Friskney All Saints
Church of England
Primary School

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Curriculum for Geography

Geography Curriculum Intent

At Friskney All Saints Primary School, we are **GEOGRAPHERS!**

We want our children to love geography! We want them to have no limits to what their ambitions are and grow up wanting to be cartographers, town planners, conservationists or weather forecasters. Our aim is that, through the teaching of Geography at Friskney, we provide a purposeful platform for exploring, appreciating and understanding the world in which we live and how it has evolved. We want to ensure that through Geography, pupils are able to explore the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils in our school will learn the skills of understanding locational knowledge; how and where people fit into its overall structure. We also intend for children to become passionate and knowledgeable about our local community and beyond, by learning through experiences in practical and fieldwork activities. Through their Geography curriculum, we hope to inspire our children to be agents of change in the world.

Geography Curriculum Drivers

Inspiration – Our exciting and engaging Geography curriculum seeks to encourage children's innate curiosity, inspiring a lifelong love of the world around them, sparking creativity and preparing our students for a future that demands adaptability and innovation. Learning opportunities are skilfully adapted to inspire and support all pupils within Friskney and beyond, especially those with **SEND,** removing barriers and igniting interest in the world around them. **Enrichment opportunities,** for example local and residential visits are carefully planned to engage learners and help them explore the geography of different areas. Our curriculum is designed to be irresistible so that pupils are encouraged to *realise their gifts as* geographers

Excellence - Our ambitious Geography curriculum is designed to ensure that every child reaches their full potential and always *striving for excellence*. Each year, the children's identified learning builds upon previously taught content through **clearly mapped out**, **sequential units** which detail the **substantive and disciplinary knowledge**. We prioritise **vocabulary** acquisition, employing a systematic and explicit approach to the teaching of vocabulary in every subject and timely **retrieval** opportunities are carefully planned and scaffolded throughout our curriculum enabling children to strengthen and remember previously taught knowledge.

Exploration –We encourage pupils to explore what it means to be part of Friskney, as well as Modern Britain and the wider world. Helping our children to be inquisitive and questioning of their learning enables inquisitive thinking, investigation, independence and problem solving. Curriculum design is focussed on developing **oracy** and **reading**, allowing pupils to explore and strengthen *existing and new* knowledge across all aspects of the curriculum. Through fieldwork opportunities, children explore geographical concepts and analyse trends and patterns. Through a strong framework of personal development, we ensure pupils understand who they are and are well prepared and eager for the next stage of their education.

Geography Implementation

EYFS

Characteristics of effective learning	Children will engage in their learning through the characteristics of effective teaching and learning. The three characteristics of effective teaching and learning are: • **Playing and exploring** – children investigate and experience things and have a go • **Active learning** – children concentrate and keep on trying if they encounter difficulties and enjoy achievements • **Creating and thinking critically** – children have and develop their own ideas, make links between their ideas and develop strategies for doing things
Educational Programme	**Understanding the World** – statutory framework Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.
Development Matters Reception Statements (Examples of what this could look like)	**Talk about members of their community** *(Dedicated talk time, share information about local community heroes and people who help us, invite local heroes into school)* **Draw information from a simple map** *(look at environment, introduce new vocabulary, familiarise children with road/village the school is located, look at aerial views of school setting and wider areas and recognise feature, compare and contrast similarities and differences of areas)* **Understand that some places are special to members of their community** *(Name and explain purposes of different buildings, take children on visits of our local area)* **Recognise some similarities and differences between life in this country and life in different countries** *(Teach children about places of the world that contrast with locations they know, use relevant, specific vocabulary to describe contrasting locations, use images/video-clips/shared texts and other resources to bring the wider world into the classroom, dedicated talk time and sharing observations)* **Explore the natural world around them**

	(provide frequent opportunities for outdoor play and exploration, create opportunities to discuss how we care for our natural world around us, offer opportunities to sing songs and join in with rhymes, draw pictures of the natural world e.g animals and plants) **Describe what they see, hear and feel whilst outside** *(encourage observations of the natural world, listen to children describing things they have seen outside, name and describe different plants and animals that they might see in different areas)* **Recognise some environments that are different to the one in which they live** *(teach children about a range of contrasting environments both local or national, model vocabulary needed to name specific features of the natural world and man-made, share non-fiction texts that share an insight into contrasting environments, children communicate their understanding through play, role-play etc)* **Understand the effect of changing seasons on the natural world around them** *(guide children's attention to weather and seasonal features, provide opportunities for children to record the weather, select texts to share about changing seasons, throughout the year give children many opportunities to observe these changes first hand)*
End of year Expectations: (ELG)	**Understanding the World** **ELG: People, Culture and Communities** *Children at the expected level of development will:* - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on **ELG: The Natural World** *Children at the expected level of development will:* - Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Vocabulary:	Vocabulary – enriching and widening (subject specific relating to overarching topics) Geographical vocabulary children will be exposed to: Village, town, city, country, world, globe, Earth, near, far, map, symbol, key, path, street, road, bridge, field, farm, animals, shops, building, sea, river, lake, stream, forest, woods, weather and seasons, park, beach, jungle, desert, rainforest, polar region, landmark, man-made, natural, aerial, location, area, similarities, differences)

KS1 and KS2 Curriculum Year A

Terms	Y1/2 Focus	Why this? Why now?	Year 3/4 focus	Why this? Why now?	Year 5/6 focus	Why this? Why now?
Autumn	Continents and Oceans	Using a world map to start recognising continents and oceans, children learn the names and locations of the world's five oceans and seven continents. This builds on EYFS 'Explain some similarities and differences between life in this country and life in other countries'. It leads to further learning in KS2 about studies of areas in other continents: Australia and Boston USA. Using a world map is supported with the 'Lyfta time' that school timetable weekly where children focus in on how people from all over the world live their lives.	Mountains, Volcanoes and Earthquakes	Children learn that the earth is constructed in layers and the crust is divided into tectonic plates. They study the formation and distribution of the volcanoes and earthquakes. They use Mt Saint Helens as an example, which acts as a precursor to the Boston to Boston unit. It is taught alongside the science on Rocks and soils.	Boston to Boston	Comparison of local area with the town in the USA that shares the same name. Considering the human and physical geography of both areas. Builds on the earlier location studies - 'Bien Venue en France' in Y3/4 and 'Australia' in Y1/2.
Spring	Weather	Children learn about the weather in the UK including seasonal and daily weather patterns, where the warmest/coldest places in the UK are and the wettest/driest. This builds on the EYFS exploration of the seasons and the previous unit on continents and oceans. It leads to the Y3/4 unit on rainforests and the Y5/6 unit on natures energy.	Rainforests	Developing an understanding of biomes, ecosystems and tropics; mapping features of the amazon rainforest and learning about its layers. Discussing the global, human impact on the Amazon. This builds on 'Continents and Oceans' and links to our PSHE and science focus on the deforestation and global citizenship. This leads to further learning about Biomes and vegetation in Y5/6.	Where does our food come from?	Links to our local context as a farming community. Mapping food imports from around the world; learning about trading fairly, and the argument of 'local versus global'. Links with the 'Biomes and vegetation' unit in Year B
Summer	Australia Vs UK	Links with 'Continents and oceans' unit and builds on the world map work from Autumn term. This time with a focus on comparing Lincolnshire with rural Australia. Children identify physical features of using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Australia to features in the local area. It will lead to studies of other	Bien Venue en France	This unit is designed to support our languages curriculum, with a focus on France. Children develop their understanding of geographical similarities and differences through the study of human and physical geography within Laval, a rural and agricultural region in France twinned with Boston.	Fieldwork/Mapwork	Observing, measuring, recording and presenting their own fieldwork study of the local area. Comparing features in the local area using OS maps. Learning the eight compass points, four and 6 figure grid references. Builds on and revisits the names and locating the continents of our world in the unit 'continents and oceans' in Y1/2 and also builds on the fieldwork

		countries in KS2 - 'Bien Venue en France' in Y3/4 and Boston USA in Y 5/6				aspect of the local study of Friskney in Y3/4 and the 'boston to boston' unit earlier in the year.

KS1 and KS2 Curriculum Year B

Terms	Y1/2 Focus	Why this? Why now?	Year 3/4 focus	Why this? Why now?	Year 5/6 focus	Why this? Why now?
Autumn	The UK	Children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. This builds on and goes beyond the EYFS 'Describe their immediate environment' and the unit leads into 'The UK and beyond' in Y3/4 and the local studies of Friskney in Y3/4 and Skegness in Y5/6	The UK and beyond	This unit places us within the UK (name and locate counties and cities of the UK). It then looks at where we fit within Europe, (including Russia), and beyond into North and South America focussing on environmental regions, key physical and human features, countries and major cities. It teaches an understanding 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) It builds on Y1/2 units on 'continents and oceans' and 'The UK'. It leads into a closer focussed study of Friskney later in the year, and leads into Biomes and Vegetations in Y5/6	Nature's Energy	Learning about renewable and non-renewable energy sources, distribution of natural resources including energy, food minerals and water, where they come from and their impact on society, the economy, and the environment. It builds on 'Weather', in Y1/2, 'Rainforests' in Y3/4 and leads onto 'Biomes and vegetation' in the following term.
Spring	North and South Poles	Children learn the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. This builds on the EYFS exploration of similarities and differences between life in this country and life in other countries. It links to the Y3/4 unit 'UK and beyond' and 'Natures energy' and 'Biomes and vegetation' in Y5/6	Rivers (water cycle)	Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used. Builds on previous learning in the unit 'weather' in Y1/2 and leads to 'biomes and vegetation' in Y5/6	Biomes and vegetation	Children learn about Biomes as areas of the planet with a similar climate and landscape, where similar animals and plants live. These include rainforest, desert, savannah, grassland, woodland and tundra. Vegetation belts that are home to certain plant species are studied. Builds on 'Continents and oceans' and 'North and south poles' in Y1/2, 'Rainforests' in Y3/4 and 'Nature's Energy' in Y5/6.

Summer	Local Study – The school	Focus on the school Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved. The unit builds on the EYFS exploration of their immediate environment. It develops beyond the school in Y3/4 to look at Friskney as a wider village and in Y5/6 to look beyond Friskney to look at the nearby town of Skegness.	Local study - Friskney	Local study with a focus on the types of settlement, land use, economic activity including trade links and changes over time. It builds on the school study in Y1/2 and leads to the local study on Skegness in Y5/6	Local Study - Skegness	Local study with a focus on the types of settlement, land use, economic activity including tourism. It builds on the local studies in Y1/2 and the study of Friskney in Y3/4

Key Stage One Geography Curriculum

*Suggested learning questions are not necessarily 1 per lesson, some lessons may cover several questions and some questions may take several lessons.

Term/Unit	National Curriculum	Learning Questions	Substantive Knowledge	Key Vocabulary
Year A - Autumn Term **Continents and Oceans** Why this why now: Using a world map to start recognising continents and oceans, children learn the names and locations of the world's five oceans and seven continents. This builds on EYFS 'Explain some similarities and differences between life in this country and life in other countries. It leads to further learning in KS2 about studies of areas in other continents: Australia and Boston USA. Using a world map is supported with the 'Lyfta time' that school timetable weekly where	Pupils should **develop knowledge about the world**, the United Kingdom and their locality. They should **understand basic subject-specific vocabulary** relating to human and physical geography and begin to **use geographical skills,** including first hand observations, to enhance their locational awareness. **KS1 NC Attainment Targets:** **Locational Knowledge:** Name and locate the world's seven continents and five oceans **Place Knowledge:** **Human and physical geography:** Use basic geographical vocabulary to refer to: key physical features, including ocean **Geographical Skills and Fieldwork:** Use world maps, atlases and globes to identify the United Kingdom... as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West)	1) What is a globe? (Link to Lyfta time) 2) What are the names and locations of the seven continents of the world? 3) Can I locate the UK within the continent of Europe? 4) What are the names and locations of the five oceans of the world? 5) Where are the hottest and coldest places of the world located?	• A globe represents the world and that a map is a flat representation. (1) • There are 7 continents of the world: Europe (where the UK is located) Asia (the largest continent) North America, South America, Africa, Antarctica, Australasia (smallest continent) (2) • Continent – A large mass of land made of many countries. Country – A nation with its own government, occupying a particular territory. (2) • The Uk is located within Europe (3) • There are 5 main oceans in the World: Atlantic Ocean (between the Americas and Europe and Africa) Pacific Ocean (between the Americas and Asia and Australasia) – The largest ocean in the World Indian Ocean (south of Asia) Arctic Ocean (Most northern Ocean) Southern Ocean (Most Southern Ocean) (4) • seas are smaller than oceans and are usually located where the land and ocean meet (4) • The hottest countries in the World are located on the Equator (Brazil, Uganda, Kenya). The coldest countries in the World are located at the North and South Poles (southern Argentina, South Africa in the South, Northern Canada and Northern Russia in the North). Antarctica is almost completely covered by ice for most of the year. (5) • Equator – An imaginary line drawn around the middle of the Earth (at its widest point). (5)	1) Globe Map 2) Continent Asia Africa North America South America Antarctica Australia/ Oceania/ Australasia Europe 3) Country UK 4) Ocean, Sea Arctic Southern, Pacific Atlantic Indian 5) North Pole, South Pole, Equator, Compass Compass points East North South

children focus in on how people from all over the world live their lives.				West
Year A - Spring Term **Weather** Why this why now: Children learn about the weather in the UK including seasonal and daily weather patterns, where the warmest/coldest places in the UK are and the wettest/driest. This builds on the EYFS exploration of the seasons and the previous unit on continents and oceans. It leads to the Y3/4 unit on rainforests and the Y5/6 unit on natures energy.	Pupils should **develop knowledge about the world**, the United Kingdom and their locality. They should **understand basic subject-specific vocabulary** relating to human and physical geography and begin to **use geographical skills,** including first hand observations, to enhance their locational awareness. **<u>KS1 NC Attainment Targets:</u>** **Locational Knowledge:** **Place Knowledge:** **Human and physical geography:** Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to: key physical features, including season and weather **Geographical Skills and Fieldwork:** Use world maps, atlases and globes to identify the United Kingdom and its countries Use simple compass directions (North, South, East and West)	1) Where is the UK? 2) What is the weather like today? (Fieldwork skills: thermometer to measure the air temperature; an anemometer to measure the wind speed; a weathervane and compass to work out the direction of the wind, and a rain gauge to measure rainfall.) 3) What is the difference between climate and weather? 4) What is the weather like in the UK? 5) How do seasons affect the weather? 6) Are there any daily weather patterns in the UK? 7) Which are the hottest/coldest parts of the UK?	The UK is located in Europe (1) The UK is made up of four countries; England, Northern Ireland, Scotland and Wales. (1) Weather is made up of temperature, wind and rain (2) Climate – The weather conditions in an area over a period of time. (3,4) The four seasons are spring, summer, autumn and winter and that these occur due to how close a country is to the sun at different points of the year. (5) Winter in the UK – Coldest and wettest season of the year Summer – Hottest and driest season of the year (5) The North of the UK is colder, and the South of the UK is warmer. (7) That weather alters between regions (7,8) The coldest places in the UK are at the highest levels above sea level: The Highlands - Scotland The Pennines - England Snowdonia - Wales The wettest places in the UK are in Western areas: The Lake District – England Snowdonia – Wales Western Highlands - Scotland The warmest places in the UK are in Southern England: The Isles od Scilly Cornwall The driest places in the UK are in South Eastern England: Essex East Anglia (7,8)	1) United Kingdom England, Northern Ireland, Scotland and Wales 2) Weather Temperature cold, coldest, warm, warmest, hot, hottest, dry, driest, wet, wettest 3) Climate 4) 5) Season Seasonal 6) Pattern 7) Regions Equator North South East West 8)

		8) Which are the wettest/driest parts of the UK?		
Year A - Summer Term **Australia Vs UK** Why this, why now: Links with 'Continents and oceans' unit and builds on the world map work from Autumn term. This time with a focus on comparing Lincolnshire with rural Australia. Children identify physical features of using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Australia to features in the local area. It will lead to studies of other countries in KS2 - 'Bien Venue en France' in Y3/4 and Boston USA in Y 5/6	Pupils should **develop knowledge about the world**, the United Kingdom and their locality. They should **understand basic subject-specific vocabulary** relating to human and physical geography and begin to **use geographical skills,** including first hand observations, to enhance their locational awareness. **<u>KS1 NC Attainment Targets:</u> Locational Knowledge:** **Place Knowledge:** 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 **Human and physical geography:** The location of hot and cold areas of the world in relation to the Equator 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	1) Where is the UK? Where is Friskney? 2)Can I identify human and physical features in my local area? 3) Where is Australia? 4) What is similar between the UK and Australia? (aerial photographs). Can I compare human and physical features of the UK and Australia?	I know Friskney is within the UK and I can locate it on a map (1) Physical features are natural and would be there even if there were no humans around. I.e. rivers, mountains etc (2) Human features are things like houses, roads and bridges. They have been built by people. (2) A map is used to find out information about a place. (2,4)	1) Friskney Country England UK Continent Europe 2) Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather Human features: city, town, village, factory, farm, house, office, port, harbour and shop aerial photograph map key symbols 3) Continents Australia Equator North South East

	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 Use simple compass directions (North, South, East and West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;			West
Year B - Autumn Term **The UK** Why this, why now: Children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. This builds on and goes beyond the EYFS 'Describe their immediate environment' and the unit leads into 'The UK and beyond' in Y3/4 and the local studies of Friskney in	Pupils should **develop knowledge about the world**, the United Kingdom and their locality. They should **understand basic subject-specific vocabulary** relating to human and physical geography and begin to **use geographical skills,** including first hand observations, to enhance their locational awareness. **<u>KS1 NC Attainment Targets:</u>** **Locational Knowledge:** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place Knowledge:** **Human and physical geography:** Use basic geographical vocabulary to refer to: key physical features,	1) What are the four countries that make up the UK? 2) What are the seas that surround the UK? 3) What is a capital city? 4) What are the capital cities within the UK? 5) Where are the capital cities on a map?	There are four countries that make up the United Kingdom – England, Scotland, Wales and Northern Ireland. (1) Seas that surround the coast of the UK: North Sea, English Channel, Irish sea, (Celtic Sea?), Atlantic (2) Capital City – A city from where Governments run a country. Government – A group of people with the authority to govern a country. Parliament – The King, The House of Commons and the House of Lords (3) Each of the countries has a capital city: Edinburgh – Edinburgh Castle, Holyrood Palace (Devolved Government meets here)London – Big Ben, Houses of Parliament (Government meets here), Buckingham Palace, 10 Downing Street Belfast – Stormont Parliament Buildings (Devolved Government meets here), Shipyards (where Titanic was built)Cardiff -	1) United Kingdom England, Scotland, Wales Northern Ireland North, South East West 2) North Sea, English Channel, Irish sea, (Celtic sea?), Atlantic 3) government, governed 4)

Y3/4 and Skegness in Y5/6	including: coast, forest, hill, mountain, sea, ocean, river, -key human features, including: city, town, village, port, harbour **Geographical Skills and Fieldwork:** Use world maps, atlases and globes to identify the United Kingdom and its countries 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 Geography – key stages 1 and 2 3		Cardiff Castle, Millennium Stadium, Welsh Assembly Building (Devolved Government meets here). (4) Locate the capital cities on a map and identify physical and human features. (5)	Edinburgh London Belfast Cardiff 5) Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather Human features: city, town, village, factory, farm, house, office, port, harbour and shop
Year B - Spring Term **North and South Poles** Why this, why now: Children learn the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. This builds on the EYFS exploration of similarities and differences between	Pupils should **develop knowledge about the world**, the United Kingdom and their locality. They should **understand basic subject-specific vocabulary** relating to human and physical geography and begin to **use geographical skills,** including first hand observations, to enhance their locational awareness. **<u>KS1 NC Attainment Targets:</u> Locational Knowledge:** Name and locate the world's seven continents and five oceans **Place Knowledge:**	1) Where are the continents? Use globes/atlas/online mapping to locate the world's continents. (revision for Y2s) 2) Where is the Equator? Locate the Equator and why it is the warmest place on Earth	A continent is a large solid area of land. (1) There are seven continents in the world, Europe, Africa, North America, South America, Asia, Antarctica, Oceania/Australasia. (1) The Equator is an imaginary line that splits the Earth into two halves (2) It is warmer at the Equator because it gets more direct sun light (2) North and South Poles are cold because they get little sun light (3) In the United Kingdom we have warm summers and cold winters (5)	1) Continents, Europe, Africa, North America, South America, Asia, Antarctica, Oceania/Australasia, 2) Equator, Sunlight Hot Cold 3) North Pole, South Pole,

life in this country and life in other countries. It links to the Y3/4 unit 'UK and beyond' and 'Natures energy' and 'Biomes and vegetation' in Y5/6	**Human and physical geography:** The location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: key physical features, including coast, sea, ocean, season and weather **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 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 Geography – key stages 1 and 2 3	3) Where are the coldest places on Earth? Why are the North and South Poles cold? Find out what it is like there using secondary sources. 4) What is lifelike in a hot place? Use secondary sources to find out what it is like to live near the Equator (photos/videos) 5) Do we live in a hot or cold place? Locate UK on a globe/atlas in relation to the Equator so we have temperate weather. 6) Would you prefer to live in a hot or cold place? Children use what they have learned to make their own decision with reasons.		
Year B - Summer Term	Pupils should **develop knowledge about the world**, the United Kingdom and their locality. They should **understand**	1)Where do we live? Where is our school?	I know that I live in the village of Friskney which is in the country of England. (1) I know that aerial means from above. (1/2/3)	1) Friskney Location

Local Study – The school Why this, why now: Focus on the school Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved. The unit builds on the EYFS exploration of their immediate environment. It develops beyond the school in Y3/4 to look at Friskney as a wider village and in Y5/6 to look beyond Friskney to look at the nearby town of Skegness.	**basic subject-specific vocabulary** relating to human and physical geography and begin to **use geographical skills,** including first hand observations, to enhance their locational awareness. **<u>KS1 NC Attainment Targets:</u> Locational Knowledge:** **Place Knowledge:** **Human and physical geography:** **Geographical Skills and Fieldwork:** 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 Geography – key stages 1 and 2 3 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.	Using aerial photographs 2) What can we see in our classroom? Developing an understanding of maps by creating maps of the classroom – start by creating maps physically with 2d shapes representing tables for example. 3) What can we find in our school grounds? Learning to draw maps using simple pictures or symbols and to locate features using directional language. 4) What are the different places in our school? Use aerial maps of the playground and simple compass directions/locational language to describe key features 5) How do we feel about our playground? Learn that surveys are a type of	I know that fieldwork is when geographers go outside and find out about a place. (3) I know that a map is used to find out information about a place. (2/3) I know that North is always shown towards the top of a map with an arrow. (2/3) I know that simple compass directions are North, South, East and West. (3) I know which way is left and which way is right. (3/4/6) I know that a key explains the symbols on a map. (4) I know that a survey is a set of questions that is used to gather opinions. (5/6)	Compass North South East West Town Country Village Aerial 2) Map Key Symbol Direction Features Left Right Near Far Next to Behind 3) 4) 5) Survey Opninion Fieldwork Questionnaire 6)

		fieldwork the geographers use to gather information and develop our own surveys. 6) Can we make our playground even better? Use the results of our fieldwork (surveys) to design a map of our improved playground.		

Lower Key Stage Two Geography Curriculum

*Suggested learning questions are not necessarily 1 per lesson, some lessons may cover several questions and some questions may take several lessons.

Term/Unit	National Curriculum	Learning Questions	Substantive Knowledge	Key Vocabulary
Year A - Autumn Term **Mountains, Volcanoes and Earthquakes** Why this, why now: Children learn that the earth is constructed in layers and the crust is divided into tectonic plates. They	Pupils should **extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America**. This will include the location and characteristics of a range of **the world's most significant human and physical features**. They should **develop their use of geographical knowledge, understanding and skills** to enhance their locational and place knowledge. **<u>KS2 NC Attainment Targets:</u> 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	1) How is the Earth constructed? Learn about the layers, show how the mantle is made up of tectonic plates. 2) How are mountains formed? 3) Why and where do we get volcanoes? Map location of volcanoes linked to plate boundaries, spot patterns. 4) What are the effects of a volcanic eruption? Learn about positive and negative effects of living near a volcano – Mt Saint Helens 5) What are earthquakes and where do we get them? Map earthquakes against plate boundaries – link to mountains/volcanoes.	The planet Earth has four layers, mantle, crust, outer core and inner core (1) Mountains are formed where tectonic plates collide (2) The Earth's crust is broken up into tectonic plates (1/2/3) A volcano is an opening in the Earth's crust through which molten rocks and gasses can erupt (3,4) Volcanoes are located near tectonic plate boundaries (3,4)	1) Earth, Layers of the Earth, mantle, crust, outer core, inner core, tectonic plates, 2,3,4) plate boundary, volcano latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Ring of Fire, Magma, Magma chamber, main vent, crater, ash, lava, eruption, 4) Earthquake, fault line, epicentre,

study the formation and distribution of the volcanoes and earthquakes. They use Mt Saint Helens as an example, which acts as a precursor to the Boston-to-Boston unit. It is taught alongside the science on Rocks and soils.	regions, key physical and human characteristics, countries, Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, **Place Knowledge:** Understand geographical similarities and differences through the study of human and physical geography of ... a region within North or South America **Human and physical geography:** Describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes, **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,	6) How have people made it safe to live in earthquake zones?	Most of the world's volcanoes are located in a belt called the Ring of Fire in the Pacific Ocean (3) Volcanoes have a magma chamber, a main vent and a crater (3,4) An earthquake is the shaking of the ground caused by moving tectonic plates (5) A fault line is a crack along the Earth's surface where earthquakes are more likely to happen (5) The epicentre is the central point on the Earth's surface where an earthquake happens (5)	
Year A - Spring Term **Rainforests** Why this, why now: Developing an understanding	Pupils should **extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America**. This will include the location and characteristics of a range of **the world's most significant human and physical features**. They should **develop their use of geographical knowledge,**	1) Where in the world are tropical rainforests? Use a biome map to locate tropical rainforests – which continents. Use maps and photographs to identify features. 2) What is the Amazon rainforest like? How has vegetation adapted?	A biome is an area of the planet with similar climate and landscape where similar plants and animals live (1) The Tropic of Capricorn is an imaginary line that circles the south of the Earth and the Tropic of Cancer is an	1) Tropic of Capricorn, tropic of cancer, Amazon rainforest, Biome, tropical rainforest, climate, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Eight compass points

of biomes, ecosystems and tropics; mapping features of the amazon rainforest and learning about its layers. Discussing the global, human impact on the Amazon. This builds on 'Continents and Oceans' and links to our PSHE and science focus on the deforestation and global citizenship. This leads to further learning about Biomes and vegetation in Y5/6.	**understanding and skills** to enhance their locational and place knowledge. **<u>KS2 NC Attainment Targets:</u> 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, Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, **Place Knowledge:** Understand geographical similarities and differences through the study of human and physical geography of … a region within North or South America **Human and physical geography:** Describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, ... -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical Skills and Fieldwork:**	(buttress roots, smooth bark, drip tip leaves) 3) Who lives in the rainforest? Introduce some indigenous peoples of the Amazon and how they use the rainforest (35% is home to indigenous people, 400-500 communities, 50 of which have no contact with the outside world). Share indigenous territories maps from different times (2012/2019) – how is it changing and why? 4) How are rainforests changing?Why is the Amazon rainforest important for the carbon cycle? What is damaging the Amazon rainforest? (mining, deforestation, oil drilling, fires to clear spaces). How can it be protected?	imaginary line that circles the North of the Earth (1) The Amazon rainforest is located in South America (1) Tropical rainforests have 4 layers; emergent, canopy, underlayer and forest floor. (2) Indigenous people are the earliest people to have lived in a place (3) Deforestation has changed the Amazon rainforest over time (4) Carbon is a greenhouse gas and makes the world warmer (4) Carbon is emitted by animals and humans breathing, burning fossil fuels and by plants and animals decomposing. (4) The amazon rainforest absorbs carbon dioxide and releases oxygen (4)	2) Emergent, canopy, underlayer, forest floor, vegetation, adaptation, lianas, buttress roots, habitat 3) indigenous, 4) carbon cycle, deforestation, settlement, land use, economic activity, trade links, natural resources, minerals, water

	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass,			
Year A - Summer Term **Bien Venue en France** Why this, why now: This unit is designed to support our languages curriculum, with a focus on France. Children develop their understanding of geographical similarities and differences through the study of human and physical geography within Laval, a rural and agricultural region in France	Pupils should **extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America**. This will include the location and characteristics of a range of **the world's most significant human and physical features**. They should **develop their use of geographical knowledge, understanding and skills** to enhance their locational and place knowledge. **<u>KS2 NC Attainment Targets:</u> Locational Knowledge:** Locate the world's countries, using maps to focus on Europe … concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Place Knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country **Human and physical geography:** Describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, ... and the water cycle	1) What do people consider when choosing where to live? Describe the differences between 3 main types of settlements, village, town and city. Locate counties and cities of the UK (particularly those near to our local area) using maps, atlases and digital mapping. Compare urban and rural, discussing usual land uses in both. 2) How is land used in my local area? Identify the human and physical features of the local area, including land use, using OS maps of our local area, creating sketch maps to present. 3) How is land used in Laval? Use maps, atlases and digital mapping to locate France, Paris and Laval. Use secondary sources to locate and describe the human and physical features of Laval. 4) How does land use in Laval compare to my local area? Compare the land use in Laval to the land use in Friskney, discussing reasons for these choices.	A settlement is a place where people live. (1) The United Kingdom is divided into 48 counties, we live in the county of Lincolnshire. (1) A city is larger than a town (usually with a population of over 100'000) and that Lincoln is the nearest city to our school. (1) A grid of squares is used on a map to help people locate things (2) To use a grid reference, I start at the left had side and move East to the first 2-digit number before moving North to the second 2-digit number. (2) France is a major country in Europe and Paris is the capital city. Laval is a rural and agricultural area of France (3,4)	1) Settlement, village, town, city, counties, urban, rural, 2) recreational, commercial, residential, agricultural, landmarks, 2/3/4) physical geography, climate zones, biomes and vegetation belts, rivers, mountains human geography: settlement, land use, economic activity, trade links, natural resources 3) Europe, France, capital, Paris, Laval 4) Similarities, differences.

twinned with Boston.	-human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical Skills and Fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			
Year B - Autumn Term **The UK and beyond** Why this, why now: This unit places us within the UK (name and locate counties and cities of the UK). It then looks at where we fit within Europe, (including	Pupils should **extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America**. This will include the location and characteristics of a range of **the world's most significant human and physical features**. They should **develop their use of geographical knowledge, understanding and skills** to enhance their locational and place knowledge. **<u>KS2 NC Attainment Targets:</u> 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	1)What is a county? 2)Which County do I live in? 3) What are the counties near me? 4)What is a county town? 5) Where are the major cities in the UK? 6) What are some of the similarities and differences between counties. 7) Where does the UK fit into the continent of Europe? 8) What are the countries and major cities within Europe?	England is divided into smaller areas called counties. (1) Lincolnshire is a large rural county in the East Midlands (2) Locate some other counties in the United Kingdom – Norfolk, Cambridgeshire, Rutland, Leicestershire, Nottinghamshire, Yorkshire (3) All counties have a 'county town' where the local government is based. Lincoln is in the county of Lincolnshire. (4) Population of cities in the UK: London – 10,257,7000.	1) County, England, 2) Lincolnshire 3) Norfolk, Cambridgeshire, Rutland, Leicestershire, Nottinghamshire, Yorkshire 4) City, town, local government 5) London, Birmingham, Manchester, Glasgow, Newcastle, Sheffield, Leeds, Bristol

Russia), focussing on environmental regions, key physical and human features, countries and major cities. It teaches an understanding 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) It builds on Y1/2 units on 'continents and oceans' and 'The UK'. It leads into a	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, **Human and physical geography:** Describe and understand key aspects of: -physical geography, including: climate zones, 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	9) What are the main physical features of Europe? 10) What are the main human features across Europe. 11) How does time differ across Europe?	Birmingham – 2,560,500. Manchester – 2,517,500. Glasgow – 1,019,900. Newcastle – 868,800. Sheffield – 854,200. Leeds – 798,800. Bristol – 753,700. (5) Locate Europe on a map, know the major countries within Europe including Russia. (7) Countries within Europe: Russia, Germany, United Kingdom, France, Italy, Spain, Poland, Ukraine, Romania, Netherlands, Belgium, Sweden, Czech Republic (Czechia), Greece, Portugal, Hungary, Belarus, Austria, Switzerland, Serbia, Bulgaria, Denmark, Slovakia, Finland, Norway, Ireland, Croatia, Moldova, Bosnia and Herzegovina, Albania, Lithuania, Slovenia, North Macedonia, Latvia, Estonia, Luxembourg, Montenegro, Malta, Iceland, Andorra, Liechtenstein, Monaco, San Marino, Holy See, (8) Major cities within Europe:	6) Similarity, difference 7,8) Names of countries and cities studied 9) Western Uplands, North European Plain, Central Uplands, Alpine Mountains. Danube, Rhine rivers, Ural and the Pyrenees mountains, the Alps, the Mediterranean Sea, the English Channel, the northern European Plain, and the Iberian and Scandinavian peninsulas. 10) Eiffel Tower, Colosseum, Acropolis

closer focussed study of Friskney later in the year, and leads into Biomes and Vegetations in Y5/6	**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 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		Moscow, Berlin, London, Paris, Rome, Madrid, Warsaw, Kiev, (8) Main environmental areas of Europe: Western Uplands, North European Plain, Central Uplands, and Alpine Mountains. (9) Ten major physical features of Europe are the Danube and Rhine rivers, the Ural and the Pyrenees mountains, the Alps, the Mediterranean Sea, the English Channel, the northern European Plain, and the Iberian and Scandinavian peninsulas. (9) Major human features across Europe such as the Eiffel Tower (in France), the Colosseum (in Italy) and the Acropolis ruins (in Greece). (10) There are seven primary time zones in Europe (11)	
Year B - Spring Term **Rivers (water cycle)**	Pupils should **extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America**. This will include the location and characteristics of a range of **the world's most significant human and physical features**. They should **develop**	1) What is the water cycle? Describe and understand the processes of the water cycle. 2) How is a river formed? Learn the journey of a river from sources to river mouth, identify key vocabulary on this journey.	I know that the water cycle shows the continuous movement of water within the Earth and its atmosphere. (1/2) I know that the 4 stages of the water cycle are condensation,	1) Water cycle, condensation, precipitation, collection, evaporation, 2) river, source, river mouth, meander, 3) Continents, Europe, Africa, South America, North America,

Why this, why now: Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used. Builds on previous learning in the unit 'weather' in Y1/2 and leads to 'biomes and vegetation' in Y5/6	**their use of geographical knowledge, understanding and skills** to enhance their locational and place knowledge. **<u>KS2 NC Attainment Targets:</u> 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 **Place Knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom **Human and physical geography:** Describe and understand key aspects of: -physical geography, including: … rivers, … and the water cycle -human geography, including: types of settlement and land use, … and the distribution of natural resources including energy, food, minerals and water **Geographical Skills and Fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four … figure grid references, symbols and key	3) Where can we find rivers? Name and locate some of the world's longest rivers. 4) How are rivers used? Identify range of ways that rivers can be used (by wildlife as well as humans). 5) What can we find out about our local rivers? Fieldwork sketch maps. 6) What features does our local river have? Identify and locate human and physical features of the local River on OS maps and photographs. History of how the river was used.	precipitation, collection and evaporation (1/2) I know that a river is a moving body of water that drains the land. (2) I know that a river starts at a source, which is usually in high ground (2) I know that rivers lead to the sea or a lake and this is called the river mouth (2) I know that the Nile is the world's longest river and it is in Africa. (3) I know that the River Amazon is the second longest river in the world and it is in South America. (3) I know that the River Severn is the longest river in the UK followed by the Thames.(3) We can use rivers for a variety of things including: transport water supplies for homes and industries conservation, e.g. wildlife protection creating electricity through the use of hydroelectric power sport and recreation activities, such as fishing and canoeing (4)	Asia, Australasia, Antarctica, River Nile, Amazon River, Severn, Thames, latitude, longitude, Southern Hemisphere, Northern Hemisphere, Equator, 4) transport, water supply, industry, conservation, electricity, hydroelectric power, recreation,

	(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			
Year B - Summer Term **Local study – Friskney** Why this, why now: Local study with a focus on the types of settlement, land use, economic activity including trade links and changes over time. It builds on the school study in Y1/2 and leads to the local study on Skegness in Y5/6	Pupils should **extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America**. This will include the location and characteristics of a range of **the world's most significant human and physical features**. They should **develop their use of geographical knowledge, understanding and skills** to enhance their locational and place knowledge. **<u>KS2 NC Attainment Targets:</u> 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 **Place Knowledge:** Understand geographical similarities and differences through the study of human	1) How is Friskney represented on a map? – walk round Friskney 2) What physical and human features are in Friskney? 3) How is land used within Friskney? 4) What economic activity and trade links are there in Friskney? 5) How has land use in Friskney changed over time? 6) Can I create my own map of Friskney?	There are maps of different scales and types that can represent the same place (1) There are a range of human and physical features within Friskney. (2) Friskney is the largest English village. Land use within Friskney is mainly agricultural and rural with some residential and a small amount of commercial/business (3,4) Friskney used to be mainly wetlands and marsh – refer to old maps and sources. (5)	1) Friskney, 2) Physical features, river, sea, wetlands, woodland, Human features, settlement, economic activity, trade 3) Agriculture, residential, commercial, recreational, transport, 5) wetlands, marsh,

	and physical geography of a region of the United Kingdom, **Human and physical geography:** Describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, … and the water cycle -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical Skills and Fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four … 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.			

Upper Key Stage Two Geography Curriculum

*Suggested learning questions are not necessarily 1 per lesson, some lessons may cover several questions and some questions may take several lessons.

Term/Unit	National Curriculum	Learning Questions	Substantive Knowledge	Key Vocabulary
Year A - Autumn Term **Boston to Boston** Why this, why now: Comparison of local area with the town in the USA that shares the same name. Considering the human and physical geography of both areas. Builds on the earlier location studies - 'Bien Venue en France' in Y3/4 and 'Australia' in Y1/2.	Pupils should **extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America**. This will include the location and characteristics of a range of **the world's most significant human and physical features**. They should **develop their use of geographical knowledge, understanding and skills** to enhance their locational and place knowledge. **<u>KS2 NC Attainment Targets:</u> Locational Knowledge:** Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and	1) Why and where did the pilgrims go? 2) Who founded and named Boston? (England and America) 3) Where is New England USA? How does it compare to England? Human geography 4) How does the physical geography of Boston UK compare to Boston USA? 5) How does the Trade and travel compare in Boston UK vs Boston USA? 6) Why do people migrate? Link back to first lesson 7) Can I sketch a map of Boston?	Pilgrim Fathers travelled due to searching for religious freedom – Free from Henry VIII new church of England (1) Location knowledge – Scrooby, Boston, Immingham, Leiden, Amsterdam, London, Southampton, Plymouth, Dartmouth, Plymouth America (1) Obstacles encountered – walked from Scrooby, arrested at Boston, later successful from Immingham to Leiden – worried about children forgetting English roots and concerns of war between Holland and Spain so with communication from English separatists travelled from Leiden to Southampton, set sail but ship leaked so docked at Plymouth. Abandoned Speedwell, all travelled on Mayflower to Plymouth America. (1) 1625 King Charles 1 dissolved government and began prosecuting those not following church of England rules. 1930 John Winthrop and 700 people leaving Isle of	1) Pilgrim Fathers, Henry VIII, Location terms, Boston, New England, 2) religious freedom, migration, 3, 4) Physical geography, human geography

	Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, ... and a region within North or South America **Human and physical geography:** Describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, … and the water cycle -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical Skills and Fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four … figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of		White for religious freedom land in Boston USA and make way for further migration. Supported and encouraged by previous Pilgrims. Meanwhile John Cotton is a pastor – he is still preaching to a large puratist following at the stump in Boston – preaches for up to 5 hours on a Sunday and Thursday. No one stops him but eventually in 1632 he has to go in to hiding. He hides for a year before sailing from Southampton joining the Pilgrims in America in 1933. Much of his followers from Boston England also followed and migrated for religious freedom. The town in America was renamed Boston to give them a connection to their roots. (2) First pub opened in America 1633First public Latin School Boston 1635 based on Boston Grammar school set up First church in 1630 for puritan worship (3) Seas and oceans are around USA near Boston, seas and oceans around UK. (4) Locate trade links we have with America. (5) Reasons for migration: Religious freedom like the	

	methods, including sketch maps, plans and graphs, and digital technologies.		pilgrim fathers, cultural freedom, human rights, safety, climate, career, family etc. opportunity to link to current events and previous historical links- Afghanistan, Syrian and other refugees, evacuation in WWI and WWII. (6) Visit Pilgrim fathers memorial. Note the stump as a navigational landmark. Track river to the current docs, follow drain and cross at footbridge, pass grammar school and John Adams Way. Visit cells Pilgrim Fathers were held in. Visit old docks – links to why the marketplace is where it is and why the stump was built where it is. Visit stump, look at grandeur and recognise importance of religion in the developing town (7)	
Year A - Spring Term **Where does our food come from?** Why this, why now: Links to our local context as a	Pupils should **extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America**. This will include the location and characteristics of a range of **the world's most significant human and physical features**. They should **develop their use of geographical knowledge, understanding and skills** to enhance their locational and place knowledge.	1) How can our food choices impact the environment? Identify the negative effects on the environment cause by food production (creating grasslands for cattle, methane emissions from cows/sheep, compare emissions from meat production to that from meat free produce, food imports) 2) What does it mean to trade responsibly?	Animal-based foods are generally associated with the highest green house gas emissions and that this damages the environment. (1) Responsible trading means that people are treated fairly and are all paid a fair price for their work. (2, 3)	1) Environment, food production, global warming, emissions, 2) Fair trade 3) Food miles, producer, consumer 4) Biome, equator, Northern Hemisphere, Southern Hemisphere, climate, climate zone, 5) qualitative data

farming community. Mapping food imports from around the world; learning about trading fairly, and the argument of 'local versus global'. Links with the 'Biomes and vegetation' unit in Year B	**<u>KS2 NC Attainment Targets:</u> Locational Knowledge:** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 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 **Place Knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography:** Describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, … and the water cycle -human geography, including: types of settlement and land use, economic activity	Why do we import food? Advantages/disadvantages. Learn about fair trade and the importance of this. 3) How do we get our chocolate? Learn about the journey of the cocoa bean, measuring distances on maps. (Cote d'Ivoire is the largest supplier to the UK – Cocoa beans enter the UK by two major ports Hull (LOCAL) and Liverpool) 4) Where does our food come from? Identify that different foods grow in different biomes and say why – use biome maps with a key. (longitude/latitude/equator/hemispheres) Why don't we get all of our food from the UK? (biomes) Explore packaging to see where food has come from, this is why we can get food out of season in our country. Locate on world maps and measure with a ruler use the scale to work out the distance. 5) Are our school lunches local sourced? Explore ways to gather info, design and use data collection methods (questions to ask our kitchen staff), answer the enquiry questions using qualitative data. 6) Is it better to buy local or imported food? Prepare a presentation using learning throughout the unit, could be a	A biome is an area of the planet with similar climate and landscape where similar plants and animals live (So food grown). (2, 3, 4) It is hotter closer to the equator so different foods can be grown in hotter climates. (2, 3, 4) Food miles are how far food travels from producer to consumer. (4)	

	including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical Skills and Fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, … , symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	speech/blog/vlog/poster to share their findings		
Year A - Summer Term **Fieldwork/Mapwork** Why this, why now: Observing, measuring, recording and presenting their own fieldwork study of the	Pupils should **extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America**. This will include the location and characteristics of a range of **the world's most significant human and physical features**. They should **develop their use of geographical knowledge, understanding and skills** to enhance their locational and place knowledge. **<u>KS2 NC Attainment Targets:</u> Locational Knowledge:** Locate the world's countries, using maps to focus on Europe (including the location of	1) How is the world represented in different ways? Look at globes and maps – revision of continents and locate countries studied previously – Boston, Laval, Australia. 2) How is our local area presented on maps? Revision of Friskney local area study in Y3/4 3) How can we refer to small areas on a map? Children to use 6 figure grid references to locate items on a map.	Continents: Asia Africa North America South America Antarctica Australia/ Oceania/ Australasia Europe Arctic (1) The position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and	1) Continents: Asia Africa, North America, South America, Antarctica, Australia/ Oceania/, Australasia, Europe, Arctic latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, Capricorn, Arctic and Antarctic Circle, 2) physical geography, rivers, mountains, human geography, types of settlement, land use, energy, food, minerals, water

local area. Comparing features in the local area using OS maps. Learning the eight compass points, four and 6 figure grid references. Builds on and revisits the names and locating the continents of our world in the unit 'continents and oceans' in Y1/2 and also builds on the fieldwork aspect of the local study of Friskney in Y3/4 and the 'boston to boston' unit earlier in the year.	Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge:** **Human and physical geography:** Describe and understand key aspects of: -physical geography, including: … rivers, mountains, -human geography, including: types of settlement and land use, ... links, and the distribution of natural resources including energy, food, minerals and water **Geographical Skills and Fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	4) can I observe and record human and physical features by sketching a map?	Capricorn, Arctic and Antarctic Circle, (1) physical geography, including: … rivers, mountains, (2) human geography, including: types of settlement and land use, ... links, and the distribution of natural resources including energy, food, minerals and water (2) Symbols and keys of OS maps explained (3)	3) Vocabulary based around the Symbols and keys of OS maps

	use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			
Year B - Autumn Term **Nature's Energy** Why this, why now: Learning about renewable and non-renewable energy sources, distribution of natural resources including energy, food minerals and water, where they come from and their impact on society,	Pupils should **extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America**. This will include the location and characteristics of a range of **the world's most significant human and physical features**. They should **develop their use of geographical knowledge, understanding and skills** to enhance their locational and place knowledge. **<u>KS2 NC Attainment Targets:</u> Locational Knowledge:** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and	1) Why do we need energy? *When did different forms of energy become available – timeline this. Learn that we have to trade energy as some countries produce more than others – use maps to label trade routes.* 2) What is renewable energy? *Consider the benefits and drawbacks of renewable energy.* 3) How does the United Kingdom generate its energy? *Look at Energy consumption graph and analyse what the UK relies on the most (gas and oil) – The renewable energy source used the most is wind.* 4) What is the best way to generate energy? *Let's say you are planning a new city, you have to decide what energy source to use and why*	• I know that are fossil fuels and they are finite so they will run out (1) • I know that renewable energy will not run out (2) • I know that the UK gets most of its energy from non-renewable sources (3)	1) Coal, crude oil, natural gas, fossil fuels, finite, 2) renewable, hydropower, wind power, solar power, 5) fieldwork, sketch map,

the economy, and the environment. It builds on 'Weather', in Y1/2, 'Rainforests' in Y3/4 and leads onto 'Biomes and vegetation' in the following term.	rivers), and land-use patterns; and understand how some of these aspects have changed over time **Place Knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography:** Describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, -human geography, including: … the distribution of natural resources including energy, food, minerals and water **Geographical Skills and Fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass,	5) Where is the best place for a solar panel on the school grounds? *Compare different types of maps and analyse usefulness for fieldwork on our school grounds (some show less or more detail – road map, OS maps, Sketch maps, digital map). What do they need to consider? Use a sketch map to walk around exploring possible locations. Justify their final location choice.*		
Year B - Spring Term **Biomes and vegetation**	Pupils should **extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America**. This will include the location and characteristics of a range of **the world's most significant human and physical features**. They should **develop**	1. What are the Earth's biomes? Explore the world's many different biomes 2. Where are the Earth's biomes? Review the location of different biomes Examine which biomes occur	Biomes are large ecosystems Explore how biomes have distinct climatic conditions, flora and fauna (1) rainfall, temperature and sunlight affect biomes (3)	1) biome, aquatic, grassland, forest, desert, and tundra, flora, fauna, 2) Continents: Asia Africa, North America, South America, Antarctica, Australia/ Oceania/, Australasia, Europe, Arctic

Why this, why now: Children learn about Biomes as areas of the planet with a similar climate and landscape, where similar animals and plants live. These include rainforest, desert, savannah, grassland, woodland and tundra. Vegetation belts that are home to certain plant species are studied. Builds on 'Continents and oceans' and 'North and south poles' in Y1/2, 'Rainforests' in Y3/4 and 'Nature's Energy' in Y5/6.	**their use of geographical knowledge, understanding and skills** to enhance their locational and place knowledge. **<u>KS2 NC Attainment Targets:</u> 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, **Place Knowledge:** **Human and physical geography:** Describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, … and the water cycle -human geography, including: … land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical Skills and Fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass,	at different latitudes Explore which continents are most diverse in terms of biomes Examine countries with particularly diverse biomes in them 3. What affects an ecosystem? 4. What is the tundra? 5. What is the taiga? 6. What are the grasslands? 7. How are biomes being damaged? 8. How are biomes being protected and preserved? Explore different ways that biomes are being protected and preserved Review the local, national and international solutions that are most successful Examine how more sophisticated understanding of land use is promoting conservation 9. Are biomes all equally fragile?	Human activity can affect a biome (3) The tundra is the coldest of the biomes. It also receives low amounts of precipitation, making the tundra similar to a desert. Tundra is found in the regions just below the ice caps of the Arctic, extending across North America, to Europe, and Siberia in Asia. (4) The taiga is a forest of the cold, subarctic region. The subarctic is an area of the Northern Hemisphere that lies just south of the Arctic (5) The grassland biome is made up of large open areas of grasses. They are maintained by grazing animals and frequent fires. Types of grasslands include savannas and temperate grasslands (6) biomes are threatened by climate change Examine how biomes are threatened by human activity (7)	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, Capricorn, Arctic and Antarctic Circle, 3) rainfall, temperature and sunlight, precipitation, 5) Taiga

Year B - Summer Term **Local Study – Skegness** Why this, why now: Local study with a focus on the types of settlement, land use, economic activity including tourism. It builds on the local studies in Y1/2 and the study of Friskney in Y3/4	Pupils should **extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America**. This will include the location and characteristics of a range of **the world's most significant human and physical features**. They should **develop their use of geographical knowledge, understanding and skills** to enhance their locational and place knowledge. **<u>KS2 NC Attainment Targets:</u> 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 **Place Knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom **Human and physical geography:** Describe and understand key aspects of: -physical geography, including: rivers, mountains, -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution	1)How is land used in Skegness? How does it compare to Friskney? (link to previous learning). 2) What do we understand by tourism? 3) What is the main trade and economic activity in Skegness? CASE STUDY ON A TOURIST ATTRACTION IN SKEGNESS TO CARRY OUT FIELDWORK 4) Why do people come to Skegness for their holidays? 5)Where do people travel from to visit Skegness 6) How does tourism affect the economy of Skegness?	There are maps of different scales and types that can represent the same place (1) There are a range of human and physical features within Skegness. (1,4) Definition of Tourism (2) That tourism is made up of 'tour' – to travel for pleasure and 'ism' – to practise, act, do. (2) Tourism is a large part of the Skegness economy (3)	1)Skegness, human, physical Physical features, river, sea, wetlands, woodland, Human features, settlement, economic activity, trade. Tourist, 3) Agriculture, residential, commercial, recreational, transport, tourism, 5)car, bike, train, bus, UK, Europe, abroad,

	of natural resources including energy, food, minerals and water **Geographical Skills and Fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references (Y6s), 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.			