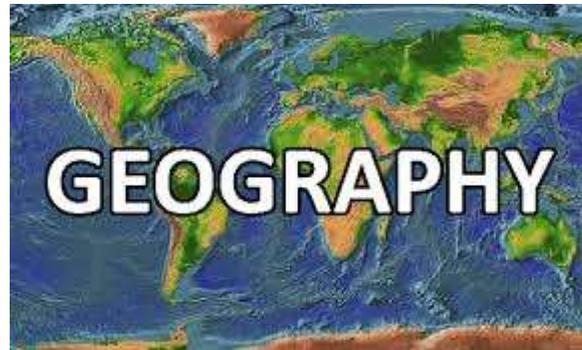




Welton St Mary's Church of England Primary Academy



Geography Curriculum

'The world and the universe is an extremely beautiful place, and the more we understand about it the more beautiful does it appear.' – Richard Dawkins

Geography Intent

At Welton St Mary's our aim is for every child to be interested and inquisitive in the world that we live in. Through teaching, this should provide pupils with the confidence to ask questions about our world; a passion to investigate new ideas; and a drive to interpret their findings, developing their understanding about both far-off places and those closer to home. Furthermore, we intend to extend children's knowledge through both independent study, high quality geographical teaching, and by giving all children the opportunity to develop their geographical skills to help them achieve this. Our aim is for children to understand the connections between humans and the physical geography of the planet on which we live and how one can affect the other. They will have the opportunities to understand how their town, and the world around it, has changed over time and how technology and mankind has shaped this world to what it is today. We want our children to investigate the structure of our Earth and be able to understand the different cultures which inhabit the world round them. We want to provide opportunities for the children to be advocates of positive change in the world in which we live; the generation who makes a difference.

Geography Overview

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 1	Drawing maps 	Our school 	Our village 	Countries of the UK 	Famous Landmarks 	Oceans and Continents 
Year 2	Geographical skills and knowledge 	Welton and Lincoln 	Changes to Lincoln 	Climate 	Comparing UK and Peru 	
Year 3	Volcanoes 	Countries of Europe 	Geographical skills and knowledge and Earthquakes 		Local study 	Directions and mapmaking 
Year 4	Geographical skills and knowledge 	Comparing Lincoln and London 	Villages, towns and cities 	Changing landscapes 	Comparing locations 	
Year 5	Geography skills and locational knowledge 	Mountains 	Ordnance Survey maps 	Rivers 	South America 	Planning a journey 
Year 6	Geography skills and locational knowledge including time zones 	North America 	Rivers 	Changes to Lincolnshire 	Ordnance Survey Maps 	Planning a journey 

Core Concepts

CONCEPT – investigating and interpreting geographical information

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, Geographical Information Systems

CONCEPT –physical and human features

- Deep understanding of Earth's key physical and human processes
- Knowledge of diverse places, people, resources and natural and human environments
- Growing knowledge to deepen their understanding of interaction between physical and human processes and the formation and use of landscapes and environments
- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine- including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

CONCEPT - Changes over time

- Growing knowledge to deepen their understanding of interaction between physical and human processes and the formation and use of landscapes and environments
- Explain how the Earth's features at different scales are shaped, interconnected and change over time
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

CONCEPT – geographical communication

- Communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length

Enquiry Questions and Concept Focus

Concepts

Enquiry Questions

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 1	Our school What is our school like and how has it changed?	Our village Where do we live?	Countries of the UK How are the countries of the UK different?	Famous landmarks What features make up a village/town/city?	Oceans and Continents Where are the continents and oceans of the world located?	Drawing maps What features are in our village?
concept focus	Changes Over Time	Changes Over Time	Investigating and Interpreting	Human and Physical	Investigating and Interpreting	Geographical Communication
Year 2	Geographical skills and knowledge What are the key countries and seas of the UK?	Welton and Lincoln What key geographical features define Lincoln and Welton?	Changes to Lincolnshire How have Lincoln and Welton developed over time?	Climate How does a country's location have an impact on its climate?	Comparing UK and Peru What are the similarities and differences between the UK and Peru?	
concept focus	Investigating and Interpreting	Human and Physical	Changes Over Time	Geographical Communication	Human and Physical Changes Over Time	
Year 3	Volcanoes How do volcanoes and earthquakes occur and what impact do they have on an area?	Countries of Europe How has Rome changed over time?	Earthquakes How do volcanoes and earthquakes occur and what impact do they have on an area? Geographical skills and knowledge Where are the UK's major cities located?		Local study What are the differences between Lincoln and Welton?	Directions and mapmaking How can OS symbols show the geography of where we live?
concept focus	Investigating and Interpreting	Changes Over Time	Investigating and Interpreting		Human and Physical	Geographical Communication
Year 4	Geographical skills and knowledge Which counties are near us?	Comparing Lincoln and London What are the similarities between Lincoln and London?	Villages, towns and cities What are the differences between villages, towns and cities?	Changing landscapes How do rivers and people affect changes to the landscape?	Comparing locations Why do people choose to live in certain places?	
concept focus	Investigating and Interpreting	Human and Physical	Human and Physical Changes Over Time	Changes Over Time	Geographical Communication	

Year 5	Geography skills and locational knowledge What is the significance of the lines of latitude and longitude?	Mountains Where are the world's tallest mountains located?	Ordnance Survey maps How can OS symbols show the geography of where we live?	Rivers How are rivers created and what impact do they have on the environment?	South America How does the Amazon River impact Brazil's way of life?	Planning a journey Can I plan a journey to another country?
	Investigating and Interpreting	Investigating and Interpreting	Geographical Communication	Changes Over Time Human and Physical	Changes Over Time	Geographical Communication
Year 6	Geography skills and locational knowledge including Time zones What is the significance of the Time Zones on our population?	North America What are the significance of the Mississippi River and Death Valley?	Rivers How were rivers utilised during the first and second World War?	Changes to Lincolnshire How has Lincolnshire changed through the Agricultural and Industrial Revolutions compared to today?	Ordnance Survey Maps How can OS symbols show the geography of where we live?	Planning a journey Can I plan a journey to another country?
concept focus	Investigating and Interpreting	Investigating and Interpreting Human and Physical	Human and Physical Changes Over Time	Changes Over Time	Geographical Communication	Geographical Communication

Overview of Coverage

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and interpret	<p>Name and locate 5 oceans and 7 continents.</p> <p>Name and locate 4 countries of the UK and their capitals.</p> <p>Weather and season changes.</p>	<p>Recap 5 oceans and 7 continents.</p> <p>Recap 4 countries and capitals of the UK and surrounding seas.</p> <p>Locate Lincolnshire, Benin and Peru on a map.</p> <p>Similarities between Lincolnshire and Peru.</p> <p>Locate equator, north/south poles and discuss nearby climates.</p>	<p>Name and locate key countries of Europe.</p> <p>Roman → Norman link: Name and locate major cities and rivers of the UK.</p> <p>Carry out research to discover features of villages, towns, cities.</p> <p>Locate and name some of the world's most famous volcanoes and scenes of earthquakes.</p> <p>Recap equator and study significance of hemispheres.</p> <p>Use 4-figure grid references, index in an atlas and basic Ordnance Survey maps.</p> <p>Can collect and accurately measure information e.g. rainfall, temperature.</p>	<p>Recap key European countries and locate their capitals.</p> <p>Recap key cities of the UK and locate at least 6 counties.</p> <p>Locate Lincoln and London on a map, including Thames and Witham.</p> <p>Recap location and significance of equator and hemispheres, then locate tropics.</p>	<p>Recap continents and oceans, as well as equator and tropics, then locate circles and lines of latitude/longitude.</p> <p>Name and locate countries of South America.</p> <p>Label parts of a river then discuss importance with focus on Nile and Amazon.</p> <p>Name and locate many of the world's famous mountainous regions in an atlas.</p> <p>Describe localities using atlas skills and photographs.</p> <p>Use Ordnance Survey symbols and 6 figure grid references.</p> <p>Can collect and accurately measure information e.g. rainfall, temperature.</p>	<p>Recap countries/capitals of UK and key rivers/coasts.</p> <p>Recap oceans and continents, alongside equator, tropics, circles, latitude and longitude before exploring significance of time zones.</p> <p>Name and locate countries in North and Central America major cities/capital cities and rivers – Mississippi.</p> <p>Use maps to study Ordnance Survey symbols, 6 figure grid references and answer relevant questions.</p> <p>Can collect and accurately measure information e.g. rainfall, temperature.</p>
changes over time	<p>Changes of the school and village over time.</p> <p>Growth of Welton and Lincoln.</p>	<p>Positive and negative changes to Lincolnshire and Peru over time.</p> <p>Effects of changes on Lincolnshire's landscapes including revolutions.</p>	<p>Settlements causing landscape changes.</p> <p>Impact and effects that volcanoes and earthquakes have on a location.</p>	<p>Lincolnshire v London – how have they changed over time and why?</p> <p>Effect of growing populations and different population densities on locations.</p>	<p>Rivers' effects on landscape. Nile and Amazon.</p>	<p>Industrial and Agricultural Revolution and World Wars' effects on Lincolnshire.</p> <p>Settlements of North America.</p>

<p>physical and human</p>	<p>Characteristics of the 4 countries of the UK.</p> <p>Fieldwork of local area (school grounds and village)</p> <p>Difference between village, town and city.</p>	<p>Characteristics of the 4 countries of the UK.</p> <p>Similarities and differences between Lincolnshire and Peru.</p>	<p>Volcanoes and Earthquakes – Romans/Pompeii/ Vesuvius</p>	<p>Lincoln v London human and physical.</p> <p>Lincolnshire v London</p> <p>How has the river changed the landscape?</p> <p>How have humans changed the landscape?</p> <p>The water cycle and its effects.</p>	<p>Use of rivers – economic, trade, distribution of resources.</p> <p>Name parts of the river and its journey.</p> <p>Key mountainous areas.</p>	<p>Use of rivers through the wars – economic, trade links, distribution of resources and natural resources.</p> <p>Changes to local area through revolutions and wars – physical and human and effects of this.</p>
<p>geographical communication</p>	<p>Use of maps and globes to locate oceans and continents.</p> <p>Range of photographs to study landmarks.</p> <p>Drawing simple maps.</p> <p>Explain where they live, address, what makes a village etc...</p> <p>Think about what they like and dislike about places.</p>	<p>Use of maps and globes to locate oceans and continents.</p> <p>Range of photographs to study landmarks.</p> <p>Drawing maps.</p> <p>Explain what they like/dislike an area and why thinking about the effects on people, habitats, etc.</p> <p>Compare the climates of different places.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Describe how volcanoes and earthquakes are created and the effect they can have.</p> <p>Use 8-point compass.</p> <p>Use 4 – figure grid references.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use 8-point compass.</p> <p>Use 6 – figure grid references.</p> <p>Explain why people choose to settle where they do, drawing on features and changes over time.</p> <p>Explain the water cycle.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Communicate how the industrial and agricultural revolution and World wars affected the country.</p> <p>Use 8-point compass.</p> <p>Use 6 – figure grid references.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Explain how rivers were used in the wars.</p> <p>Explain the impact of revolutions on Lincolnshire.</p>

Fieldwork Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fieldwork	Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.	Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.	Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
Map work	Use world maps, atlases and globes to identify the United Kingdom and its countries.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key. Use world maps, atlases and globes to identify the countries of UK, continents and oceans.	Use maps, atlases, globes and digital mapping to locate countries of UK and Europe and describe features studied. Draw simple maps of local area with some basic Ordnance Survey symbols. Read 4-figure grid-references.	Use maps, atlases, globes and digital mapping to locate countries of UK and Europe and describe features studied. Read 6-figure grid-references.	Use maps, atlases, globes and digital mapping to locate countries of South America and describe features studied. Draw simple maps of local area with Ordnance Survey symbols. Read 6-figure grid-references.	Use maps, atlases, globes and digital mapping to locate countries of North and Central America and describe features studied. Draw simple maps of local area with Ordnance Survey symbols. Read 6-figure grid-references.
Location	School grounds and Welton village	School grounds and Welton village	Welton and Lincoln	Welton and Lincoln	Welton	Lincolnshire
Independence	Criteria for the fieldwork will be given.	Criteria for the fieldwork will be given.	Criteria for the fieldwork will be given.	Criteria for the fieldwork will be given.	Design of own fieldwork within the scope given.	Design of own fieldwork within the scope given.
Recording	Class discussion over outcomes, summary recorded with photos with/by the teacher.	Class discussion over outcomes, summary recorded with photos with/by the teacher.	Class discussion over outcomes, summary recorded with photos with/by the teacher. Pupil sketch maps.	Class discussion over outcomes, summary recorded with photos with/by the teacher. Graphs by pupils.	Children recording results of fieldwork in books independently following modelling.	Children recording results of fieldwork in books independently following modelling.
Activity	Comparative location data gathering in school grounds and village. Photographs.	Sketching and map symbols. Data gathering.	Annotated sketch map of an area. Population study – how many people visit a certain area in different locations e.g. town and city.	Observation and measurement of data – population density.	Sketch map of area with explanation. Measurement and comparison activity.	Interviews and surveys of residence.

Knowledge Organisers

Geography Year 1

Key Vocabulary

country	a nation with its own government
city	a large built-up human settlement
map	a resource to show the geography of an area
globe	a sphere showing the Earth
locate	to find the position of somewhere

Overview

The United Kingdom is a country in Europe. It is split into four countries: England, Scotland, Wales and Northern Ireland. The United Kingdom is then surrounded by seas: the English Channel, Irish Sea and North Sea, as well as the Atlantic Ocean. We are located in the village of Welton, which is just north of the city of Lincoln.

Countries to be learned

Outline	Country	Capital city
	England	London
	Northern Ireland	Belfast
	Scotland	Edinburgh
	Wales	Cardiff

Major cities in the UK	
England	Birmingham
	Leeds
	Sheffield
	Bradford
	Manchester
	Liverpool
	Bristol
	Newcastle
Scotland	Glasgow
	Aberdeen
Wales	Dundee
	Newport
	Swansea
	Wrexham
Northern Ireland	Belfast
	Derry
	Lisburn



Where this links in our curriculum:
History – Famous Explorers



Geography Year 1

Key Vocabulary

weather	e.g. rain, sun, snow but also temperature
forecast	to predict, e.g. the weather
drizzle	light rain
fog	thick cloud of water droplets
frost	layer of ice formed on the ground or other surfaces
icy	covered with ice
sleet	a mixture of rain and snow
hail	small pieces of frozen water falling from clouds
climate	the weather of a particular area
season	the four weather patterns of the year
temperature	how hot or cold something is
hibernate	an animal that sleeps through the winter
migrate	to move from one place to another
deciduous	a plant that sheds its leaves annually
evergreen	a plant that keeps leaves throughout the year

Where this links in our curriculum:

This builds on work in science in Y1 on seasonal change.

Overview

The weather is something that changes daily and refers not only to if there is sun, rain or snow, but also how hot or cold it is.

Our year is then split up into four seasons: Spring, Summer, Autumn and Winter. In the United Kingdom, we usually expect warmer weather in Summer and colder weather in Winter.



Seasons

Season	Months	Associated weather
Spring	March, April, May	Showery, sunny
Summer	June, July August	Sunny, rainy
Autumn	September, October, November	windy
Winter	December, January, February	Snowy, icy

Key Information

Our days of sunlight are longer in the Summer and shortest in the Winter.

Deciduous trees lose their leaves in the Autumn. Many of the fruits and vegetables grown in the UK are harvested in the Summer and Autumn.

A rain gauge measures how much rain has fallen.

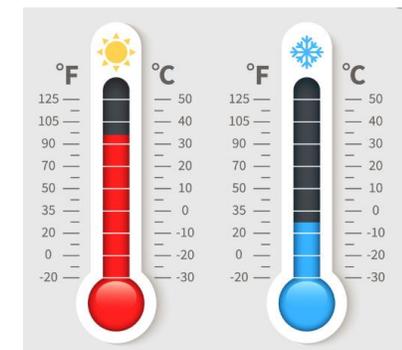
A thermometer measure the temperature.

A weather vane or wind funnel shows us which way the wind is blowing.

Clouds are made up of tiny droplets of water. Dark clouds carry more water. Cirrus clouds are white, thin and wispy. Cumulus clouds are fluffy like cotton wool. Stratus clouds are grey and cover the whole sky.



rain gauge



thermometer

Geography Year 1

Key Vocabulary	
palace	a large building acting as the official residence of a ruler
parliament	where the government reside
river	a body of water moving towards a sea, lake or other river
bridge	a structure to cross a road or river
beach	a sand or pebble shoreline
cliff	a steep rock face at the edge of the sea
coast	where the land meets the sea
forest	a large area covered with trees
sea	the salt water that covers most of the earth's surface
ocean	a very large stretch of sea
island	a piece of land surrounded by water
city	a large built-up human settlement
town	a built-up area larger than a village but smaller than a city
village	a group of houses in an area, smaller than a town
population	all the people living in a particular place
landmark	a recognisable feature of an area

Overview

In geography, we can separate things we see around us into human and physical. Human features are those that are made by humans, such as many of our country's landmarks. Physical features are those that haven't been made by humans, such as cliffs, rivers and mountains. In Welton, we go to school in a village because it is quite small. A larger area, like Lincoln or London, is called a city and there are lots more people there.

Edinburgh Castle (Edinburgh)	Edinburgh Castle is a castle in Edinburgh, Scotland. It is built on the volcanic Castle Rock in the centre of Edinburgh and is easy to see from the main shopping streets.	
Royal Mile	A group of streets that form the Old Town of the city of Edinburgh.	
Snowdonia	A mountainous area and National Park in north-western Wales.	
Severn Bridge (South West England/South East Wales)	A large suspension bridge over the River Severn that connects the west of England to the east of Wales	
Giant's Causeway (County Antrim)	An area of 40,000 stone columns, the result of a volcanic eruption, located in County Antrim, Northern Ireland.	

Place	Info	Photo
Houses of Parliament (London)	The place where laws are made and passed in the UK is called Parliament. There are two parts to Parliament: The House of Lords and the House of Commons.	
Buckingham Palace (London)	Buckingham Palace is the official London residence and workplace of the British queen. It is in the centre of London, in the city of Westminster.	
London Eye (London)	The London Eye is a large metal Ferris wheel. It is also known as the Millennium Wheel and is one of the largest observation wheels in the world.	
London Bridge (London)	London Bridge is a bridge over the River Thames. It is in central London and connects the City of London with Southwark.	
River Thames (London)	The River Thames is a large river in England. It goes through London, the capital city of the United Kingdom. It is 346 kilometres long.	



Where this links in our curriculum:
History – Significant Places

Geography Year 2

World Climates

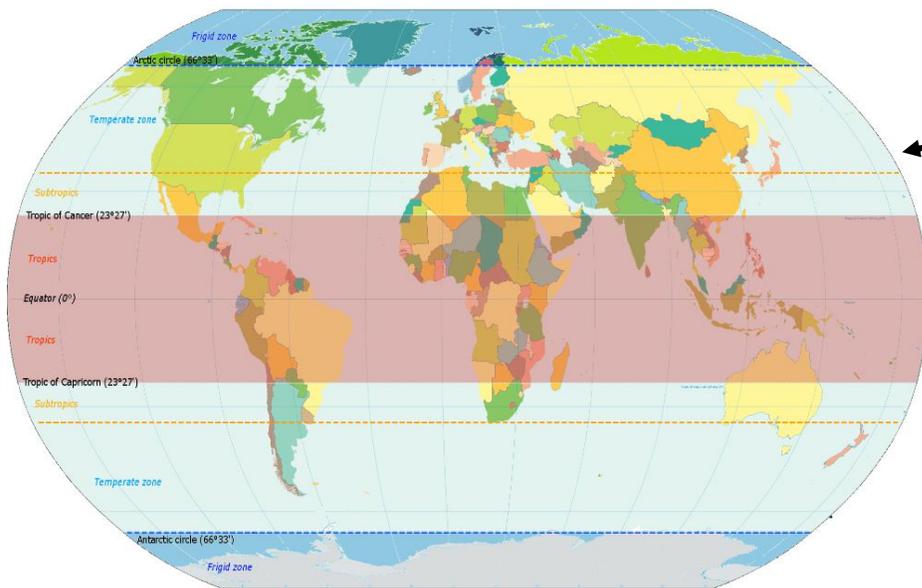
Key Vocabulary

Continent	A continent is a large solid area of land. Earth has seven continents . In order, from largest to smallest, they are Asia, Africa, North America, South America, Antarctica, Europe, and Australia. ... Australia is part of a larger area called Oceania or Australasia. It includes many islands in the Pacific Ocean.
Ocean	An ocean is a huge body of salt water. Oceans cover nearly 71 percent of Earth's surface. They contain almost 98 percent of all the water on Earth.
Country	A Country is a large area of land where people live under the same government or have the same culture; nation.
Capital city	A capital city is a city that serves as the location of the government's central meeting place and offices.
Sea	Smaller parts of oceans are called seas , gulfs, and bays.
climate	Climate is the average measurements of temperature, wind, humidity, snow, and rain in a place over the course of years. Climate is like the weather, but over a long time.



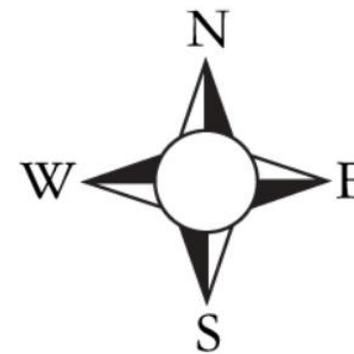
Overview

Climate is different to weather. Weather is the changes in the atmosphere that occur on a daily basis. The weather we experience today could be completely different than the weather we have tomorrow. Climate is a pattern of weather that occurs over a long time such as years and centuries. For example, the climate in an area could be dry in that it rarely rains there. However, on days when it does rain, the weather is rainy for that day. The climate doesn't change, it's still a dry climate.



Key Information- Types of Climate

Climate	Vocabulary	Example
Desert	Hot Drought Dry	Sahara Desert – Africa Egypt
Temperate	Warm Mild Damp Mixed weather depending on seasons	UK France
Tropical	Hot Humid Rainy Near Equator	Amazon Rainforest Brazil
Polar	Cold Wet Icy North Pole South Pole	Russia Finland



Where this links in our curriculum:
Science – Habitats and Ecosystems

Geography Year 2

Key Vocabulary

Continent	A continent is a large solid area of land. Earth has seven continents . In order from largest to smallest, they are Asia, Africa, North America, South America, Antarctica, Europe, and Australia. ... Australia is part of a larger area called Oceania or Australasia.
Ocean	An ocean is a huge body of salt water. Oceans cover nearly 71 percent of Earth's surface. They contain almost 98 percent of all the water on Earth.
Poles	The North Pole is the northern top of Earth's axis. The axis is an imaginary line through the center of Earth, The South Pole is at the other end.
Equator	The Equator is an imaginary circle around Earth. It divides Earth into two equal parts: the Northern Hemisphere and the Southern Hemisphere.
Country	A Country is a large area of land where people live under the same government or have the same culture; nation.
Capital City	A capital city is a city that serves as the location of the government's central meeting place and offices.
Sea	Smaller parts of oceans are called seas , gulfs, and bays.
City	A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.
Town	A town is smaller than a city, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre.
Village	A village is usually smaller than a town but will have houses, and may have a primary school, a few shops, a Post Office and a village hall.

Place Knowledge

Overview

People built cities, towns and villages in certain places for a reason: maybe as a centre for buying and selling local goods – a market town. Others because of their location on the coast – holiday resorts. Some have developed around an industry, such as textile mills or pot making. All have a history and special buildings and open spaces which make them distinctive even in their own region, and all are changing.



Key Information

Country	Capital City	Landmark
England	London	Buckingham Palace Big Ben London Eye Tower of London
Scotland	Edinburgh	Edinburgh Castle Holyrood House Arthur's Seat Forth Bridge
Wales	Cardiff	Cardiff Castle Cardiff Bay Wales Millennium Centre Cardiff Stadium
Northern Ireland	Belfast	Giant's Causeway Belfast Castle Belfast City Hall Titanic Museum

Where this links in our curriculum

History – The Great Fire of London
History – Local Places (Churches and Cathedrals)

Geography Year 2

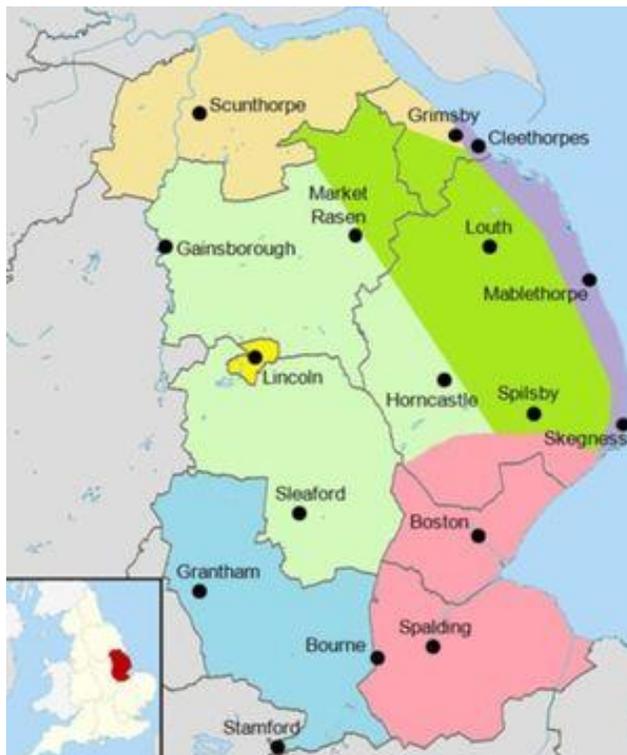
Key Vocabulary

Country	A Country is a large area of land where people live under the same government or have the same culture; nation.
County	A county is how the country is divided up in to areas and governed.
Sea	Smaller parts of oceans are called seas , gulfs, and bays.
City	A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.
Town	A town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre.
village	A village is usually smaller than a town but will have houses, and may have a primary school, a few shops, a Post Office and a village hall.
Physical feature 	Earth's physical features , such as mountains, deserts, rivers, and oceans. These are formed naturally.
Human Feature 	Earth's human features are the things that people have built. Examples of human features, are: cities, towns, villages, factories, farms, houses, offices, ports, harbours and shops.

Physical and Human Features

Overview

Physical geography is the study of the Earth's natural **features**, such as mountains, rivers, deserts and oceans. In **physical geography**, landforms and how they change are studied, as well as weather over time and its effects. Physical features can be very different around the world. **Human features** are man-made and are very similar in cities around the world. In villages, housing can be quite different from the ones we see in Welton.



Place	Settlement Type	Physical Feature	Human Feature
Welton	Village	Beck Fields	Shops Park Houses Church School Well
Lincoln	City	Fields Rivers	Steep Hill Parks Shops Houses Schools Castle Churches Cathedral
London	Capital City	River Lakes Hills	Tower blocks Skyscrapers Castles Bridges Parks Houses Churches Cathedrals Parliament buildings
Edinburgh	Capital City		Similarities to the key features expected in London.
Belfast	Capital City		
Cardiff	Capital City		

Where this links in our curriculum

Science – Man-made and Natural Materials

United Kingdom and Peru

Key Vocabulary

Continent	A continent is a large solid area of land. Earth has seven continents . In order from largest to smallest, they are Asia, Africa, North America, South America, Antarctica, Europe, and Australia. ... Australia is part of a larger area called Oceania or Australasia.
Country	A Country is a large area of land where people live under the same government or have the same culture; nation.
Climate	The weather and temperature conditions of a particular area.
Incas	An ancient group of South American people living in the Andes of Peru around 1200-1400AD.
Citadel	A citadel is a fortress (a strongly defended town) that often sits on higher land as a good defensive position.
Physical feature 	Earth's physical features , such as mountains, deserts, rivers, and oceans. These are formed naturally.
Human Feature 	Earth's human features are the things that people have built. Examples of human features, are: cities, towns, villages, factories, farms, houses, offices, ports, harbours and shops.

Overview

Peru is a country located in South America and has a very different climate to that of the United Kingdom due to it's location closer to the equator. Possibly Peru's most famous location is Machu Picchu, which contain the remains of the country's ancient past – the Incan Empire.



	UK	Peru
Location	Western South America	Western Europe
	Mainland	Island
Size	77 th largest country	20 th largest country
Average Rainfall (per year)	1,738mm (42% more than UK)	1,220mm
Climate	Tropical = East Desert = West Temperate = Andes	Temperate
Terrain	Mountainous = Andes Lowland = Jungle Basin	Mix between hilly areas and lowlands



Where this links in our curriculum:

RE – Differing Beliefs

Geography Year 3

Key Vocabulary

Crust	The thin shell on the outside of the Earth.
Mantle	The layer of the Earth between the crust and the core.
Outer core	Fluid layer that contains iron. When it flows it generates the magnetic field.
Inner core	The solid layer located at the centre of the Earth.
Earthquake	A shaking and vibration at the surface of the earth resulting in underground movement.
Tectonic plates	The dozen or so plates that make up the surface of the Earth.
Vibrations	A shaky motion on Earth.
Pressure	The force applied to a surface.
Boundaries	The line which marks the limits of an area.
Richter scale	The scale on which the magnitude of the Earthquake is measured on.
Seismic waves	The vibrations of the Earth and its crust during an earthquake.

Earthquakes

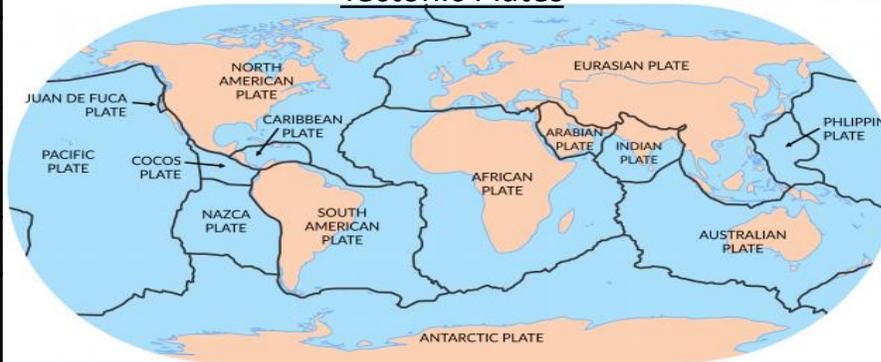
Overview

An earthquake is the shaking of the surface of the Earth resulting in a sudden release of energy. Earthquakes can range in size and intensity based on their seismic waves. The intensity of the earthquake is measured on the Richter Scale, with the higher the number, the higher the intensity.

Key Information

- Earth's plates move and cause shaking and vibrations.
- Earthquakes happen on plate boundaries.
- They happen when tension is released inside the crust.
- Plates move and sometimes get stuck
- This forms pressure and earthquakes happen when it is released.

Tectonic Plates

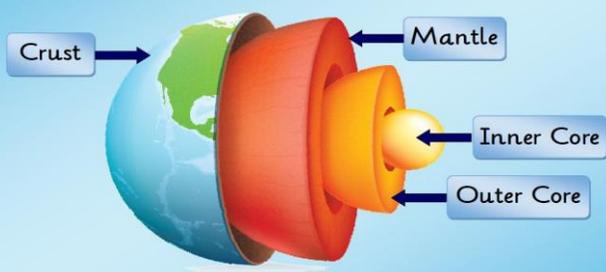


EARTHQUAKE MAGNITUDE SCALE



Where this links in our curriculum:
Science – Forces (Friction)

The Earth's Structure

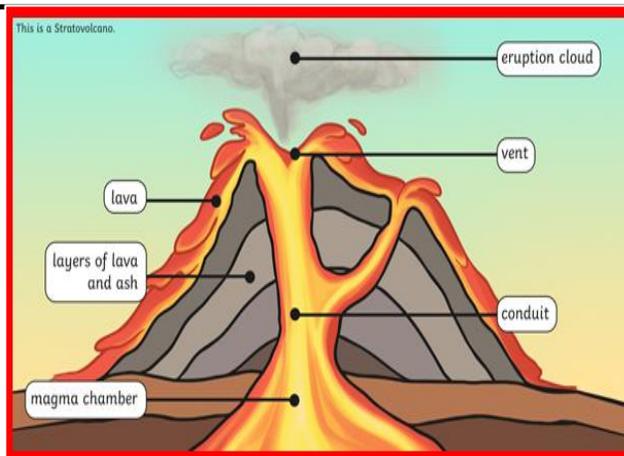


Earthquake: Date	Magnitude
San Francisco, California: April 18, 1906	Magnitude: 7.9
Tokyo, Japan: September 1, 1923	Magnitude: 8.2
Valdivia, Chile: May 22, 1960	Magnitude: 9.5
Anchorage, Alaska: March 27, 1964	Magnitude: 9.2
Tangshan, China: July 27, 1976	Magnitude: 7.8
Sumatra, Indonesia, Dec. 26, 2004.	Magnitude: 9.1

Volcanoes

Overview

A volcano is an explosion on Earth that allows hot lava, volcanic ash and gases to escape from the magma chamber below the surface. They can have a devastating effect on the land and people living close by to them.



Key Information

- A volcano is formed by eruptions of lava and ash.
- Volcanoes are usually **cone shaped** mountains or hills.
- When magma reaches the Earth's surface it is called lava. When the lava cools, it forms rock.
- Volcanic eruptions can happen at **destructive** and **constructive** boundaries, but not at conservative boundaries.
- Some volcanoes happen underwater, along the seabed or ocean floor.
- There are many volcanoes in the world and the majority can be found in an area known as the 'Ring of Fire'.

Key Vocabulary	
Active volcano	A volcano that is erupting or likely to erupt
Dormant volcano	A 'sleeping volcano'. It is a volcano that has not erupted for a while but could in the future
Extinct volcano	A volcano that will no longer erupt
Magma chamber	A large pool of magma under the earth
Lava	Magma that has reached the surface and come out of the volcano
Magma	Extremely hot molten rock under the earth's surface
Conduit	A channel taking magma up the volcano
Vent	The opening of a volcano
Crater	The large hollow area inside a volcano
Eruption cloud	A cloud of volcanic ashes
Eruption	When magma from beneath the surface explodes out of the volcano like magma.
Vulcan	The Roman God of fire who volcanoes were named after.

Where this links in our curriculum:

History – Romans: Pompeii

Science – Rocks



Volcano	Location
Mount Vesuvius	Italy
Krakatoa	Indonesia
Mount St Helens	USA (Washington)
Mount Etna	Italy
Mauna Loa	Hawaii
Eyjafjallajokull	Iceland
Mount Fuji	Japan
Popocatepetl	Mexico

Geography Year 3

Key Vocabulary

country	A Country is a large area of land where people live under the same government or have the same culture; nation.
continent	A continent is a large solid area of land containing many countries. Our Earth has 7.
village	A village is usually the smallest type of human settlement, other than a hamlet.
town	A town is a settlement that is larger than a village but smaller than a city.
city	A city is the largest type of human settlement.
ordnance Survey	This is the mapping system used in the UK which includes symbols to identify key places.

Locational Knowledge

Overview

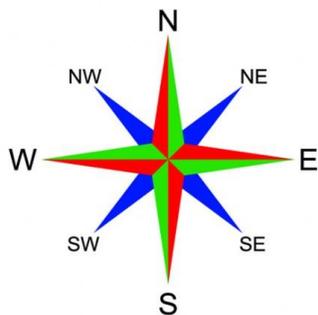
Europe is one of Earth's seven continents and the one in which the UK is located. It is completely in the northern hemisphere, which is identified by being north of the equator. Therefore, the southern hemisphere is south of the equator.

Key Information

- A village is a small community in a rural area- Welton is classified as a village.
- A town is a populated area with fixed boundaries and a local government.
- Cities were originally populated areas which contained a cathedral however, over time this has changed and towns can become cities based on size, population and importance.
- Our world is split into seven continents and two hemispheres, which are split by the equator.



N	North
NE	North East
E	East
SE	South East
S	South
SW	South West
W	West
NW	North West



Where this links in our curriculum: History – Romans, Normans and Vikings

Geography Year 4

UK Geography

Vocabulary	Definitions
county	A division of a state or country for local government.
country	A land controlled by a single government.
urban	A large built-up area where people live and work.
rural	An area that is not a town or city, generally used for farming.
population	The number of people living in a particular place.
borough	A town or district that has its own government.
village	A village is usually the smallest type of human settlement, other than a hamlet.
town	A town is a settlement that is larger than a village but smaller than a city.
city	A city is the largest type of human settlement.

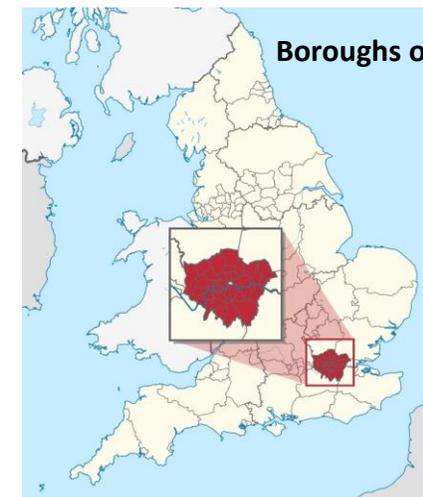
Overview

As well as remembering that there are four countries that make up the UK and knowing their capital cities, children also need to understand that England is split into different counties (48). There are also two main types of settlement: urban and rural, both of which have their reasons for why people choose to live there.

Positives and negatives of urban and rural locations

	Positives	Negatives
Urban	<ul style="list-style-type: none"> More jobs More entertainment Higher income Better public transport Better school opportunities 	<ul style="list-style-type: none"> More expensive Noisier More crowded Higher levels of pollution Higher crime rates
Rural	<ul style="list-style-type: none"> Generally cheaper More open spaces More peaceful Fresh air Less crime 	<ul style="list-style-type: none"> Fewer jobs Less entertainment Worse public transport Fewer public services

Rivers of the UK



Boroughs of London

Where this links in our curriculum:

DT – Structures

Art – London Architecture

Year 4 Geography

European and World

Vocabulary	Definitions
country	A land controlled by a single government.
continent	One of 7 areas of land containing many countries separated by water.
urban	A large built-up area where people live and work.
rural	An area that is not a town or city, generally used for farming.
hemisphere	The world is split up into two hemispheres either side of the equator.
equator	The invisible line exactly half way between the North and South Pole which splits the world into hemispheres.
Tropic of Capricorn	Invisible southern line where the sun can still be directly overhead.
Tropic of Cancer	Invisible northern line where the sun can still be directly overhead.

Overview

As well as being able to locate some of the major countries of Europe, children also need to know the capital cities of many of those countries. Our world is split up into different hemispheres and within each of those hemispheres are the Tropics.



Country of Europe	Capital City
Austria	Vienna
Belgium	Brussels
Czech Republic	Prague
Denmark	Copenhagen
England	London
Finland	Helsinki
France	Paris
Germany	Berlin
Greece	Athens
Ireland (Republic of)	Dublin
Italy	Rome
Lithuania	Vilnius
Netherlands	Amsterdam
Northern Ireland	Belfast
Norway	Oslo
Poland	Warsaw
Portugal	Lisbon
Russia	Moscow
Scotland	Edinburgh
Spain	Madrid
Sweden	Stockholm
Switzerland	Bern
Turkey	Ankara
Ukraine	Kiev
Wales	Cardiff



Map of Europe

Key Information

- Countries that are nearer to the equator are hotter and those nearer to either of the poles are colder. This is because the sun is directly overhead for longer at the equator.
- Between the two tropics the sun can be directly overhead at least once during the year. For this reason, the area in between is said to have a tropical climate.

Where this links in our curriculum: History – Benin and Mayans

Year 4 Geography

Landscape Changes

Vocabulary	Definitions
Water Cycle	The way in which water moves around the world.
evaporation	The process where liquids change to a gas or vapour.
condensation	The process by which vapour changes back into liquid.
precipitation	The technical term for rain, sleet, snow or hail falling from the sky.
transpiration	The process where plants absorb water through their roots.
percolation	The process by which water filters through the ground.
urban	A large built-up area where people live and work.
rural	An area that is not a town or city, generally used for farming.
population density	A way of showing how crowded or populated a particular area is.

Overview

The water cycle is the process by which water travels throughout our world, falling as rain, flowing to the oceans and evaporating into the air – before starting the process all over again.

This process is effected by the climate of a place, either resulting in lower or greater rainfall, which can then have an impact on the geography of that place.

Settlements change over time due to technological changes and the pressures of a growing population. For this reason, areas often become more urbanised and less rural.

How do cities change over time?

Increased population.

More buildings, less open spaces (greater human than physical geography)

Higher levels of pollution.

Shortages in medicines, food, jobs, etc...

More shops, restaurants and tourist locations opening.

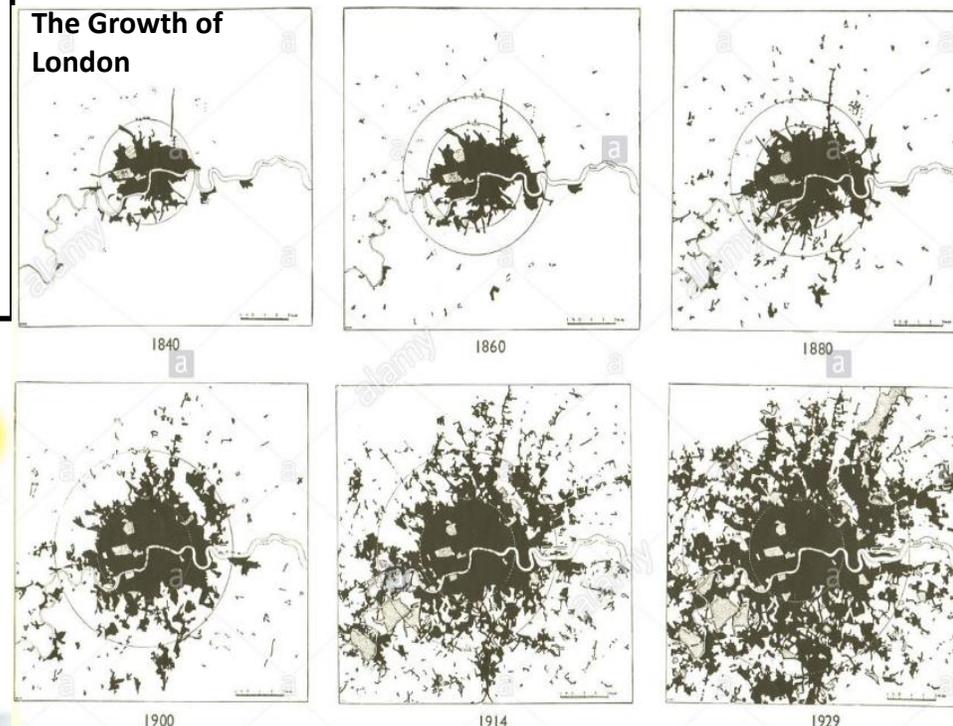
More vehicles on the roads.

Cities/villages/towns generally expanding.

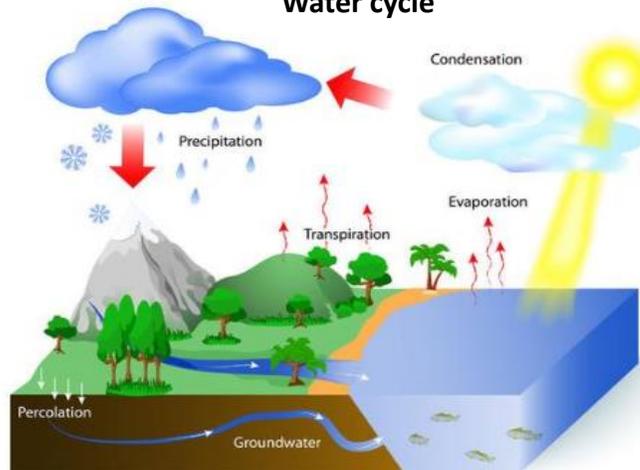
Key Information

- Early settlements were often built around rivers as they were a vital part of life.
- Cities have grown from these early settlements and spread outwards (often referred to as the **urban sprawl**).
- Due to technological advances, cities no longer need to be built near rivers.
- Smaller towns and villages are starting to spread and combine due to the increased numbers of houses being built.

The Growth of London



Water cycle



Where this links in our curriculum:
Science – States of Matter

Geography Year 5

Key Vocabulary

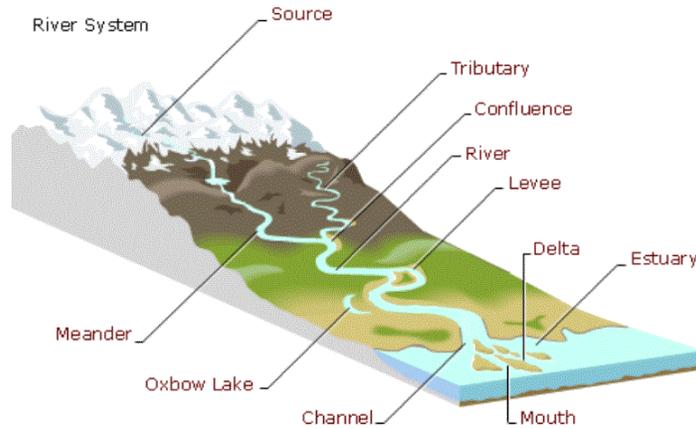
river	a flowing, moving stream of water
stream	a small, fast flow of water
lake	large bodies of water that are surrounded by land and are not part of an ocean
sea	a huge body of salt water
source	where a river begins its journey
channel	the path of a river
tributary	a small river or stream that meets a large river
mouth	where the river enters the sea
confluence	where two rivers meet
meander	a winding bend in the river
estuary	the last section of the river before the sea
water cycle	the journey of water on the earth
erosion	the wearing away by water and rocks constantly rubbing
deposition	a river drops the sediment or material that it is carrying such as sand, mud and small stones or sticks.
flood plain	flat land close to the river banks. it is a fertile area of land used for growing crops usually found in the lower course of the river

Where this links in our curriculum:
History – Ancient Egyptians

Rivers

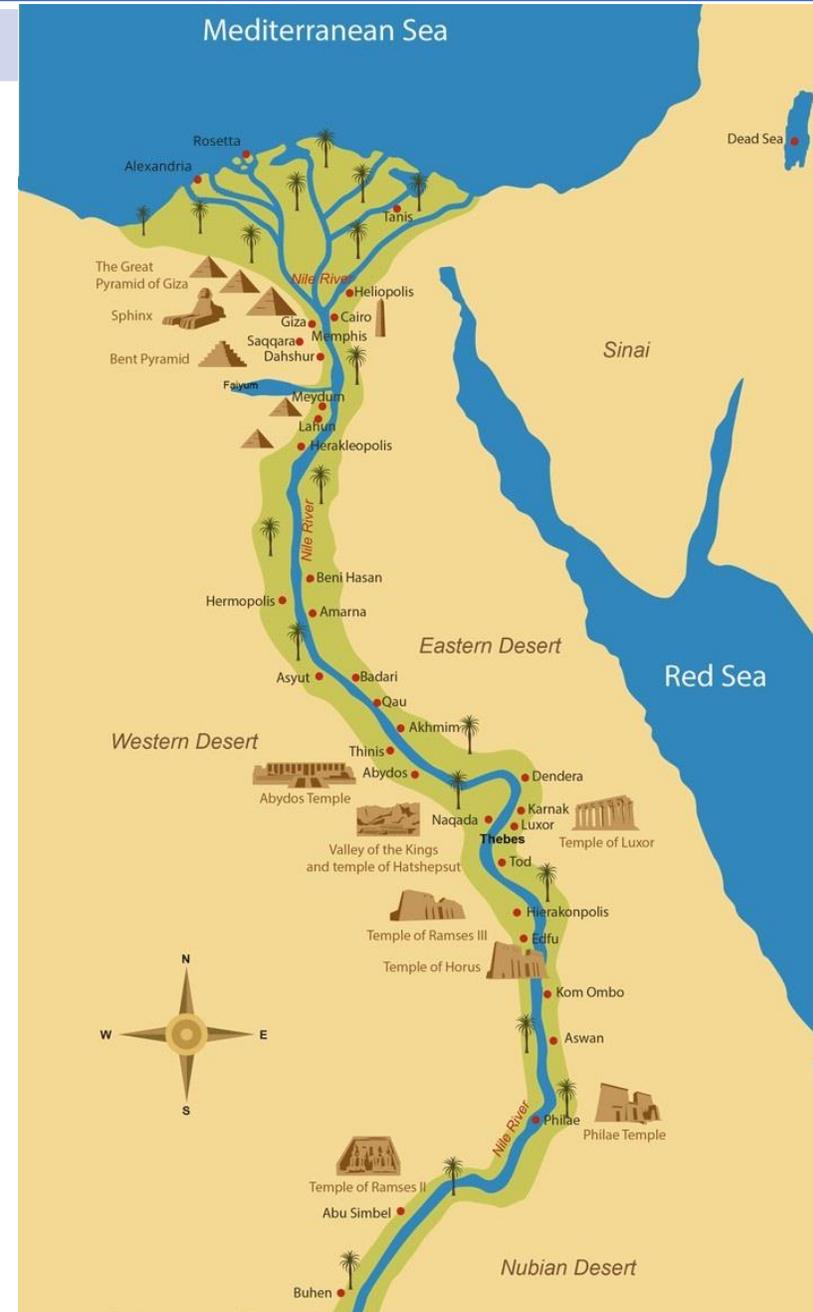
Overview

Rivers are a flowing, moving stream of water that flow from their source to their mouth. They carry water and important nutrients all around the world and they are habitats for lots of plants and animals. Without rivers, many of our forests, lakes, cities and lives would not be the same. Humans use rivers for many different things such as: drinking water, washing, cleaning clothes, fishing, transport, trading and leisure. They are important to the cities, towns and villages that have developed on their banks and are constantly changing. We will study the River Nile in Egypt and link this to life in Ancient Egypt.



Longest rivers by continent

River	Location	Length
Nile	North-Eastern Africa	4,157 miles
Amazon	South America	3,915 miles
Yangtze	Asia	3,434 miles
Mississippi	North America	2,540 miles
Volga	Europe	2,290 miles
Murray-Darling	Australasia	2,310 miles



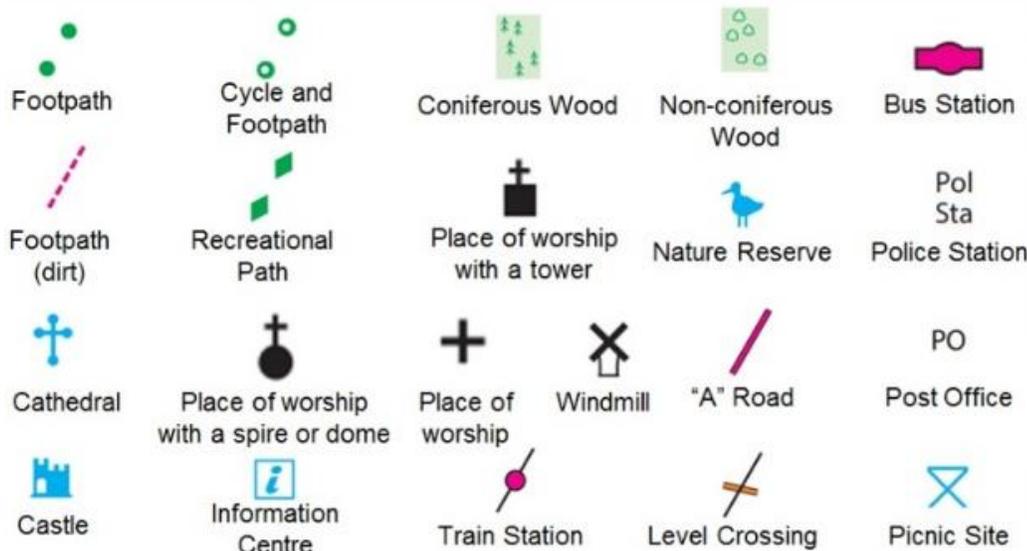
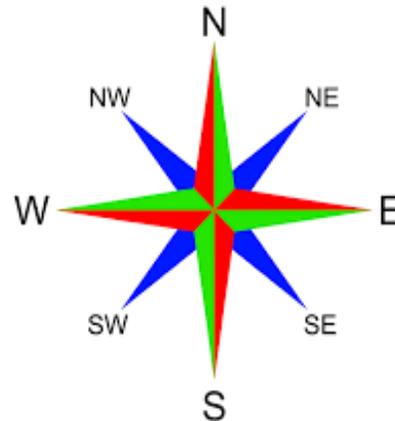
Key Vocabulary

Imperial	Non metric unit of measurement
Miles	An imperial unit of measure 1 mile = 1760 yards
Yards	An imperial unit of measure
Map	A diagrammatic representation of an area of land or sea showing physical features, cities, roads etc.
Scale	The relationship between the real size of something and its size on a map.
Route	Away taken to get from one place to another
Distance	The length between two points
Direction	A course along which someone moves
Average	The result you get by adding two or more numbers and dividing by the total by the number of amounts added.
Compass	An instrument containing a magnetized pointer which shows the direction of magnetic north
Bearing	The direction towards which you are headed as shown on a compass
Orienting	Align or position (something) relative to the points of a compass or other specified position
Orientation	The action of orienting (turning someone or something relative to the points of a compass or other specified position
collect	To get information of one type and record it.
Data	Facts and figures collected together for analysis
Survey	To examine and record the area and features, so as to construct a map, plan or description

Ordnance Survey Maps

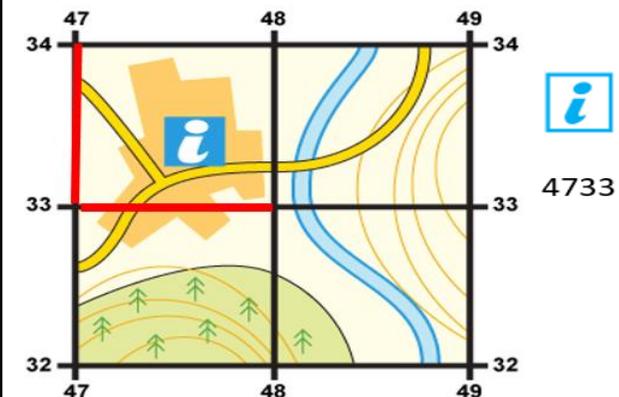
Overview

Ordnance Survey maps were first made for the military in the 1700s, but it wasn't until the early 20th century that they started work on the maps we use today. They use grid references and symbols to provide detail for the user. There are two types: OS Explorer Maps or OS Landranger. OS Explorer uses a scale of 1:25,000, so every 4cm on the map equal 1km in the real world. This makes them ideal for planning a route for walking, running, off road cycling and even kayaking and climbing.

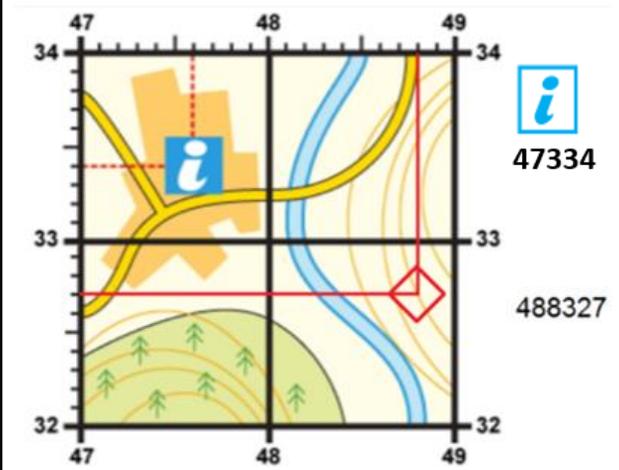


Grid References

Four figure grid reference:



Six figure grid reference:



Where this links in our curriculum: Maths – Position and Direction

Geography Year 5

Key Vocabulary

latitude	the distance on the earth's surface, north or south of the Equator, expressed in angular measurements from 0° at the Equator to 90°.
longitude	the angular distance of a place east or west of the Greenwich Meridian.
equator	an imaginary circle around Earth. It divides the Earth into two equal parts.
hemisphere	a half of the Earth.
ocean	a very large area of salt water.
continent	a very large, solid landmass.

The World

Overview

The World is made up of seven continents and five oceans. It is separated into two hemispheres by the Equator and can be divided many ways using lines of longitude and latitude.

- 71% of the Earth's surface is water.
- 29% of the Earth's surface is land
- 1/3 of the Earth's total land mass is desert of one type or another.
- 80% of the world's population lives in the northern hemisphere.
- 90% of land is in the northern hemisphere
- 90% of the planet's water is in the southern hemisphere.

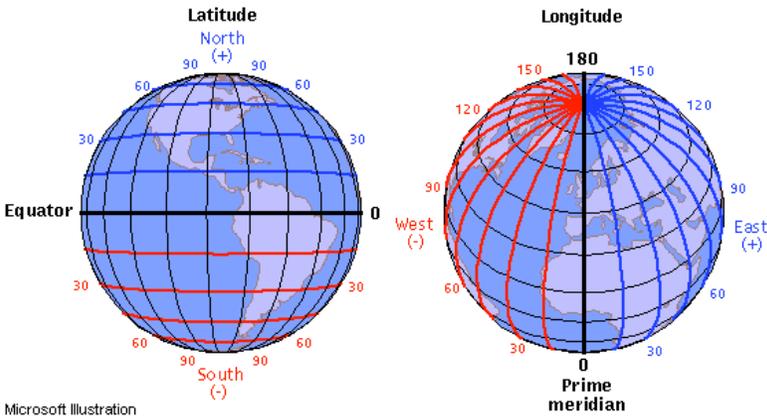
Mountains of the World



- | | |
|----------------------------------|------------------------------------|
| 1. Mount Denali (63°N, 151°W) | 9. Mount Kilimanjaro (3°S, 37°E) |
| 2. Mount Logan (61°N, 140°W) | 10. Matterhorn (45°N, 7°E) |
| 3. Mount Whitney (36°N, 118°W) | 11. K2 (35°N, 76°E) |
| 4. Chimborazo (1°S, 78°W) | 12. Mount Everest (27°N, 86°E) |
| 5. Aconcagua (32°S, 70°W) | 13. Mount Fuji (35°N, 138°E) |
| 6. Hvannadalshnúkur (64°N, 16°W) | 14. Mount Kosciuszko (36°S, 148°E) |
| 7. Mount Toubkal (31°N, 7°W) | 15. Sopka (56°N, 160°E) |
| 8. Mont Blanc (46°N, 6°E) | 16. Mount Cook (43°S, 170°E) |

South America

South America is, mostly in the Southern Hemisphere. It is the fourth largest continent. It consists of 12 countries. It contains many diverse regions and climates. The longest river in South America is the Amazon, which is largely located in this continent's biggest country - Brazil.



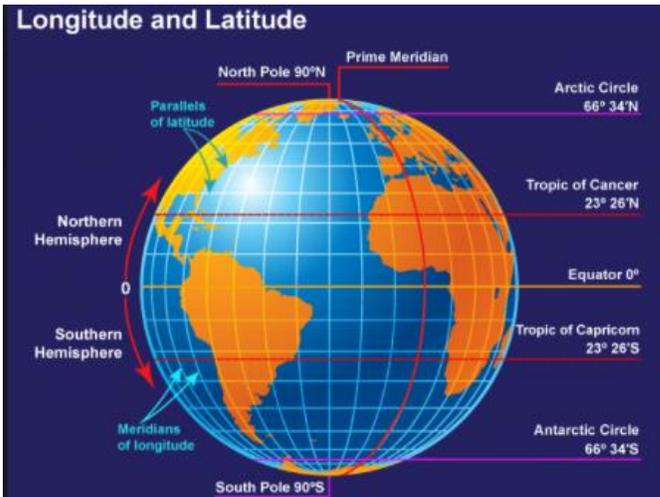
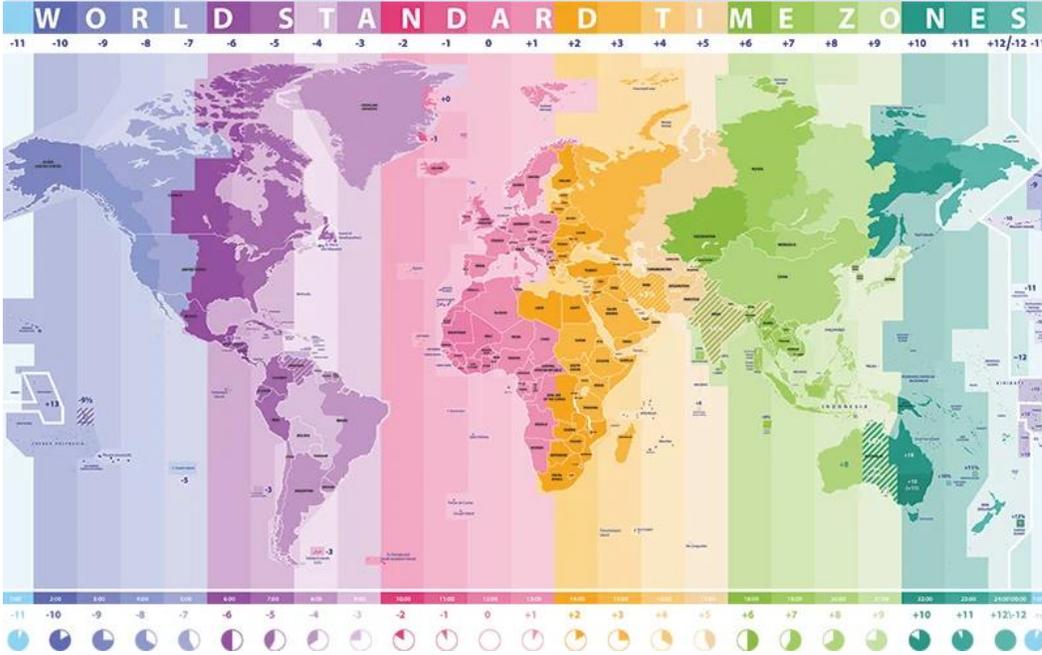
Where this links in our curriculum:
Science – Earth (Day and Night)

The World

Overview

As well as being able to locate places around the world by latitude and longitude, different places are located in different time zones. There are over 24 different time zones around the world, with many being separated by an hours difference.

The United States of America alone has 9 different times zones. Located in North America, the other major countries located here are Canada and Mexico, however, there are many smaller mainland and island countries that make up this continent (sometimes referred to as Central America – a region in the south of North America, not a standalone continent).



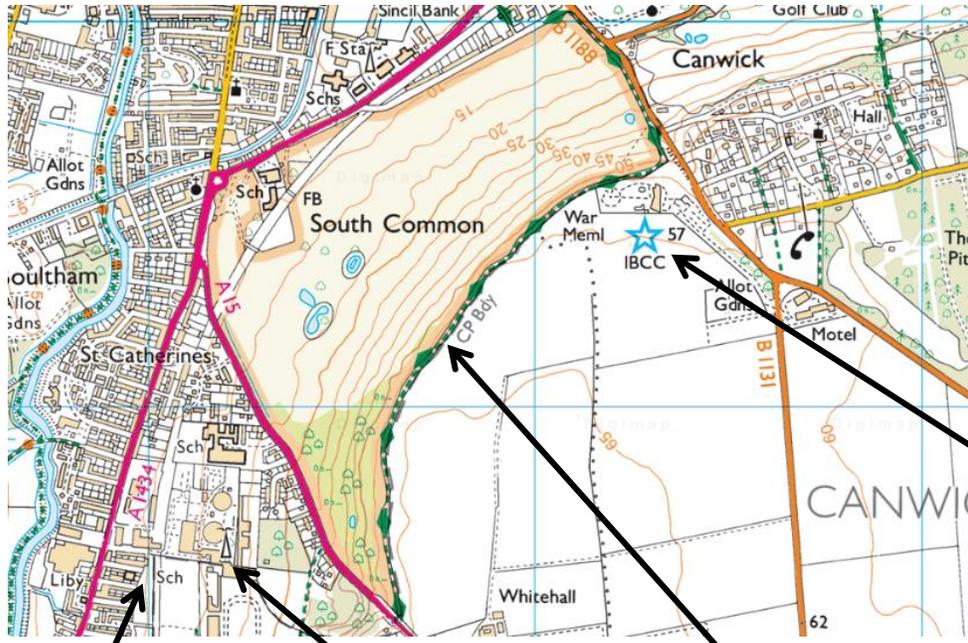
Key Vocabulary

Greenwich Meridian	AKA Prime. Runs down centre of earth, N to S with longitude of 0°.
(Ant)arctic Circle	Latitude lines around North (Arctic)& South (Antarctic) poles
Time Zones	The local time of an area which is determined by how far away from the Greenwich Meridian it is.
Urbanisation	The increased percentage of people living in an urbanised area in comparison to a rural area.
Migration	When referring to humans, the idea of moving from one area to another with the intention of settling in that area.

Where this links in our curriculum: Science – Habitats/Ecosystems and Environment Adaptation

Geographical Communication and the Geography of Lincolnshire

Example of OS Symbols and Contour Lines



School

Mast

Other Tourist Destination
(International Bomber Command Centre)

Overview of Lincolnshire

- Lincolnshire is the second largest English county, behind North Yorkshire.
- Despite its relatively large physical area, it has a comparatively small population (low population density).
- The Greenwich Meridian runs through the county.
- Lincolnshire is a flat county lending itself to agriculture and to runways and airstrips. The RAF created many bases there.
- Lincolnshire has a coastline on the east coast.
- Population of approximately $\frac{3}{4}$ of a million (755,833 as of 2018).
- The opening University of Lincoln in 1996 has contributed to the increase in population.

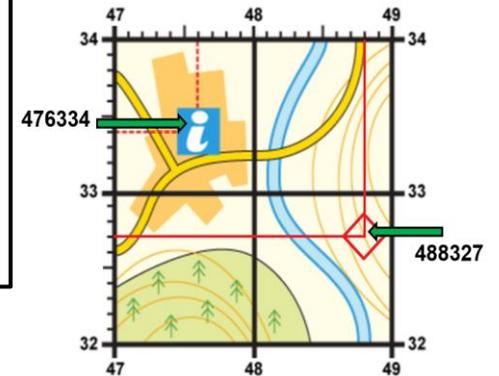


OS Map Symbols

Ordnance Survey symbols can be small pictures, letters, lines or areas to show specific features of a certain location. There will usually be a key alongside the map to help recognise these key area. Examples of some of the different symbols you can see are in the table above, whereas examples of the symbols on the map can be seen to the right.

(See Year 5 Knowledge Organiser for symbols)

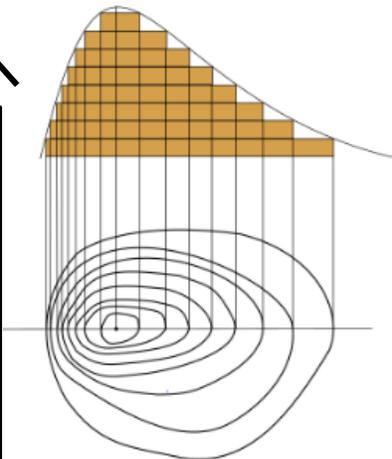
6 figure grid references



Contour lines

Contour lines show the **height** and **relief (shape)** of land. Hills, slopes and mountains are represented on a map using contour lines. By studying the contour lines you can work out lots about the surrounding terrain including gradients of hills, valleys and steepness of climbs. On most OS maps the lines are drawn every 10m.

The steeper the slope the closer together the contour lines are.



Where this links in our curriculum: Maths – Position and Direction

Geography Year 6

Key Vocabulary	
Mouth	Where a river flows into sea.
Source	Where a river originates.
Tributary	Stream/River that flows into larger river.
Estuary	Wide part of a river where it joins the sea. Different to mouth as it's tidal.
Delta	Area of low land. River splits into branches before entering sea.
Confluence	The point at which another river (tributary) joins a main river.
Meander	A large bend in a river.
Biome	Describes the vegetation and animals occupying an area.
Climate Zone	Climate refers to the different weather/temperature conditions of an area – there are many zones across the World.

Rivers

Overview

The significance of rivers can be examined over the course of history, with many settlements originally built near or around rivers. This was largely due to the benefits rivers provide, such as transport, trade, economic positives, as well as a source of drinking water, cleaning and irrigation for farming. This last point was particularly important during the agricultural revolution of the UK, but the significance of rivers for trade became crucial during the industrial revolution, when canals were built to allow highly industrial cities (like Birmingham) to play a huge part in the development of the country, despite the lack of a physically lying river.

Rivers and Coasts during WWII

The Dambusters	Used the Trent & Mersey Canal and River Witham for training exercises.
Canals	12 million tons of essential goods were transported yearly on canals.
Coasts	Many anti-aircraft and other such defenses were built along the South-East coasts of England to prevent invasion.
Pillboxes	Many pillboxes (small concrete defenses) were built alongside canals and specifically dug trenches to defend routes into London from Nazi attack.

Rivers of USA



Rivers of UK



Oceans, Seas and Rivers - what is the difference?

- **Oceans** are very large areas of salt water that cover approximately two-thirds of the Earth's surface.
- **Seas** are smaller areas of salt water that separate oceans and land.
- **Rivers** are natural streams of fresh water that flow into seas, oceans and lakes.

Where this links in our curriculum:

History – Industrial/Agricultural Revolutions, WWI/II

Assessment

Concept: Investigating and Interpreting Geographical Information

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, geographical information systems

	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Name the 7 continents and locate them on a map</p> <p>Name the world oceans and locate them on a map</p> <p>Name the 4 countries of the UK and surrounding seas and locate them on a map.</p> <p>Name some of the major cities in the UK</p> <p>Name the capital cities of England, Ireland, Scotland, Wales</p> <p>Locate where I live on a map of UK Explain where I live and tell someone my address</p> <p>Name the 4 seasons and talk about seasonal change</p> <p>Compare Lincolnshire with Nigeria, being able to communicate similarities and differences, including climate</p> <p>Recognise the Equator and talk about the effect of the equator on nearby countries</p> <p>Identify the North and South Poles and comment on how their climate is different to our own</p> <p>keep a weather diary chart and answer questions about the weather</p>	<p>Name a number of countries in Europe and locate on a map (France, Germany, Italy, Turkey, Austria, Sweden, Denmark, Norway, Poland, Lithuania, Latvia, Portugal, Greece, Romania)</p> <p>Name major cities within Europe and Capital cities of these countries</p> <p>Name and locate at least 6 major cities in the UK and locate them on a map</p> <p>Name and locate 6 counties within the UK including Lincolnshire</p> <p>Identify and position the significance of the equator, northern hemisphere, southern hemisphere, tropics of cancer and Capricorn</p> <p>Use some basic Ordnance Survey map symbols</p> <p>Use grid references on a map</p> <p>Use an atlas by using the index to find places</p> <p>Carry out research to discover features of villages, towns, cities</p> <p>Can collect and accurately measure information eg rainfall, temperature</p>	<p>Name and Locate major countries and cities in North and South America (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela as well as the Caribbean Islands)</p> <p>Name and Locate the poles and equator and talk about the effect on surrounding countries</p> <p>Name many of the world's famous rivers in an atlas and including rivers studied: the River Haliacmon, Amazon River, River Nile and Mississippi River</p> <p>Identify and position the significance of longitude, latitude, equator, northern hemisphere, southern hemisphere, tropics of cancer and Capricorn, Antarctic circle, Greenwich meridian and time zones</p> <p>Name and locate many of the world's famous mountainous regions in an atlas</p> <p>Use Ordnance Survey symbols and 6 figure grid references</p> <p>Answer questions by using a map</p> <p>Use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p> <p>Explain how time zones work and calculate time differences around the world</p> <p>Can collect and accurately measure information eg rainfall, temperature</p>

<p>Concept: Changes over time</p> <ul style="list-style-type: none"> • Growing knowledge to deepen their understanding of interaction between physical and human processes and the formation and use of landscapes and environments • Explain how the earth's features at different scales are shaped, interconnected and change over time • Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time 			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Identify and communicate changes within the school and local village over time</p> <p>Compare Lincolnshire and Benin/Nigeria over time, identifying key changes in human and physical geographical features</p> <p>Explain how the weather changes throughout the year and names the seasons</p> <p>Explain how an area has been spoilt or improved and give reasons</p> <p>Explain the facilities a village, town, city may need and give reasons</p>	<p>Communicate changes that settlements caused through a timeline of invaders</p> <p>Communicate how rivers have changed the landscape over an extended period of time within Lincolnshire and London</p> <p>Understand the processes that give rise to key physical and human geographical features and how these bring about changes over time</p>	<p>Communicate how the industrial and agricultural revolution affected the landscape over these time periods</p> <p>Communicate the effects of the World Wars on the local area and Lincoln, taking in to consideration population changes and density</p> <p>Communicate the journey of a river and how this journey changes the landscape overtime</p> <p>Explain the journey of a river, commenting on how this physical process changes the landscape and how humans can affect it, commenting on climate zones, biomes and vegetation belts and mountains</p>
<p>Concept: Physical and Human features</p> <ul style="list-style-type: none"> • Deep understanding of the earth's key physical and human processes • Knowledge of diverse places, people, resources and natural and human environments • Growing knowledge to deepen their understanding of the interaction between physical and human processes and the formation and use of landscapes and environments • Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human features and how these provide a geographical context for understanding the actions of processes 			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Communicate the characteristics of the 4 countries of the UK</p> <p>Undertake fieldwork to identify human and physical features within the school and local areas (Cathedral, castle, Steep Hill, River Witham, Roman Gates)</p>	<p>Compare Lincolnshire and London, commenting on why these comparisons are similar and/or different</p> <p>Communicate the impact on the landscape and population of volcanoes and earthquakes</p>	<p>Explain the impact humans have on the physical geography of an area and the population</p> <p>Communicate understanding of the relationship between physical and human geography and resources available in different locations</p>

	<p>Identify human and physical features of our capital cities and those in Benin/Nigeria/ Peru (London – Houses of Parliament, Buckingham Palace, London Eye, London Bridge, River Thames, Scotland – Edinburgh castle, Royal Mile Wales – Snowdonia, Severn Bridge N Ireland – Giant’s Causeway)</p> <p>Describe a place outside of Europe using geographical words</p> <p>Explain why jobs might be different in other locations</p> <p>Use the following vocabulary confidently: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, Equator, North Pole, South Pole, island, city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>Using the idea of settlements, discuss how humans can change the landscape for the better or worse</p> <p>Locate River Witham and Thames and talk about their similarities and differences</p> <p>Compare Lincolnshire and London’s geography with a focus on human and physical features and how these provide a geographical context for understanding the actions of the processes</p> <p>Explain why people may be attracted to live in cities</p> <p>Explain why people may choose to live in one place or another</p> <p>Use the following vocabulary confidently: longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic, Antarctic Circle, Greenwich Meridian, time zones, names of volcanoes, earthquakes, water cycle</p>	<p>Communicate contextual knowledge of significant places including their defining physical and human features</p> <p>Communicate how the use of rivers is different across contexts and time periods, taking in to account economics, trade and distribution of resources</p> <p>Can explain why cities are situated close to or on rivers</p> <p>Can explain why people are attracted to live by rivers</p> <p>Can explain how a location fits into a wider geographical location with reference to human and economical features</p> <p>Describe how some places are similar/ dissimilar in relation to their human and physical features.</p> <p>Use the following vocabulary confidently: longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic, Antarctic Circle, Greenwich Meridian, time zones Physical geography – climate zones, biomes and vegetation belts, names of rivers, parts of rivers, names of mountains</p>
<p>Concept: Geographical communication</p> <ul style="list-style-type: none"> Communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length 			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Use of a range of maps and globes to locate the world’s 7 continents and 5 oceans</p> <p>Use a range of photographs and plan perspectives to study landmarks and human/physical features</p> <p>Create a range of maps including symbols</p>	<p>Use the 8 point compass to give directional information</p> <p>Use a range of maps and globes to locate the major countries, cities and capital cities of Europe</p> <p>Use 4-figure grid references, symbols and keys to locate places on maps</p>	<p>Use the 8 point compass to give directional information</p> <p>Use a range of maps and globes to locate the major countries, cities and capital cities of North and South America</p>

	<p>Use a 4 point compass to give directional information and locate routes on a map (North, South East and West, left, right, rotate, forwards, backwards, direction)</p> <p>Begin to give written observations and explanations to demonstrate their learning using geographical language</p> <p>Explain some of the main things that are in hot and cold places</p> <p>Explain what they like and don't like about the place they live in.</p> <p>Explain what they like and don't like about a different place</p> <p>Describe the key features of a place from a picture using words like beach, mountain, ocean</p>	<p>Use 4-figure grid references, symbols and keys to create their own maps, including digital mapping, to present data about their local area</p> <p>Write at length about their knowledge to demonstrate clear understanding, presenting information in different ways including presenting numerical and quantitative data</p> <p>Use geographical words to describe a place</p> <p>Describe how volcanoes are created</p> <p>Locate and name some of the world's most famous volcanoes</p> <p>Describe how earthquakes are created</p> <p>Explain the water cycle, commenting on the affect it has on different environments and how the environment can affect it, e.g. pollution</p>	<p>Use 6-figure grid references, symbols and keys to create their own maps, including digital mapping, to present data about their local area</p> <p>Write at length about their knowledge to demonstrate clear understanding, presenting information in different ways including presenting numerical and quantitative data</p> <p>Plan and communicate a journey to a place in another part of the world taking into account distance and time</p> <p>Explain the course of a river</p>
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