chocolate)
Know what Fairtrade is and how we can support it in the UK
Know how Fairtrade impacts developing countries and their people

Vocabulary	
import	To bring goods, products or materials in from another country
export	To sell and send goods made in a particular country to another country/other countries
supply chain	Involves the people, activities and resources involved before a product reaches the consumer
developing countries	A poor agricultural country that is seeking to become more advanced economically and socially
cooperatives	Groups of people who agree to work together to sell a product by following fair trade principles
Fairtrade premium	An extra sum of money to invest in improving the quality of their lives



Prior Knowledge–

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) Complete Brain Buzz to explore what the children already know about fair trade and trade. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know how and why different countries trade with each other Know which products are imported to and exported from the UK as well as where products are imported from	<ul style="list-style-type: none"> Know how different countries trade with each other Know why Brexit was important to all of us 	Children can explain why different countries trade with each other and what products it includes. Children can name products that are exported and imported into the UK.	Children to label or draw symbols onto the world map about what is imported into the UK from these places. Pick different countries with titles and state what products are imported and exported from there. Shade in on a map countries that trade and the main importers.
3	Know that all products have a supply chain and understand the supply chain of a specific product (e.g. chocolate)	<ul style="list-style-type: none"> Know what is meant by sustainability, global citizenship and ethical codes 	Children can describe supply chains.	Sequence the chain of a product being made and explain each step the process. Children to create a diagram of a supply chain for a product.
4	Know what Fairtrade is and how we can support it in the UK Know how Fairtrade impacts developing countries and their people	<ul style="list-style-type: none"> Understand what people mean by Fairtrade Know which countries suffer if there is not a culture of Fairtrade 	Children can describe what fairtrade is and its importance for different countries and how we can support it.	Go and visit shops and look for the products stickers on them. Children to make a poster or information text about fairtrade and what it means to spread awareness in school and our city. Children to place fairtrade products onto the map to show where they were produced.
5	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Summer 1

Skills day



Geography Year 5 Knowledge Mat

Fieldwork Skills Day

Key Knowledge and Skills

Use a range of maps confidently and compare different maps or representations of the same location

Use the 8 compass points to describe the location of things in relation to each other

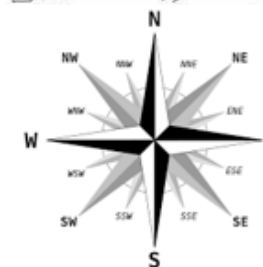
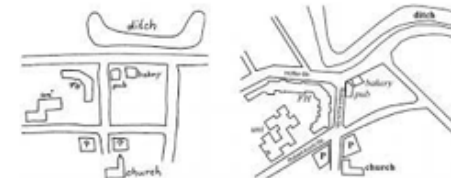
Begin to understand and use 4 figure grid references to locate features on a map

Use standard map symbols accurately to represent geographical features

Draw a sketch map of a local landscape using appropriate symbols, annotations and a key

Vocabulary

representation	How something is shown in a particular way
satellite	An object that is intentionally placed into orbit which can be used to take photographs of earth and help produce maps
sketch map	A map drawn <u>from</u> observation including key features
Plan view map	A map of an area as if you are looking down from above
annotations	A note, comment or explanation added to a diagram or map



Prior Knowledge–

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) Complete Brain Buzz to explore what the children already know about using a compass. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Use a range of maps confidently and compare different maps or representations of the same location. Use the 8 compass points to describe the location of things in relation to each other	<ul style="list-style-type: none"> • Compare maps with aerial photographs. • Begin to use 4 figure co-ordinates to locate features on a map. • Select a map for a specific purpose • Compare maps with aerial photographs. • Begin to use atlases to find out about other features of places. 	Children can use and compare different maps of similar locations and use compass points for directions.	Choose a location on the map for the children to focus on. Compare different maps, aerial photo maps, atlases and OS maps to see the representation of the features. Children to find features on the map by using and following compass instructions to pin point the feature on their map.
3	Begin to understand and use 4 figure grid references to locate features on a map	<ul style="list-style-type: none"> • Draw a sketch map using symbols and a key; • Use/recognise OS map symbols. • Find/recognise places on maps of different scales 	Children can use a 4 point grid to find features on their map.	Children to have feature challenge cards that they must follow and mark onto their map. Focusing on the 4 figure grid references.
4	Use standard map symbols accurately to represent geographical features	<ul style="list-style-type: none"> • Draw a sketch map using symbols and a key; • Use/recognise OS map symbols. • Draw a plan view map with some accuracy. • , 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. 	Children can use standard map symbols for features on a map.	Children to create use map symbols on their map of a certain area or place. Children can describe these to friend and try and get them to follow their map.
5	Draw a sketch map of a local landscape using appropriate symbols, annotations and a key	<ul style="list-style-type: none"> • Draw a sketch map using symbols and a key; • Use/recognise OS map symbols. • Draw a plan view map with some accuracy. • use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world 	Children can create their own sketch map of a Hessle Foreshore/ Hull city centre/ Hull Docks using symbols and keys.	Children can create a map of the area around the area to describe to someone the area by using and drawing their own key. Create it for a travel brochure as a class.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			



Geography Year 5 Knowledge Organiser

Main Learning: North America

Key knowledge

Know where North America is and what its main geographical features are

Know and locate the countries of North America understanding their location in relation to the equator, Arctic Circle and tropics

Know that climate varies across North America, understanding why it does so and how it affects wildlife and vegetation

Know how the world is divided by time zones governed by longitude which and understand that North America has several time zones

Know the names and locations of several states and identify key physical and human characteristics of them

Know about the distribution of natural resources within North America (food, water, oil etc.)

Vocabulary

Equator

An imaginary line around the middle of the earth at an equal distance from the north pole and south pole

American state

The US is a country of 50 states covering a vast swath of North America

climate zone

An area that has its own distinct climate, They also have their own type of vegetation and wildlife

time zone

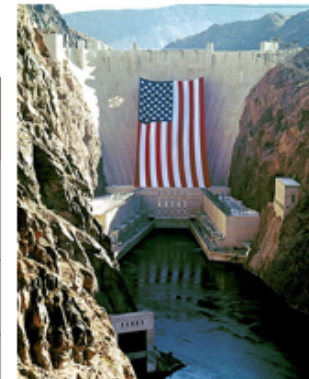
A region with a standard time throughout that is used for all social, commercial and legal purposes. The Earth is loosely divided into 24 time zones separated by longitude

Hoover Dam

A huge dam used for flood and silt control, hydroelectric power, agricultural irrigation, and domestic water supply

Lake Mead

A reservoir formed by the Hoover Dam and the largest reservoir in the United States



Prior Knowledge–

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) Complete Brain Buzz to explore what the children already know about North America and it's features. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know and locate the countries of North America understanding their location in relation to the equator, Arctic Circle and tropics	<ul style="list-style-type: none"> locate some major cities and countries North and South America on physical and political maps. describe some key physical and human characteristics of Europe Use a globe and map to identify the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. 	Children can label countries in North America in relation to the equator, Arctic Circle and tropics.	Pin and label on the map some of the different countries of North America. Show this with the equator and arctic circle by drawing the lines to show this.
3	Know that climate varies across North America, understanding why it does so and how it affects wildlife and vegetation	<ul style="list-style-type: none"> Identify states in North America using a map describe some key physical and human characteristics of Europe understand the physical and human geography of a region in North and its contrasting human and physical environments. 	Children can describe how the climate is different across North America and how it affects different things	Children to compare climates of a few of the states and explain why. Children could draw pictures of the different climates and describe how it affects wildlife and vegetation.
4	Know how the world is divided by time zones governed by longitude and understand that North America has several time zones	<ul style="list-style-type: none"> Identify states in North America using a map describe some key physical and human characteristics of Europe recognise that some regions are different from others. understand the physical and human geography of a region in North and its contrasting human and physical environments. 	Children can explain how the world is divided by time zones and how North America has several time zones.	Children show on a map how the longitude creates the different time zones. Children to mark the NA countries down with their times.
5	Know the names and locations of several states and identify key physical and human characteristics of them Know about the distribution of natural resources within North America (food, water, oil etc.)	<ul style="list-style-type: none"> Identify states in North America using a map describe some key physical and human characteristics of Europe recognise that some regions are different from others. 	Children can name states and physical and human characteristics for NA, Children can talk about how resources are distributed in NA.	Create a poster about North America and what it has to offer. Children summarise where different resources come and go from in NA.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Year 6
Autumn 1 – Focus Day



Geography Year 6 Knowledge Organiser

Main Learning: Hull – Change and Development (Focus Day)

Key knowledge

Know how the city has changed and developed within recent times

Know what major developments have occurred in recent times in Hull

Know what urban regeneration is and give examples from within Hull

Know how the locality of the school has changed and developed

Know how the area of Kingswood has developed in recent times

Know what happened during the City of Culture year and understand the legacy of this

Vocabulary

Urban regeneration

Repairing or improving the problems of an urban area including buildings and physical or environmental aspects

City of Culture

A title given to a city in the UK for a period of one year, during which the successful bidder hosts cultural events through culture-led regeneration

The Fruit Market

A unique, vibrant and cultural part of Hull where people live, work and spend leisure time

Expansion

The process of becoming larger and more extensive

economic

Relating to trade, industry or money



Prior Knowledge–

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) Complete Brain Buzz to explore what the children already know about how Hull has changed Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know what major developments have occurred in recent times in Hull Know what urban regeneration is and give examples from within Hull	<ul style="list-style-type: none"> Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. 	Children know some major developments in Hull and describe how they benefit regeneration.	Children to write about 2 new developments in Hull and what they have been used for. Children can make examples for different developments and sell why they have become important to Hull.
3	Know how the area of Kingswood has developed in recent times	<ul style="list-style-type: none"> Use atlases to find out about other features of places Use OS maps 	Children know how the area of Kingswood has changed.	Children to compare the maps of the land of Kingswood from 10 years ago to the maps now. Children talk about the differences and how more land and housing has been made.
4	Know what happened during the City of Culture year and understand the legacy of this	<ul style="list-style-type: none"> Explain evenst from key celebrations. Use an atalas or OS maps to compare the new features added. Use OS maps 	Children explain the process of the year of the City of Culture in Hull.	Create a poster or an information booklet on the laptop to showcase all the amazing things that happened during the city of culture.
5	Know how the locality of the school has changed and developed	<ul style="list-style-type: none"> Begin to draw plans of increasing complexity. Draw/use maps and plans at a range of scales. Draw a plan view map accurately. Use OS maps. 	Children can describe how the locaility around school has changed and developed.	Using at old satellite maps and comparing them to new to see the similarities and differences between the maps.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			



Geography Year 6 Knowledge Organiser

Main Learning: Industry and climate change

Key knowledge

Know about the issues associated with industry and climate change

Know what industry is and why it is important within the world

Know the major industries within the UK and Yorkshire region and understand how and why these have changed over time

Know what climate change is and understand how it is caused by human activity

Know why climate change is such an urgent issue and understand what can be done to prevent climate change

Know that climate change is already happening and investigate the effects in a chosen location

Vocabulary

Greta Thunberg

Environmental activist who is known for challenging world leaders to take immediate action for climate change

fossil fuels

Include petroleum (oil), coal, and natural gas

greenhouse gases

Heat being trapped inside the Earth's atmosphere

global warming

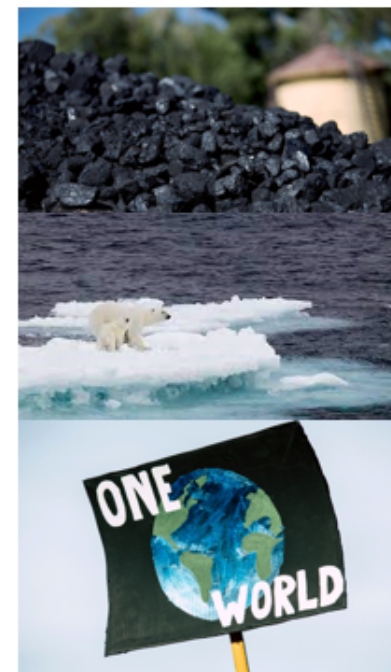
A greenhouse effect, resulting in the increase in global temperatures

ozone layer

an invisible layer of protective gases that circle the earth

methane

A greenhouse gas produced by cows and landfill site



Prior Knowledge–

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) Complete Brain Buzz to explore what the children already know about climate change and industries within the UK. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know what industry is and why it is important within the world	<ul style="list-style-type: none"> Know what industry is and why it is important Know what is meant by climate change Know why climate change is such an urgent issue Understand why people get passionate about climate change Know why climate change has such a big impact on the world's poorest countries 	Children can talk about industries and how it is important to the world.	Children to write about the different parts of the industry and number them in order from most important to least and explain their reasoning behind it.
3	Know the major industries within the UK and Yorkshire region and understand how and why these have changed over time	<ul style="list-style-type: none"> Know about the impact of immigration on Britain's industry Understand how a region has changed and how it is different from another region 	Children can name major industries in the UK and Yorkshire region and describe how they have changed over time.	Look at data and graphs of growth of trade within the UK and Yorkshire region. Talk about Jethro Tull's farming creations and the pros and cons for land owners and farmers. Talk about Steam power.
4	Know what climate change is and understand how it is caused by human activity Know why climate change is such an urgent issue and understand what can be done to prevent climate change	<ul style="list-style-type: none"> Know why climate change is such an urgent issue Know what is meant by climate change Know why climate change is such an urgent issue Understand why people get passionate about climate change Know why climate change has such a big impact on the world's poorest countries 	Children can explain climate change and its causes and how we can stop it.	Explain the causes of climate change, the effects of climate change and how we can save the planet. Create a poster about the causes and effects of climate change, using information and diagrams to show this.
5	Know that climate change is already happening and investigate the effects in a chosen location	<ul style="list-style-type: none"> Know why climate change is such an urgent issue Understand why people get passionate about climate change Know why climate change has such a big impact on the world's poorest countries 	Children can explain the current state of climate change and investigate how it is happening in Hull.	Look at how climate change is already happening in our Hull area and explain what it is doing around us. Show on a map the areas that it is affecting.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			



Geography Year 6 Knowledge Organiser

Main Learning: South America

Key knowledge

Know where South America is and what its main geographical features are

Know and locate the countries of South America including their location in relation to the equator, tropics and Antarctic Circle

Know where the Amazon Rainforest is and understand its significance within the world

Know what the threats are towards the Amazon Rainforest and understand how these can be managed

Know and locate the major cities of South America and understand their key geographical characteristics

Know key physical and human characteristics of Rio de Janeiro and identify similarities and differences between Rio and Hull

Vocabulary

Antarctic Circle

One of the two polar circles and the most southerly of the five major circles of latitude

tropics

Regions of the Earth roughly in the middle of the globe between the Tropic of Cancer and the Tropic of Capricorn which are warm all year

rainforest

An area of tall, mostly evergreen trees and a high amount of rainfall thought to be Earth's oldest living ecosystem

ecosystem

A geographic area where plants, animals, and other organisms, as well as weather and landscape, work together

deforestation

The permanent removal of trees to make room for something besides forest

favela

A slum or shantytown located within or on the outskirts of the Brazil's large cities



Prior Knowledge–

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) Complete Brain Buzz to explore what the children already know about South America and it's features. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know and locate the countries of South America including their location in relation to the equator, tropics and Antarctic Circle Know where the Amazon Rainforest is and understand its significance within the world	<ul style="list-style-type: none"> Locate cities, countries and regions of South America on physical and political maps. locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. 	Children can locate countries of South Africa on the map and mark out the equator and tropics. Children can explain where the amazon rainforest is and show it on a map.	Mark countries on the map of South America and draw the equator, tropics and the artic circle.
3	Know what the threats are towards the Amazon Rainforest and understand how these can be managed	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Know why climate change has such a big impact on the world's poorest countries Understand how a region has changed and how it is different from another region understand the physical and human geography of a region in South America and its contrasting human and physical environments, climate, and economic activity. 	Children explain the threats towards the Amazon rainforest and explain how they can be managed.	Create a deforestation poster on the threats to the Amazon forest trying to persuade people on how it can be managed and changed to be better.
4 & 5	Know and locate the major cities of South America and understand their key geographical characteristics Know key physical and human characteristics of Rio de Janeiro and identify similarities and	<ul style="list-style-type: none"> Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Describe key physical and human characteristics and environmental regions of South America. 	Children can locate cities in South America and explain the geographical and human characterises of Rio de Janeiro and compare it to Hull.	Children use maps and photos from both places and compare the differences and similarities between the two. Mark on the map some key cities in South America. Children could create a research paper comparing both on laptops.

	<p>differences between Rio and Hull</p> <ul style="list-style-type: none"> Understand how a region has changed and how it is different from another region understand the physical and human geography of a region in South America and its contrasting human and physical environments, climate, and economic activity. 		
6	<p>Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.</p>		
After half term	<p>Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.</p>		

Summer 1

Skills day



Geography Year 6 Knowledge Mat

Fieldwork Skills Day

Key Knowledge and Skills

Use a range of maps confidently to investigate the location of the school in relation to key local geographical features

Use the 8 compass points confidently to describe the location of things in relation to each other

Use maps and measurements to establish distances between key geographical features

Understand how land use is represented through maps

Create land use maps using symbols and a key that show change over time

Vocabulary

land use

The function of land and how it is managed

industrial land

Land that is used for manufacturing, processing or storage of materials

agricultural land

Land that is used for rearing animals or growing crops

brownfield

Previously developed land that is not currently in use

greenfield

Land that has never been developed on



Prior Knowledge-

Session	Key Knowledge	Knowledge and Skill from NC	Lesson Outcome	Lesson suggestions / ideas
1	Retrieval from last term (Tick and Fix) Complete Brain Buzz to explore what the children already know about mapping skills including keys and symbols. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2 & 3	Use a range of maps confidently to investigate the location of the school in relation to key local geographical features Use the 8 compass points confidently to describe the location of things in relation to each other Use maps and measurements to establish distances between key geographical features	<ul style="list-style-type: none"> • Use 8 compass points confidently and accurately; • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. • Use/recognise OS map symbols; • Use atlas symbols. • Describe features shown on OS map. • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) 	Children can use maps to investigate school and use compass points to describe geographical features of our local area around school.	Children use a map to mark the features on the whole local area map. Children are given coordinates for the local areas in the school area to find on the map. Use the map to measure the distance between the features.
4	Understand how land use is represented through maps	<ul style="list-style-type: none"> • Draw/use maps and plans at a range of scales. • Draw a plan view map accurately. • Use OS maps. 	Children can find land on maps and describe how we can show it.	Children create their own map of the local area and represent land on their map. Children to compare maps of local areas and features in Hull and colour in and mark out the land.
5	Create land use maps using symbols and a key that show change over time	<ul style="list-style-type: none"> • Describe features shown on OS map. • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) • Use/recognise OS map symbols; • Use atlas symbols. 	Children can make their own maps using symbols and keys.	Children create their own map of the local area and represent land on their map. Mark local features on the map creating their own key. Compare them to OS maps.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Key Performance Indicators for Geography

Geography – Year 1				
Unit Specific Knowledge	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and Fieldwork
<ul style="list-style-type: none"> • Locate on map the key features of the city centre • Name the key features of the city centre • Name the two main bridges in the city of Hull • Name the river that is in the city • I live in Hull, the country we live in is England, which is part of the UK • Use my own symbols on a map • Describe movements and changes in direction • Read and follow directional language such as up, down, left, right, forwards and backwards • Use aerial photos to identify features of my local area • Locate human and physical features in the local area • The flag of the United Kingdom is made up of each of the four flags and is called the Union Jack • The capital city of England is London • The capital city of Wales is Cardiff • The capital city of Scotland is Edinburgh • The capital city of Northern Ireland is Belfast • To know that Kenya is a country in the continent of Africa • To compare the landscape of Kenya to England • Compare Naivasha to Hull • Name some animals that you can see on safari • Describe how Maasai way of life is different to ours • 	<ul style="list-style-type: none"> • Recognise and name some continents and oceans on a globe or atlas. • Use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. 	<ul style="list-style-type: none"> • Know about the local area and name key landmarks • Make observations about, and describe, the local area and the nearest local green space. • Describe an aspect of the physical and human geography of a distant place. • The child can show awareness of their locality and identify one or two ways it is different and similar to the distant place. 	<ul style="list-style-type: none"> • Talk about the day-to-day weather and some of the features of the seasons in their locality. • Show awareness that the weather may vary in different parts of the UK and in different parts of the world. • Talk about a natural environment, naming its features using some key vocabulary. • Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. 	<ul style="list-style-type: none"> • Use a simple picture map to move around the school • Recognise that it is about a place. • Use relative vocabulary (e.g. bigger/smaller, like/dislike) • Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. • Picture maps and globes • Follow directions (Up, down, left/right, forwards/backwards) • Assist in keeping a weekly weather chart based on first-hand observations using picture symbols. • Locate some features of the school grounds on a base map.

Geography – Year 2

Unit Specific Knowledge	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and Fieldwork
<ul style="list-style-type: none"> Know how to follow a map of Hull docks using the four points of a compass. Know how to draw a map of Hull dock Recognise and use a range of simple map symbols from simple plans and street maps Know the human and physical features of Hull Docks Know the name of key landmarks at Hull Docks Know London is the Capital City of England Know some of the human and physical features in London Know some Key landmarks in London Create a class map of London and place models of Key features on it Give 2 differences to London now and London 1666 Know the United Kingdom is made up of four countries. Know the four seas which surround the United Kingdom Know the Capital Cities of the United Kingdom Know the characteristics of the four countries in the United Kingdom Know the United Kingdom in in Europe To know and locate the seven continents and five oceans on a world map Knowhow to use a compass to find north, south, east and west Know about the landscape and climate of Antarctica Describe what it would be like to work in Antarctica Know explorers travel to undiscovered places to explore for new plants and animals Identify Withernsea and recognise where located on a map Describe the human and physical features of the seaside Know some of the similarities and difference between Hull and Withernsea Know the reasons tourists visit the seaside Know the similarities and difference between the seaside in Australia to the UK 	<ul style="list-style-type: none"> Name and locate the seven continents and five oceans on a globe or atlas. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. 	<ul style="list-style-type: none"> Know about the local area, and name and locate key landmarks. Make observations about, and describe, the local area and its physical and human geography. Describe the physical and human geography of a distant place. Describe their locality and how it is different and similar to the distant place. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. Describe which continents have significant hot or cold areas and relate these to the Poles and Equator. Recognise a natural environment and describe it using key vocabulary. Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. 	<ul style="list-style-type: none"> Follow a route on a map. Use an infant atlas to locate places. Locate and name on UK map major features e.g. London, River Thames, home location, seas. Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Follow directions (as yr 1 and inc'. NSEW) Use aerial photos to identify physical and human features of a locality. Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Begin to understand the need for a key. Use class agreed symbols to make a simple key. Keep a weekly weather chart based on first-hand observations using picture symbols and present this data. Locate features of the school grounds on a base map.

Geography – Year 3

Unit Specific Knowledge	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and Fieldwork
<ul style="list-style-type: none"> • Know what a county is and name and locate the main ones in the UK • Know the features of cities and name and locate key cities within the UK • Know the difference between urban and rural locations in the UK • Compare the geographical features of Hull and the East Riding of Yorkshire with those of Snowdonia • Know which are the popular holiday destinations within the UK and understand why they attract visitors • Know that the source of most rivers is usually found in the hills or mountains • Know that rivers end up entering the sea, another river or a lake • Know the names of and can locate many of the UK's longest and major rivers • Know the process of the water cycle • Know that many of the world's main cities are situated close to a river • Know where the hemispheres are understanding which hemisphere Europe is in along with its location in relation to the equator and Arctic Circle • Know many of the countries of Europe (including Russia) and locate these on a map • Know where major European rivers and mountains are situated • Know how the physical features of European countries are different • Know how the human characteristics of European countries are different • 	<ul style="list-style-type: none"> • locate countries in Europe on a map or atlas. • describe some European cities using an atlas. • describe some key physical and human characteristics of Europe • Describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. • Locate the UK's major urban areas; locate some physical environments in the UK. (<i>E.g. British rivers.</i>) • Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. • Locate and describe some human and physical characteristics of the UK. (<i>E.g. locate and label the main British rivers. Add the names of settlements at the mouth of the rivers.</i> 	<ul style="list-style-type: none"> • Know the difference between the Southern and Northern hemispheres • understand the basic physical and human geography of the UK (focus England) and its contrasting human and physical environments. • recognise that some regions are different from others. • recognise that there are physical and human differences within countries and continents. • show awareness of the physical and human characteristics of a European country (Focus Italy) • 	<ul style="list-style-type: none"> • describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles. • Understand how food production is influenced by climate. • recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. • Know that most rivers' source are in a mountain • Know that rivers end up entering the sea and this is called the estuary • Know the names of and can locate many of the UK's longest rivers • Know that most of the world's main cities are situated close to a river • Label a diagram of the water cycle using appropriate vocabulary and describe the sequence 	<ul style="list-style-type: none"> • Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) • Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) • Use large scale OS maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs. • Use 4 compass points to follow/give directions: • Use letter/no. co-ordinates to locate features on a map. • Know why a key is needed. • Use standard symbols. • Try to make a map of a short route experienced, with features in correct order; • Try to make a simple scale drawing. • Begin to draw a sketch map from a high view point.

Geography – Year 4

Unit Specific Knowledge	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and Fieldwork
<ul style="list-style-type: none"> Know and locate the main coastal regions of the UK Know what coastal erosion is and understand how it affects the coast Know the problems that coastal erosion can cause as well as strategies for managing it Know what Spurn Head is and understand how it has been formed Know what a beach is and compare different beaches within the UK Know what tectonic plates are Know how mountains are formed Know and locate the highest mountains in the UK, Europe and the world Know what causes an earthquake Know what causes a volcano Know the major seas and oceans of Europe and locate them on a map Know which countries are on the Mediterranean coast and understand their similarities and differences Know how the Mediterranean climate is different to that of the UK Know how the climate of the Mediterranean impacts physical and human geographical characteristics Know how a Mediterranean and UK holiday resort are similar and different 	<ul style="list-style-type: none"> locate some countries in Europe a map or atlas. Relate continent, country, region, city. describe some key physical and human characteristics of Europe Use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. 	<ul style="list-style-type: none"> understand the basic physical and human geography of Europe and its contrasting human and physical explain why some regions are different from others. describe and compare similarities and differences between some regions in Europe 	<ul style="list-style-type: none"> Know what tectonic plates are Know how mountains are formed Know and locate the most well-known mountains in the UK and the world Know what causes an earthquake Label an earthquake using appropriate vocabulary and describe what happens when it occurs. Know what causes a volcano Label a volcano using appropriate vocabulary and describe what happens when it erupts. 	<ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large-scale map. Begin to match boundaries (E.g. Find same boundary of a county on different scale maps.) Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. Use 4 compass points well: Begin to use 8 compass points; Use letter/no. Co-ordinates to locate features on a map confidently. Know why a key is needed. Begin to recognise symbols on an OS map. Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Draw a sketch map from a high view point.

Geography – Year 5

Unit Specific Knowledge	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and Fieldwork
<ul style="list-style-type: none"> • Know what biomes are and name the world's biomes • Know key locations of the world's main biomes • Know the main features of different biomes including vegetation, climate and wildlife • Know how people have adapted to live in different biomes • Know how biomes are under threat and identify ways in which they can be protected • Know how and why different countries trade with each other • Know which products are imported to and exported from the UK as well as where products are imported from • Know that all products have a supply chain and understand the supply chain of a specific product (e.g. chocolate) • Know what Fairtrade is and how we can support it in the UK • Know how Fairtrade impacts developing countries and their people • Know and locate the countries of North America understanding their location in relation to the equator, Arctic Circle and tropics • Know that climate varies across North America, understanding why it does so and how it affects wildlife and vegetation • Know how the world is divided by time zones governed by longitude which and understand that North America has several time zones • Know the names and locations of several states and identify key physical and human characteristics of them • Know about the distribution of natural resources within North America (food, water, oil etc.) 	<ul style="list-style-type: none"> • locate some major cities and countries North and South America on physical and political maps. • describe some key physical and human characteristics of Europe and North and South America. Identify states in North America using a map • Use a globe and map to identify the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. • Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. 	<ul style="list-style-type: none"> • understand the physical and human geography of a region in North and its contrasting human and physical environments. • recognise that some regions are different from others. • recognise that there are physical and human differences within countries and continents. 	<ul style="list-style-type: none"> • Know what biomes are and name the different types • Know key locations of the 5 main biomes • Explain the main features of the different biomes • Know how people have adapted to live in different biomes • List the main differences between a two different biomes • Know how different countries trade with each other • Know why Brexit was important to all of us • Understand what people mean by Fairtrade • Know which countries suffer if there is not a culture of Fairtrade • Know what is meant by sustainability, global citizenship and ethical codes 	<ul style="list-style-type: none"> • Compare maps with aerial photographs. • Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) • Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. river Nile.) • Use index and contents page within atlases. • Use medium scale land ranger OS maps. • Use 8 compass points; • Begin to use 4 figure co-ordinates to locate features on a map. • Draw a sketch map using symbols and a key; • Use/recognise OS map symbols. • Begin to draw a variety of thematic maps based on their own data • Draw a plan view map with some accuracy.

Geography – Year 6

Unit Specific Knowledge	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and Fieldwork
<ul style="list-style-type: none"> Know what industry is and why it is important within the world Know the major industries within the UK and Yorkshire region and understand how and why these have changed over time Know what climate change is and understand how it is caused by human activity Know why climate change is such an urgent issue and understand what can be done to prevent climate change Know that climate change is already happening and investigate the effects in a chosen location Know and locate the countries of South America including their location in relation to the equator, tropics and Antarctic Circle Know where the Amazon Rainforest is and understand its significance within the world Know what the threats are towards the Amazon Rainforest and understand how these can be managed Know and locate the major cities of South America and understand their key geographical characteristics Know key physical and human characteristics of Rio de Janeiro and identify similarities and differences between Rio and Hull 	<ul style="list-style-type: none"> Locate cities, countries and regions of Europe and North and South America on physical and political maps. Describe key physical and human characteristics and environmental regions of Europe and North and South America. locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. 	<ul style="list-style-type: none"> Understand how a region has changed and how it is different from another region understand the physical and human geography of a region in South America and its contrasting human and physical environments, climate, and economic activity. 	<ul style="list-style-type: none"> Know what industry is and why it is important Know what is meant by climate change Know why climate change is such an urgent issue Understand why people get passionate about climate change Know why climate change has such a big impact on the world's poorest countries Know why many people from the West Indies emigrated to Britain the 1950s Know why so many people from India and Pakistan emigrated to Britain Know about the impact of immigration on Britain's industry Known why Brexit was such an important event in Britain Know what is meant by the European Union 	<ul style="list-style-type: none"> Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. Mountain regions, weather patterns) Use a scale to measure distances. Confidently use an atlas. Recognise world map as a flattened globe. Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. Use/recognise OS map symbols; Use atlas symbols. Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Draw/use maps and plans at a range of scales. Draw a plan view map accurately. Use OS maps.