Badsworth Church of England Junior & Infant School
CARE- Prepare – Believe
Geography

Geography at Badsworth C of E Junior and Infant School
At Badsworth CE Primary school, we believe that our broad and ambitious geography curriculum promotes and encourages all of our learners to become global citizens who have a curiosity and passion for places and people. Through the teachings of a wide range of skills, knowledge and vocabulary, our students will be equipped with lifelong competencies that will give them the confidence to positively interact with the wider world.

EYFS

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Children know about similarities and differences in relation to places, objects, materials and living things.	Children talk about the features of their own immediate environment and how environments might vary from one another.	They make observations of animals and plants and explain why some things occur, and talk about changes They know about similarities and differences between themselves and others, and among families, communities and traditions.	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Year 1 – 6

Units of Work Overview

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Local Area Study – Badsworth *Oddizzi unit for support*	**Oceans and Continents** *Oddizzi unit for support*	**Region of the UK –Yorkshire**	**Region of Europe – Scandinavia**	**North America**	**South America** *Oddizzi unit for support* **Autumn 1** **Fieldwork – During Year 6 Residential at Marrick Prioy** **Map skills -** compass pointes, key,
The United Kingdom *Oddizzi unit for support – United Kingdom & Physical/Human*	**Hot and Cold Places** *Oddizzi unit for support*	**Rivers – River Aire** *Oddizzi unit for support* **Water Cycle** Spring 1 before Romans	**UK – Counties and Cities** *Oddizzi unit for support – map skills*	**North America – Region of Yellowstone**	**South America – Brazil** *Oddizzi unit for support*
Contrasting Locality in the UK – Bridlington and Badsworth *Oddizzi unit for support* Summer 1	**Contrasting Non-European Country – Mexico – Tocuaro and Badsworth**	**Local Study – Land Use After Coal Mining** Summer 2 after coal mining	**The Globe – Latitude/ longitude** *Oddizzi unit for support – map skills*	**Earthquakes and Volcanoes** *Oddizzi unit for support*	**World Trade** *Oddizzi unit for support*

Year 1

Unit of Work		
Weather – In Year 1, the unit on weather is taught all year. There is a display in the classroom which changes according to the season and the weather. This shows pictures of the type of weather in a particular season and the clothes which would be worn. For a week in each season, the children will keep a weather diary.		
Local Area Study – Badsworth	**The United Kingdom**	**Contrasting Localities in the UK – Badsworth and Bridlington**
Assessment Questions		
Can you name our local area? **What is a human/physical feature?** **How are human and physical features different?** **Which human features can you see in Badsworth?** **Which physical features can you see in Badsworth?**	**Plot surrounding seas of UK on a map** **What is a capital city?** **What is the capital of England?** **What is the capital of Scotland?** **What is the capital of Wales?** **What is the capital of Northern Ireland?** **Can you name a characteristic of each capital city?** **Can you name the 4 seas of the UK?** **What is the difference between an ocean and sea?**	**Why is Bridlington different to Badsworth?** **How and why are Bridlington and Badsworth physical features different?** **How are Bridlington and Badsworth different when we think about where they are plotted on a map?** **How do we know Bridlington and Badsworth are different to each other?** **What is a human/physical feature?** **How is land use different in Badsworth and Bridlington?**
Locational Knowledge		
	• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ➢ Name and locate the 4 countries of the UK – including flags and some key landmarks ➢ Identify capital cities ➢ England – large flat areas used for farming, Pennine Hills, heavily populated, ➢ Scotland – Mountainous – Ben Nevis, sparsely populated, rugged ➢ Wales – Mountainous – Snowdon, sparsely populated ➢ Northen Ireland – Separate to the main island, part of a bigger island, Giant Causeway, sparsely populated, agricultural ➢ London – Buckingham Palace/River Thames ➢ Edinburgh – Edinburgh Castle/Water of Lieth/hill ➢ Cardiff – Cardiff Castle/coast ➢ Belfast – Banks of River – Ports	• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom ➢ Compare geographical locational similarities and differences of Badsworth and Bridlington.(inland and coastal) ➢ To compare land use of Badsworth and Bridlington (farming, port and tourism) ➢ Compare similarities and differences of human and physical geography. ➢ **Human** Badsworth - building use – residential, hotel, church, school Bridlington – shops, leisure, public toilets, fast food outlets, restaurants, coach park, ➢ **Physical** Badsworth – hill, river, fields, farm land, Bridlington – coastal, sea, flat, beach,

Place Knowledge		
• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom ➢ Study the local area of Badsworth understanding human and physical geography e.g why do people live here ➢ Human – church, residential, church hall, village hall, school ➢ Physical – farming, water, hill, stream, fields,		• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom ➢ Revisit the local area from unit 1. ➢ Study the local area of Bridlington understanding human and physical geography e.g why do people live here ➢ Human – fishing, access to food, tourism ➢ Physical – coast, natural harbour, North Sea
Human and Physical Geography		
• use basic geographical vocabulary to refer to: **Key physical feature:** hill, vegetation, river **Key human features:** village, town, farm, house, street, hotel, school, church ➢ Understand that Badsworth is their local area. ➢ Identify and sort human and physical features from their local area e.g.school, church, hill, river .	• use basic geographical vocabulary to refer to: **Key physical feature:** River, hill, mountains, coast, **Key human features:** castle, palace, port, Houses of Parliament, ➢ To name human and physical features of the capital cities of the UK see above	• Use basic geographical vocabulary to refer to: • **key physical features:** beach, cliff, coast, sea, shore, • **key human features**: town, village, house, office, harbour and shop, beach huts, promenade, gardens on the promonade ➢ At Bridlington, children will identify and recognise physical and human features. Features see above.
Geographical Skills and Fieldwork		
• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. ➢ Look at locality pictures on google ➢ Walk around the local area – focusing on identifying physical and human features. Constructing basic symbols in a key. ➢ Walk around the school grounds devising a simple map.	• use world maps, atlases and globes to identify the United Kingdom and its countries • use aerial photographs to recognise landmarks and basic human and physical features; • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ➢ Use an atlas and globe to identify the UK it's capital cities and seas on a map. ➢ Use aerial photographs of the capital cities to recognise basic human and physical features. ➢ Identify and locate capitals and characteristics on a map of the UK. ➢ Know that Scotland is in the north of the UK and Northern Ireland is in the west. ➢ Know that London is in the south of England	• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple 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 ➢ Children to construct a simple map of the sea front at Bridlington identifying and labelling basic human and physical features. ➢ Using aerial photographs, children will construct simple symbols in a key ➢ Know that Bridlington is located on the east coast of the UK.

Vocabulary		
Key River Map Village Fields Hill Symbol	City Sea Capital city United Kingdom Atlas Globe landmark characteristics	Compare Similarities Differences Beach Coast Cliff Promenade Harbour Port Tourism

Year 2

Unit of Work		
Continents and Oceans	**Hot and Cold Places**	**Contrasting Non-European Country Mexico – Tocuaro and Badsworth**
Assessment Questions		
What is an ocean? **Name the five oceans.** **What is a continent?** **Name the seven continents.** **Can you label the oceans and continents on a world map?**	**Where is the equator on a world map?** **Where are the North and South Pole?** **Where are hot places?** **Where are cold places?** **What are the features of a cold place?** **What are the features of a hot place?** **How do animals adapt to living in hot places?** **How do animals adapt to living in cold places?**	**Can you locate Mexico and Tocuaro on a world map?** **Which continent is Mexico on?** **Which seas / oceans surround Mexico and United Kingdom?** **What are some of the physical and human features of Mexico / Tocuaro?** **What are the similarities and differences between the physical and human features of Tocuaro and Badsworth?** **What is the climate like in Mexico compared to England?** **How might life be different for a child living in Mexico to Badsworth?**
Locational Knowledge		
• name and locate the world's seven continents and five oceans ➢ Name the five oceans ➢ Name the seven continents ➢ Locate the five oceans ➢ Locate the seven continents	➢ Know that the equator is an imaginary line which runs around the centre of the world. ➢ Know that the North Pole is at the top of the earth in the Artic and the South Pole is at the bottom of the earth in the Antarctic. ➢ Know that the poles are as far away from the equator as it's possible to be.	• Name and locate the world's seven continents and five oceans ➢ Understand that Mexico is a country in the South American continent. ➢ Know that to get from the United Kingdom to Mexico, you must cross the Atlantic Ocean. ➢ Understand that Tocuaro is a village in Mexico.

Place Knowledge		
	➢ Know that the land around the equator is very warm – hot, sandy dessert, lack of water, animals adapt to living in warm conditions. ➢ Know that conditions at the poles are very harsh and cold.	• understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country ➢ **Human** Tocuaro – village, culture, mask making – Day of the Dead Badsworth – See above (Y1) ➢ **Physical** Tocuaro – climate, temperature, landscape - farming Badsworth – See above (Y1)
Human and Physical Geography		
• use basic geographical vocabulary to refer to: **Key Physical Features:** sea, ocean, continent, country, land, water ➢ To know the difference between a continent and country – A continent is a land mass defined by geography. A country is an area of land, with boarders, which is defined by people. ➢ To know the difference between ocean and sea- oceans are vast deep, open bodies of salt water. Seas are smaller, shallower and often enclosed by land.	➢ location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Linked with Science – Living Things and Their Habitats** ➢ Children to locate the equator, hot and cold countries on a world map. ➢ Know that the land around the equator is very warm – hot, sandy dessert, lack of water, animals adapt to living in warm conditions. ➢ Know that conditions at the poles are very harsh and cold.	• use basic geographical vocabulary to refer to: **Key Physical Features:** coast, hill, sea, ocean, mountains, soil, valley, vegetation, climate weather **Key Human Features:** village, factory, farm, house, bull ring, bakery, shop
Geographical Skills and Fieldwork		
• use world maps, atlases and globes to identify continents and oceans studied at this key stage ➢ Locate the oceans and continents on a world map, in an atlas and on a globe. ➢ Use large floor world map to recall locations.	• use world maps, atlases and globes to identify continents and oceans studied at this key stage ➢ Use an atlas and a globe to identify Equator, North Pole and South Pole ➢ Locate the Equator, North Pole and South Pole on a world map	• use world maps, atlases and globes to identify the United Kingdom and the countries, continents and oceans studied at this key stage ➢ Use a world map, atlas and globe to identify and locate the UK and Mexico. ➢ Locate Tocuaro in Mexico and Badsworth with in the UK. ➢ Understand which continent Mexico and the UK are part of and which ocean you would cross to get to Mexico from the UK

Vocabulary		
Ocean Continent World map Globe Country Sea	Equator North Pole South Pole Dessert Weather Temperature Cold Hot Antarctic Tropical	Location Compare Contrast Climate Population Mountains Culture

Year 3

Unit of Work		
Region of the UK – Yorkshire	**Rivers – River Aire**	**Local Study – Land use after coal mining**
Assessment Questions		
Where is Yorkshire located in the United Kingdom? **What are the main cities in Yorkshire?** **What are the names of some rivers in Yorkshire?** **What are the physical features of Yorkshire?** **How does the physical geography of Yorkshire shape how humans use the land?** **What are the human features of Yorkshire?** **How has industry shaped the human geography of Yorkshire?**	**What are the four stages of the water cycle?** **Where does the River Aire start?** **Where does the River Aire meet the River Calder?** **Where do all rivers lead to?** **Which sea does the River Aire flow into?** **What processes of a river change the landscape?** **What are the main features of a river?** **What are the main causes of flooding?**	**What was the local land used for in the past?** **Why was Upton, Frickley and South Elmsall developed as residential areas?** **What geographical features were used to transport coal?** **How has the land use changed after the mines/pits were closed?**
Locational Knowledge		
• 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 ➢ Children know that England is divided up into different areas called counties. ➢ Children know Yorkshire is the largest English county and can identify it on a map of the UK.	• 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 ➢ Children know that the River Aire runs through Leeds and the confluence of the River Aire and Calder is located at Castleford. ➢ Children know the source of the River Aire is located at Malham, located in the Yorkshire Dales. ➢ Children understand that all rivers lead to the sea. (The River Calder joins the River Aire and flows into the North Sea)	• 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 ➢ Children know that the discovery of coal under the ground led to land being used for mining. ➢ Children know that after the mines were closed, economic activity was reduced and lots of people were out of work. ➢ Children know that the mines were redeveloped and have been used to provide jobs in leisure and retail. (Frickley Park & Xscape)

Place Knowledge		
• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom ➢ Children recognise cities in Yorkshire such as Leeds, Wakefield, Doncaster and York. ➢ Children know the largest city in Yorkshire is Leeds, Sheffield, and Bradford. ➢ Children know there are many rivers in Yorkshire including the Aire, Went, Ouse and Calder,	• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, ➢ Children to name some the geographical features which have made as a result of a water in the region of Yorkshire e.g Gordale Beck - Janet Foss, a tributary of the River Aire	• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom ➢ Children know that some areas of the United Kingdom are rich in resources and Yorkshire is rich in coal. ➢ Due to this, humans use the land for economic reasons and coal mining took place. ➢ Physical Geography – Location of coal ➢ Human Geography – job, location of towns, economy
Human and Physical Geography		
• describe and understand key aspects of: **physical geography,** including: biomes and vegetation belts, rivers, mountains, **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 ➢ Children identify the main aspects of the below: **Physical Geography:** Yorkshire Dales, North Yorkshire Moors, coast, hills and peaks, valleys, vales, **Human Geography:** Reservoirs, canal use linked to trade, land use – farming (rhubarb & liquorice) tourism, immigration, culture (Heathland/country sports) **Physical Features:** hills, rivers, streams, forests, woodland, waterfalls, glacial valleys, **Human Features:** cities, towns, villages, industry – mines, quarries, steel, textile mills, farming, canal, factory, power station, railways,	• describe and understand key aspects of: **physical geography**, rivers and the water cycle **human geography**, types of settlement and land use, ➢ Children understand the water cycle is continuous and the four stages include: evaporation, condensation, precipitation and collection. ➢ Children understand how rivers change the landscape through erosion and deposition of materials. ➢ Children can explain the features of a river such as **source, meander, banks, tributary, flood plain, mouth, estuary** and that a river has three stages (upper course, middle course and lower course) ➢ Children know flooding is cases by trees being cut down, land use changing e.g housing estates being built, dams collapsing, environmental issues.	• describe and understand key aspects of: **physical geography**: rivers, location of coal in the land **human geography**: types of settlement and land use, economic activity, and the distribution of natural resources including energy. ➢ Children know that the discovery of coal under the ground led to land being used for mining. ➢ Children know that coal mining led to land being used to produce and transport coal from where it was mined to where it was needed. ➢ Children know that after the mines were closed, economic activity was reduced and lots of people were out of work. ➢ Children know that the mines were redeveloped and have been used to provide jobs in leisure and retail. (Frickley Park & Xscape)
Geographical Skills and Fieldwork		
• use maps, atlases and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	• use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom • 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

➢ Children use grid references, symbols and keys to locate places and features of Yorkshire on a map. ➢ Children use maps to identify topography of Yorkshire using contour lines.	➢ Children undertake a river study measuring the depth and flow of the upper course of the River Aire and compare this to the River Went. ➢ Identify human and physical features observed at the river. ➢ Children use four figure grid references to map the journey of the River Aire accurately.	➢ Children to explore photographs, aerial photographs and maps to compare land use then and now. ➢ Children to create a sketch map of Frickley Park to include key features such as: footpaths, fishing lakes, wild flower areas, hills, picnic areas, gates, car park, ➢ Children to create a 4-figure grid reference map including a key using OS symbols.
Vocabulary		
Contour lines Topography Grid references County Canal Immigration Ordinance Survey Reservoir Glacial Valley	source meander banks tributary flood plain mouth estuary confluence upper course middle course lower course erosion deposition condensation evaporation	Regeneration Reclaim Economic activity Slag heaps Open cast mine Shafted mine

Year 4

Unit of Work		
Region of Europe – Scandinavia	**The United Kingdom – Counties and Cities**	**The Globe – Latitude/longitude**
Assessment Questions		
Which countries and capital cities are in Europe? **Where is the region of Scandinavia?** **Which oceans boarder Scandinavia?** **Which seas boarder Scandinavia?** **Describe the location of Scandinavia.** **Which countries make up Scandinavia?** **What is the landscape like in Scandinavia?** **What is the climate like in Scandinavia?** **What is the main economic activity in Scandinavia?**	**Name and locate counties in the United Kingdom.** **Name and locate some of the major cities in the United Kingdom.** **What are some of the UK's main rivers?** **What are the three largest mountains in the UK?** **What are the hill regions of the UK called?** **What is a hamlet?** **What is a village?** **What is a town?**	**What is the difference between weather and climate?** **What do the lines across a world map show?** **How is latitude linked to climate?** **How does the climate vary between the equator and the poles?** **What are the main climate zones?** **Which climate zones are the wettest and driest?** **Which climate zones are the hottest and coolest?**

What is the climate in Scandinavia? What are the seasons like in Scandinavia?	What is a city? What is a National Park?	
Locational Knowledge		
• locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
➢ Children will locate Europe and Russia on a world map. ➢ Children will name and locate some of Europe's major cities e.g Paris, Madrid, Lisbon, Brussels, Berlin, Rome, Vienna, Stokholm, Copenhagen, Oslo, Helsinki ➢ Children will locate the region of Scandinavia and know it is part of Europe ➢ Children will name the seas and oceans which boarder this region. ➢ Children will know that Scandinavia is further north than the United Kingdom and that some part of Scandinavia is located in the Artic Circle.	➢ Children will name and locate counties and cities in the United Kingdom – England - Leeds, Manchester, Liverpool, Birmingham, Newcastle, Carlisle, Bristol, Southampton, Cambridge, Plymouth, London ➢ Scotland – Glasgow, Edinburgh, Inverness, Aberdeen, Sterling, ➢ Wales – Cardiff, Swansea, Aberystwyth, ➢ Northern Ireland – Belfast, Londonderry ➢ To understand England is split into counties ➢ To locate the regions/counties of England on a map	➢ Identify the different lines of latitude and explain how latitude is linked to climate. ➢ Locate different climate zones and explore the differences between the Northern and Southern Hemispheres. ➢ Compare temperate and tropical climates. ➢ Identify the characteristics of each climate zone
Place Knowledge		
• understand geographical similarities and differences through the study of human and physical geography of a region in a European country	• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	• describe and understand key aspects of: **physical geography, including:** climate zones,
➢ Children will know the countries that make up Scandinavia and their capital cities. ➢ Children will know that Scandinavia is different from the UK with many mountains, many islands, fjords and is sparsely populated. ➢ Children will know that the climate in some parts of Scandinavia is similar to the climate of the Scotland – seasons, summer- cooler, winter – darker and cooler ➢ Know that countries located in the Artic Circle are very cold.	➢ **Human Geography** - understanding some regions are more populated than others ➢ Understand the difference between a hamlet, village, town and city. To name and locate some on a map. What do the children notice about their location linked to their population? E.g hamlet and village – more rural – landscape, transport links ➢ **Physical Geography** – Locate the main hills and Mountains in the UK e.g Pennines, Lake District, Ben Nevis, Snowden, Scafell Pike, ➢ Understand how the landscape is different across the UK – Scottish Highlands, Yorkshire Moores, Exmore, ➢ Locate the National Park regions ➢ Locate and name major rivers in the UK – England - Thames, Seven, Aire, Trent,	➢ Compare temperate and tropical climates. ➢ Explore weather patterns within a climate zone. ➢ Identify the characteristics of each climate zone

	Scotland – Tay, Clye and Spey Wales – Severn, Wye, Usk Northern Ireland – Bann	
Human and Physical Geography		
• describe and understand key aspects of: **physical geography, including:** climate zones, biomes and vegetation belts, rivers, mountains, volcanoes **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 ➢ **Physical Geography** - Fjords, mountains, forests, volcanic, climate – seasons, day light ➢ **Human Geography**– fishing, tourism, farming, forestry work, coastal settlements, culture adapting to cold conditions/climates (hygge)	• describe and understand key aspects of: **physical geography:** mountains, rivers/coastline features – linked to location of cities **Human geography:** types of settlement and land use, economic activity – jobs, population density in cities/villages ➢ **Human Geography** - understanding some regions are more populated than others and understand the reason why. ➢ To understand the UK's main industry linking to population and human features ➢ To understand how tourism impacts the economy ➢ **Physical Geography** – Locate the main hills and Mountains in the UK e.g Pennines, Lake District, Ben Nevis, Snowden, Scafell Pike, ➢ Understand how the landscape is different across the UK – Scottish Highlands, Yorkshire Moores, Exmore, ➢ Locate the National Park regions ➢ Locate and name major rivers in the UK – England - Thames, Seven, Aire, Trent, Scotland – Tay, Clye and Spey Wales – Severn, Wye, Usk Northern Ireland – Bann ➢ To link the coastal resorts to tourism e.g South West region	
Geographical Skills and Fieldwork		
• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ➢ Compare global satellite light pollution images to compare population density. ➢ Identify Scandinavian countries and capital cities on a map. ➢ Identify the Artic Circle and where Scandinavia is part of this.	• use maps, atlases to locate counties and cities • use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. ➢ Use atlases and maps to locate key features of the UK – cities, counties, hills, mountains, rivers ➢ To use the eight points of a compass to describe the location of cities and key features e.g Newcastle is in the north east of England.	• use maps, atlases, globes to locate countries and describe features studied ➢ To use an atlas to find and identify lines of latitude ➢ Use an atlas and globe to identify climate zones

➢ Use data handling to compare population, temperature, day light hours between Scandinavia and the UK.	➢ Look at a region of UK – not Yorkshire e.g a rural village such as the Lake District and use grid references and OS symbols to locate it's features. ➢ Identify contour lines on a map to describe the landscape.	
Vocabulary		
Population density Fjords Hygge Light pollution Volcanic Biomes Alpine Deciduous fresh water	Hamlet Landmark Mountain National Park	Climate Climate zone Latitude Longitude Northern Hemisphere Southern Hemisphere

Year 5

Unit of Work		
North America	**Yellowstone**	**Earthquakes and Volcanoes**
Assessment Questions		
What countries make up North America? **Why are the largest countries in North America split up into states?** **What cities can be located in North America?** **Why does North America have so many different climates?** **What are the key industries in the Caribbean and why?** **Explain why Haiti is so poor?** **Explain why leaders chose to build The Panama Canal?**	**Where is Yellowstone in North America?** **Locate Yellowstone on a map?** **What are some of the main geographical features of Yellowstone?** **Explain why Yellowstone is so diverse and so popular for tourists and film makers?**	**What causes a volcanic eruption?** **How do natural disasters effect humans?** **How do earthquakes happen?** **Where do the majority earthquakes and volcanic eruptions happen and why?** **Despite the dangers, why do people still choose to live near volcanoes?** **Why are some communities that live in areas affected by natural disasters so in poverty?**
Locational Knowledge		
• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,	• 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.	• 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.

the Prime/Greenwich Meridian and time zones (including day and night) ➢ Children can locate North America on the map of the world. ➢ Children know and can identify using an atlas that Greenland, Newfoundland, The Caribbean, Canada, USA, Mexico, Panama, Costa Rica, Cuba, Belize, El Salvador, Guatemala, Honduras, Haiti, Nicaragua make up North America. ➢ Children know that the USA and Canda are so large they are broken up into self-governing states. ➢ Children understand that North America has a range of climates because it covers a range of climate zones including: tropic of Cancer, Artic Circle, Temperate Zone, Northern Hemisphere and has different time zones from East to West. ➢ Children know the major cities of North America including Toronto, New York, Washington DC, Mexico City, Havana, San Jose, Kingston, Port au Prince, Nuuk,	➢ Children locate Yellowstone in the continent of North America	➢ Children to know that earthquakes almost always occur on tectonic plate boundaries. ➢ Children know that volcanoes occur in specific places such as The Ring of Fire. ➢ Children can locate The Ring of Fire and therefore explain why volcanoes do not exist in the UK.
Place Knowledge		
• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America ➢ Children know that Panama is at the bridge of North and South America. It is where the land masses are at their narrowest point.	• 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 ➢ Children understand the geography of Yellowstone National Park in the USA. ➢ Children know that humans use Yellowstone for tourism. ➢ Children understand why Yellowstone is protected and why the natural resources in Yellowstone are not exploited.	• 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 ➢ Children to know that earthquakes almost always occur on tectonic plate boundaries. ➢ Children know that volcanoes occur in specific places such as The Ring of Fire. ➢ Children can locate The Ring of Fire and therefore explain why volcanoes do not exist in the UK.

Human and Physical Geography		
• describe and understand key aspects of: - **physical geography,** including: 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 ➢ Children know that some parts of the Caribbean rely on tourism but that the Caribbean also produces coffee, fruit, oil, sugar and rum. ➢ Children know that some parts of the Caribbean are very poor for example Haiti is in poverty due to a lack of fertile land and earthquakes. ➢ Children know that the Panama Canal was built at the narrowest point to allow shipping to avoid the long journey between Atlantic and Pacific Oceans. Children know this had a significant impact on trade.	• describe and understand key aspects of: - **physical geography,** including: 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 ➢ They know that within the park there is every type of Biome including desert, tundra, grassland, alpine, deciduous, mountain and fresh water, temperate. ➢ Children know that Yellowstone's only industry is tourism but recently the film industry due to the varied location on offer.	• describe and understand key aspects of: - **physical geography,** including: biomes and vegetation belts, volcanoes and earthquakes - **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 ➢ Children know the four layers of the earth. (crust, mantle, outer core, inner core) ➢ Children know that earthquakes occur because of tectonic plate boundary movement (convergent, divergent, transform) on the surface of the earth at points we call fault lines. ➢ Children know that Haiti is located where tectonic plates meet so experiences multiple natural disasters. ➢ Children know some of the effects that earthquakes have on humans and the environment. ➢ Children know the chronological process of how a volcano erupts. ➢ Children can explain why people choose to settle near volcanoes (finance/trade) ➢ Children understand some of the advantages and disadvantages of living near a volcano. ➢ Children know some of the effects eruptions have on humans and the environment. ➢ Children know that Yellowstone is volcanic ➢ Children can explain that sometimes earthquakes and volcanic eruptions can cause Tsunami.
Geographical Skills and Fieldwork		
• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ➢ Use maps and atlases and globes to locate countries in North America. ➢ Use maps and atlases to find cities in North America.	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ➢ Use maps and atlases to locate Yellowstone in North America	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ➢ Using atlases and maps, identify the ring of fire on a world map.

➢ Use aerial pictures to explore the features of regions such as Panama, Rocky Mountain Range, Caribbean ➢ Use OS maps and 6 figure grid references to locate features in North America.	➢ Use aerial pictures to explore the features of Yellowstone e.g Yellowstone Caldera, Grand Prismatic Spring, Yellowstone Lake, Grand Canyon of the Yellowstone, Lower and Upper falls, ➢ Use OS maps and 6 figure grid references to locate features in Yellowstone	➢ Locate well-known volcanoes on a world map e.g Mount Vesuvius, Mount Fuji, Mount Etna, Mauna Loa and Kīlauea, Krakatoa, St. Helen's. Use thematic maps (tectonic plates) to gain information where earthquakes occur and begin to understand why
Vocabulary		
Temperate Poverty States Fertile land	National Park Tectonic plates Earthquakes Crater Canyon Hot Springs Tundra	Convergent Divergent transform Fault line Tsunami Eruption Magma Lava tube crust, mantle outer core inner core

Year 6

Unit of Work		
South America	**Brazil**	**Trade**
Assessment Questions		
What countries make up South America? **What cities can be located in South America?** **Why does South America have so many different climates?** **What are the main trade links in South America?**	**Can children locate Brazil on a world map?** **What are the major cities in Brazil?** **Explain why the major cities are located where they are.** **What different settlements are there in Brazil?** **Why were Favela's created?** **What are some human features of Brazil?** **What are some physical features of Brazil?** **What are the four layers of the rainforest?** **What is the difference between biomes and vegetation belts?** **What is deforestation and why does it happen?** **Which products do we use in the UK that are from the rainforest?** **What is the impact of this on the world?**	**Which counties sell the most to other places?** **Why do most places have to buy things from other countries?** **Why do different countries buy or sell different things?** **Why might it matter if we need to buy more than we can sell?** **What does LEDC mean?** **What does MEDC mean?** **To understand the positives and negatives of globalisation?**

Locational Knowledge		
• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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) ➢ Children can locate South America on the map of the world. ➢ Children know and can identify using an atlas the 12 countries of South America. ➢ Children understand that South America has a range of climates because it covers a range of climate zones including: tropic of Capricorn, Equator, Antarctic Circle, Northern and Southern Hemisphere and has different time zones from East to West. ➢ Children know the major cities of South America including Rio De Janeiro, Brasilia, Buenos Aires, Sao Paulo, Santiago, Bogota, Lima, Valparaiso	• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) ➢ Children can locate Brazil on a map of South America and can name and locate some of the major cities. ➢ Identify why the major cities are where they are e.g coastal – tourist, not central due to Rainforest – physical and human features	• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) ➢ Understand the terms LEDC and MEDC and locate these on a world map. ➢ Locate places on a world map and research the things they produce linking to export. Understand the location of a country determines what they can export.
Place Knowledge		
• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America ➢ Children understand that rainforests are found along the equator, due to the climate, in the continents of South America, Africa and Asia. ➢ Children understand that tropical rainforest are biome areas between the Tropic of Cancer and the Tropic of Capricorn.	➢ 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 ➢ Children can locate Brazil on a map of South America and can name and locate some of the major cities. ➢ Identify why the major cities are where they are e.g coastal – tourist, not central due to Rainforest – physical and human features	• 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 ➢ Understand which places produce product to export and why
Human and Physical Geography		
• describe and understand key aspects of: - **physical geography,** including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - **human geography**, including: types of settlement and land use, economic activity including trade links, and the	• 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	• 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 ➢ Children understand the key physical aspects of South America – rainforests, The Andes, climate zones – tropical, coastal and temperate rainforests ➢ Human – settlements being mainly coastal, Machu Picchu – Peru, Trade in South America – beef	distribution of natural resources including energy, food, minerals and water ➢ Children know there are different types of settlements in Brazil (tribes – Rainforest, Favela – Rio De Janeiro, City – Manaus) ➢ Understand why the Favela's were created – due to migration ➢ Children know key human features such as Christ the Redeemer, Copa Cabana Beach, Cathedral of Brasilia, ➢ Children know key physical features such as Amazon River, Amazon Rainforest, Sugar Loaf Mountain, ➢ Children know the four layers of the rainforest, including canopy, understory, emergent layer, forest floor. ➢ Children know the difference between Biomes and vegetation belts. ➢ Children know that the rainforest is a delicate eco system and that animals, humans and vegetation rely on each other. ➢ Children know what deforestation is and the reasons for and against it. ➢ Children know that some common products, used in the UK, are from the rainforest and exported increasing their carbon footprint.	distribution of natural resources including energy, food, minerals and water ➢ To understand the term globalisation – a more connected world. (The movement of goods and people across different countries) ➢ Understand that climate zones can link to countries bing in poverty. ➢ Understand that access to the internet directly affects the ability of a country to globalise and develop. ➢ Understand that different parts of the world produce different materials and goods e.g oil from Saudi Aradia, bananas from the Caribbean, wheat from the Ukraine, electronic goods from China and South Korea. ➢ Children understand factors that might influence trade e.g location, climate, geology and history ➢ Understand import and export and understand why a country needs to import and export goods. ➢ Understand which items are traded between places and why. ➢ Understand how globalisation has been accelerated through innovations in transport and technology. ➢ Know that globalisation has led to advances economically, socially and culturally and be able to give examples of this. ➢ Understand that globalisation has negatives such as maltreatment of workers in outsources factories MEDCs undercutting LEDCs during trade dilution of culture. ➢ Make links with Fairtrade and discuss the importance of this.
Geographical Skills and Fieldwork		
• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ➢ Children collect data and use graphs and tables to present their findings.	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ➢ Children collect data and use graphs and tables to present their findings.	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ➢ Produce grids/tables to show which countries import the most produce and which export the most produce.

➢ Children can identify and reflect on trends in data that they have collected (climate, location) ➢ Children use ariel photographs to explain population density, deforestation and light pollution. ➢ Children us OS maps and 6 figure grid references to locate human and physical features.	➢ Children use ariel photographs to explain population density, deforestation and light pollution. ➢ Children us OS maps and 6 figure grid references to locate human and physical features.	➢ To locate countries of a world map using atlases and globes.
Vocabulary		
Population density Tropical Rainforest Coastal Rainforest Temperate Rainforest Export	Favela canopy understory emergent layer forest floor deforestation eco-system	agriculture container economy environment Fairtrade import industrial manufactured raw materials services supply chain transport