



## Curriculum Knowledge Overview: Geography

(nb: 2023-2024 -Y6 will teach Global Trade in HT1 instead of USA as already taught)

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<b>'Settling In'</b> <b>'All about me'</b> <b>Megaboy</b> <b>Once there were Giants</b> <b>Peepo!</b> <b>Funnybones</b>	<b>'Toys'</b> <b>A Chair for Baby Bear</b> <b>Nobot Robot</b> <b>T'was the Night Before Christmas</b>	<b>'Traditional Stories'</b> <b>Gingerbread Man</b> <b>The Three Little Pigs</b> <b>Three Billy Goats Gruff</b> <b>A Year On Adam's Farm</b>	<b>'Contemporary Stories'</b> <b>The Man on the Moon; a Day in the life of Bob</b> <b>Portside Pirates</b> <b>Gruffalo</b> <b>Tree: Seasons Come, Seasons Go</b>	<b>'Mini-Beasts'</b> <b>The Very Hungry Caterpillar</b> <b>The Tiny Seed</b> <b>What the Ladybird Heard</b>	<b>'The World'</b> <b>Handa's Surprise</b> <b>Bringing the Rain to Kapiti Plain</b> <b>Mama Panya's Pancake Atlases</b>
	Understand some important processes and changes in the natural world around them - The seasons					
	<b>Enhanced Learning:</b> <ul style="list-style-type: none"><li>Garden Area – Observing &amp; Describing Seasonal Changes and the Weather - signs of Autumn/Winter/Spring/Summer</li><li>Asking questions &amp; using secondary sources including books &amp; the internet to answer questions</li><li>Naming &amp; Describing the material objects are made from</li><li>Explore the natural world around them, wellie walks, garden afternoons, local walk</li><li>Make observations of the weather and how it affects the environment</li><li>Notice and talk about some similarities and differences between some of the man-made and natural features of their environment</li><li>Talking about the human and physical features they can see at school and at home</li><li>Talk about and compare contrasting environments either experienced or read about including the weather and the plants and animals that live there</li></ul>					
	<b>Vocabulary:</b> street, road, house, Lancaster, city	<b>Vocabulary:</b> tree, bush, church, school, pavement	<b>Vocabulary:</b> wind, rain, sun, cloud, rainbow	<b>Vocabulary:</b> north, path, hill, wood, bridge	<b>Vocabulary:</b> spring, summer, autumn, winter, year	<b>Vocabulary:</b> Africa, England, sea, beach, plain
	<b>Continuous Provision:</b> <ul style="list-style-type: none"><li>Explore the natural world around them, talking about the human and physical features they can see at school and at home</li><li>Make observations of the weather and how it affects the environment</li><li>Notice and talk about some similarities and differences between some of the man-made and natural features of their environment and contrasting environments including the weather and the plants and animals that live there</li></ul>					
<b>Adult Led Teaching:</b> <ul style="list-style-type: none"><li>Talk about members of their immediate family and community</li><li>Know the name of their street and that they live in Lancaster / Morecambe ...</li><li>Describe their immediate environment using knowledge from observation, discussion, fiction and non-fiction texts.</li></ul>	<b>Adult Led Teaching:</b> <ul style="list-style-type: none"><li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their own experiences and what has been said in class.</li></ul>	<b>Adult Led Teaching:</b> <ul style="list-style-type: none"><li>Understand and be able to talk about the seasons and the changes in the weather.</li></ul>	<b>Adult Led Teaching:</b> <ul style="list-style-type: none"><li>Draw a simple map based on a story - e.g. <i>The Gruffalo</i></li></ul>	<b>Adult Led Teaching:</b> <ul style="list-style-type: none"><li>Understand and be able to talk about the seasons and the changes in the weather.</li></ul>	<b>Adult Led Teaching:</b> <ul style="list-style-type: none"><li>Know some similarities and differences between the natural world around them and contrasting environments, including the weather</li><li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps.</li></ul>	
Year One Non-Negotiable Locational Knowledge: Name, locate and identify 4 countries and capital cities of UK and surrounding seas.						
1 Use maps, atlases, globes, aerial photographs	Map Skills (Map Skills RGS lesson 1) To know how to Interpret a range of sources of geographical information:		Where Do I Live? (PlanBee –Focus on Lancaster)  To have an awareness of the seven continents of the world		Seas And Coasts And Fieldwork (PlanBee –Focus on Morecambe)  To find out about British beaches in order to name the physical features found.	

and plan perspectives	<p>maps, diagrams, globes, aerial photographs.</p> <p>Recognise the physical characteristics of the classroom as a place and how to communicate geographical information and use basic geographical vocabulary to refer to key physical and human features on maps and plans.</p> <p>To know, read and write 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 on a map.</p> <p>Devise a simple map, and use and construct basic symbols in a key.</p> <p><b>Vocabulary</b> North, south, east, west, compass, maps, plans, globes, direction, earth, distance, bird's eye view, beach, physical features, human features</p>		<p>and locate the UK on a world map.</p> <p>To be able to identify the countries and capital cities of the UK.</p> <p>To be able to identify features and characteristics of the countries of the UK.</p> <p>To explore the town we live in.</p> <p><b>Vocabulary</b> Continent, country, city, town, village, factory, farm, house, office, port, harbour and shop, physical features, human features</p>		<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. -4 lessons</p> <p>To understand the human and physical geography of a small area (Morecambe).</p> <p>A visit to Morecambe beach – Look at aerial photos and maps before you go. Identify features then find them. Draw a simple map on return -use a key for features seen.</p> <p><b>Vocabulary</b> Continent, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, physical features, human features</p>	
<b>Year Two Non-Negotiable Locational Knowledge: Y2 Name and locate the World's seven continents and five oceans.</b>						
2 Use maps, atlases, globes, aerial photographs and plan perspectives	<p>Weather <b>(PlanBee –Weather)</b></p> <p>To identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns.</p> <p>To describe how daily weather patterns change over time, and how weather may be different in inland/coastal areas.</p> <p>To identify ways in which we learn about the weather, then make predictions about the weather which are helpful.</p> <p>To begin to find out about ways in which the weather during each season in Equatorial and polar regions differs from the weather in the United Kingdom.</p> <p>To learn more about the way seasonal weather in an equatorial and a polar region is different to the weather in the UK, using specific vocabulary to explain what has been learnt.</p> <p><b>Vocabulary</b> Equator, seasonal weather, daily weather, patterns, overcast, spring, summer, autumn, winter, sleet, North &amp; South Poles.</p>		<p>Africa</p> <p>-Use aerial photographs and plan perspectives</p> <p>Explore the physical and human geography of places through a contrasting location study of <b>(Morecambe and TBC)</b></p> <p><b>Vocabulary</b> TBC</p>		<p>Skills And Fieldwork <b>(Map Skills RGS lesson 2)</b></p> <p>Fieldwork - Collect rainfall over a week –compare with Africa at same time (make rain catcher). Chart results in a graph.</p> <p>To know and locate places, human and physical features on maps and aerial photographs of the local area and school grounds using basic geographical vocabulary.</p> <p>To know how to Interpret information from a range of sources of geographical information, including maps, diagrams, globes, aerial photographs.</p> <p>To know how to Communicate geographical information in a variety of ways, including through maps. 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 on a map.</p>	

					<p>To know how to read, use and devise a simple map; and use and construct basic symbols in a key.</p> <p><b>Vocabulary</b>  Large scale, small scale, landmarks, human features, physical features, key, symbol, surroundings, pictorial representations.</p>	
<b>Year Three Non-Negotiable Locational Knowledge: Name and locate countries and cities of UK including geographical regions, rivers and mountains</b> <i>* Geographical regions are Lancashire, London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West</i>						
3 Use maps, atlases, globes and digital mapping	<p>The United Kingdom –focussing on Lake District and coasts -Morecambe (revisit from Y1)  (RGS The United Kingdom Plans)</p> <p>To know and understand the differences between the country groupings of the British Isles, United Kingdom, Great Britain.</p> <p>To name and locate capital cities within the UK.</p> <p>To recognise and name their flags</p> <p>To explore the different culture within the UK including food, music, arts, sport and traditions.</p> <p>To explore travel routes between countries in the UK.</p> <p>To know about the Political structure of the UK: Parliament and government; Welsh and Scottish Assemblies.</p> <p>To learn about name and compare iconic physical and human landmarks within the UK e.g. Giant’s Causeway and Edinburgh Castle.</p> <p>To complete an in-depth geographical study of London. Focussing on the interdependence of physical and human landscapes (The River Thames), Location of the city, siting of settlement; growth and decline in population and to know about physical and human influences on the growth, development and functionality of the city including UK public institutions; democratic processes, role of rule of law in safeguarding citizens, tolerance of other faiths and freedom to choose/speak.</p> <p><b>Vocabulary</b>  Regions, capital cities, traditions, iconic landmarks, topography, aerial photography, settlements, economic</p>		<p>Skills And Fieldwork  <b>(Map Skills RGS lesson 3)</b>  Fieldwork – Visit Lancaster – record human and physical features seen using sketch maps. Make Tagxedo digital images on your return.</p> <p>To know the location the school and the local area on a map of the UK.</p> <p>To be able to name and locate counties and cities of the United Kingdom.</p> <p>To know how to Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs.</p> <p>To use learnt geographical vocabulary to describe features in the local area and on a map of the British Isles. To communicate geographical information in a variety of ways, including through maps.</p> <p>To recognise, use, read and spell the eight points of a compass. To use four figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p><b>Vocabulary</b>  Great Britain, UK, British Isles, Northeast, Northwest, Southeast, Southwest, compass points, boundaries, human features, physical features.</p>		<p>Antarctica  <b>(RGS Antarctica Unit)</b>  To know Antarctica’s place on the Earth and identify it on a map. Understanding its position and the significance of longitude, latitude and Polar Regions. To know about Antarctica’s size, makeup and to name the surrounding oceans.</p> <p>To know that Antarctica as a polar region (biome) and explore what this means: -  Climate of Antarctica  Different forms of land and terrain - Antarctic ice types  Antarctic flora &amp; fauna. To gain a visual understanding of Polar Landscapes via photographic analysis and identification of features of Antarctic geomorphology.</p> <p>To know how hot and cold climate zones are influenced by the earth’s orbit. To Use different secondary data sources for geographical investigation. To undertake a geographical study of how Interactions between physical geography and everyday life, including the physical features of the Earth’s orbit and its effects upon the weather, would affect the route for an endurance expedition. Therefore understand the route taken by Shackleton.</p> <p>To explore trade links, settlements and distribution of natural resources along Shackleton’s route (London,</p>	

	activity, transport links, longitude, latitude, climate				<p>Buenos Aires, South Georgia and Elephant Island.)</p> <p><b>Vocabulary</b>  Antarctic Circle, North Latitude, South Latitude, West Longitude, East Longitude, Antarctica, Sir Earnest Shackleton, expedition, Endurance, Poles, time zones, ice mass, glaciers.</p>	
<b>Year Four Non-Negotiable Locational Knowledge: Name and locate countries and major cities of Europe, including geographical regions, rivers, coasts and mountains.</b>						
<p>4</p> <p>Use maps, atlases, globes and digital mapping</p>	<p>Volcanoes, Mountains and Earthquakes  <b>(RGS Mountains, Volcanoes and Earthquakes)</b></p> <p>To name and locate some of the world's mountains, concentrating on their key human and physical characteristics.  To name and locate some of the world's volcanoes, concentrating on their key human and physical characteristics.  To name and locate some of the world's earthquakes, concentrating on their key human and physical characteristics.  To describe and understand key aspects of mountains, volcanoes and earthquakes.  To describe and understand key aspects of types of settlement and land use near a volcano.  Use maps and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Vocabulary</b>  mountain, volcano, earthquake, summit / peak, ridge, glacier, moraine, crevasse, altitude, ascent, seismologist, tectonic plate.</p>		<p>Skills And Fieldwork  <b>(Map Skills RGS lesson 4)</b></p> <p>Fieldwork - Traffic survey Bowerham Road. Annotate plan on Digimaps.</p> <p>To use knowledge of maps to locate a range of places and landmarks on Ordnance Survey maps of the UK.</p> <p>To know how to interpret the geographical features both human and physical on OS maps and consider the symbols for these features in the map key.  To use knowledge of maps to interpret a range of sources of geographical information, including maps and aerial photographs.  To communicate their geographical knowledge, including through the reading and comprehension of maps.  To use the eight points of a compass, four figure grid references, symbols and key to further build their knowledge of the geography of the United Kingdom.</p> <p><b>Vocabulary</b>  Ordnance Survey maps, atlas, human features, physical features, contour lines, grid references, easting, northing, four-figure grid reference.</p>		<p>Mediterranean  <b>(RGS The Mediterranean Plans)</b></p> <p>To be able to name and locate the countries of Europe, using maps.  To concentrating on and know about the environmental characteristics of regions, key physical and human characteristics, countries, and major cities.  To understand the geographical features of a European region, (Italy - Bologna). Children will know about climate zones, mountains, seas, coasts, rivers, settlement, land use, economic activity and the impact of humans on physical geography and vice versa.  Map use, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Vocabulary</b>  Europe, Mediterranean, temperate climate, currency, economy, languages, peninsula, climate zones, capoluogo (capital city of Italian region), human features, physical features.</p>	

Year Five Non-Negotiable Locational Knowledge: Name and locate countries and major cities of North America, including geographical regions, rivers, coasts and mountains.						
5 Use maps, atlases, globes and digital mapping	<p>Global Trade (RGS Global Trade Plans)</p> <p>To learn to consider the location of global companies such as Starbucks and IKEA and recognise they trade in countries located all over the world.</p> <p>To have the knowledge to describe and understand key aspects of physical geography, including how in the past distance and bodies of water prevented trade from happening at an international scale and be able to describe location, natural resources, and climate.</p> <p>To have knowledge to describe and understand key aspects of human geography, including trade links, and how and why trade has become increasingly 'global' and be able to describe trade links, the role of workers in different countries along the supply chain and comparing the wealth and level of development of different countries.</p> <p>To use research and enquiry skills to discover more about trade through time, picking out key points and recording.</p> <p>Pupils will have knowledge about how to use maps and atlases to locate the source of a range of food products and be able to locate less developed and more developed countries.</p> <p>To be able to describe and understand key aspects of physical geography, including how natural resources and climate determine where our food comes from.</p> <p>To be able to describe and understand key aspects of human geography, including how trade connects different countries and their populations. To have the knowledge to be able to compare the resources of different places and understand that different places import and export different goods.</p>		<p>Rivers (incl. water cycle) (RGS Rivers Plans) A geographical study of The River Thames – which leads to a fieldwork visit to The River Ribble, for comparison of rivers and application of geographical knowledge.</p> <p>To be able to describe and understand key aspects of physical geography, including rivers and the water cycle (Recap Water Cycle -Previously taught in Y4 Science States Of Matter –Spring 1) and human geography, including the distribution of natural resources including water.</p> <p>To understand how rivers are formed. To understand the features of a river and the surrounding landscape and how they change from source to mouth.</p> <p>To use taught geographical knowledge to interpret a range of geographical information and communicate learnt geographical information in a variety of ways.</p> <p>To remember key topographical features of the UK (including rivers -Thames), and investigate land-use patterns (flooding); understanding how some of these have changed over time.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity (clean electricity/water energy) and trade links.</p> <p>To be able to communicate geographical information through maps (river map source – mouth)</p> <p>Vocabulary Erosion, deposition, cross section, Oxbow lakes, estuary,</p>		<p>Skills And Fieldwork (Map Skills RGS lesson 5) Fieldwork – River Study, Brockholes.</p> <p>To use knowledge of grid references to locate places and geographical features on Ordnance Survey maps.</p> <p>To use knowledge of maps to learn about places on maps through reading symbols and map keys.</p> <p>To understand gradient and contour lines as a physical feature of the environment.</p> <p>To have the knowledge to interpret a range of sources of geographical information, including maps and aerial photographs.</p> <p>To have the knowledge to use the eight points of a compass, four and six-figure grid references, symbols and map keys.</p> <p>Vocabulary Contour lines, relief map, topography, triangulation pillars, gradient, landform, model, cliff, v-shaped valley, u-shaped valley.</p>	



	<p>To compare the characteristics of different places a cotton garment passes through during its manufacture: the human and physical geographical features of Peru, Turkey, China, India, Europe and North America.</p> <p>To have knowledge to be able to use atlases, globes and digital/computer mapping to locate the countries that the UK exports goods to.</p> <p>To learn about conditions of places and populations practising fairtrade.</p> <p>To have the knowledge to be able to present data related to global trade in table and graph form, and draw conclusions on the data on fairtrade and non-fairtrade products.</p> <p>To understand what a country's highest-value export is.</p> <p><b>Vocabulary</b> Trade, import, export, natural resources, land mass, climate, source to sale, complex manufactured goods, global supply chain (primary, secondary and tertiary), primary products, raw materials, raw materials, finished products, highest-valued exports', Fairtrade, supplier, distribution, less developed countries, more developed countries.</p>		<p>source, upper course, middle course, lower course, channel, v-shaped valley, tributaries, transportation, undercutting, meander, mouth, delta, precipitation, surface run off, through flow.</p>			
<b>Year Six Non-Negotiable Locational Knowledge: Name and locate countries and major cities of South America, including geographical regions, rivers, coasts and mountains.</b>						
<p>6</p> <p>Use maps, atlases, globes and digital mapping</p>	<p>United States Of America <b>(RGS The USA Plans )</b></p> <p>To name and locate some places in the USA and some key human and physical features and characteristics of the USA.</p> <p>To have knowledge to understand geographical similarities and differences between the UK, and the USA.</p> <p>To be able to describe the distribution of different environments in the USA, understand how climatic conditions are different across the country.</p> <p>To be able to describe and understand the different types of human settlements in the USA and how</p>		<p>Skills And Fieldwork Map Skills RGS lesson 6/Oak Academy Y7 Map Skills) Fieldwork – Carry out a microclimate study exploring where would be the most productive site for renewable energy in the school grounds? Look at solar panels and a wind turbine. Observe, measure and record. Add selected locations onto Digimaps plan of the school grounds and present findings.</p> <p>To discover how to locate specific landmarks and places through the use of grid references.</p>		<p>South America –Brazil <b>(RGS Brazil Plans )</b></p> <p>To be able to locate the world's countries using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region in a South American country.</p> <p>To explore physical geography: climate zones, mountains, seas,</p>	

	<p>different landscapes support human activity.</p> <p>To have the knowledge to use maps to locate states, cities, towns and key locations explored in the unit.</p> <p><b>Vocabulary</b>  United States Of America (USA), states, lakes, rivers, mountains, deserts, settlements, valleys, plains, erosion, hydraulic action, abrasion, attrition, corrosion, vegetation, accessibility, economic, social, political, climates, relief, floods, drought, rainfall.</p>		<p>To learn about how features of places can be represented through symbols on maps in 2-dimensions.</p> <p>To have knowledge to use OS map symbols and the map key to name physical and human features, to explore how height is represented and to measure and calculate real-life distances on OS maps using scale.</p> <p>To have the knowledge to be able to interpret a range of sources of geographical information, including maps and aerial photographs.</p> <p>To be able to use the eight points of a compass and six-figure grid references, symbols and keys to build their knowledge of the maps.</p> <p>To have knowledge about mapmaking and how technology has impacted on mapmaking and map use today.</p> <p>To learn how we can locate places in the world using lines of latitude and longitude, looking at how the world is divided into hemispheres.</p> <p>To explore the term map projections and investigate the positives and negatives of two different map projections.</p> <p><b>Vocabulary</b>  Six-figure grid reference, easting, northing, scale, aerial photograph, map projections, satellite images, GIS (Geographic Information System), Prime/Greenwich Meridian, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, time zones</p>		<p>coasts, rivers, and the impact of physical on human geography.</p> <p>To explore human geography: settlement, land use, economic activity and the impact of human on physical geography.</p> <p>To have the knowledge to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Vocabulary</b>  Brazil, diversity, unique, culture, biomes, vegetation, climate, urban, rural, wealth, push/pull factor, poverty, urbanised, cattle ranching, farming, logging, disease, Awa tribe.</p>	
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