Geographical Themes and Domains

KS1	Theme	Geographical Domains			
Interleaving	Themes and topics	The UK and local area The world and continents Pupils:	GEOGRAPHICAL SKILLS AND ENQUIRY Map and atlas work Fieldwork and investigation Pupils:	Physical themes Human themes Understanding places and connections Explain the formation landscapes	Links to other knowledge and ideas Links to history for
	should be selected to inspire in pupils a curiosity and fascination about the world and its people and equip them with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes, the interaction between physical and human processes, the formation and use of landscapes and environments and change over time. The selection of topics should take account of pupils widening perspective starting from the	Should use basic geographical vocabulary to refer to key physical and human features, Should develop knowledge about the world, the United Kingdom and their locality. Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Identify seasonal and daily weather patterns in the United Kingdom Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Should use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied Should use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map Should use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Should devise a simple map and use and construct basic symbols in a key Should use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Should understand basic subject-specific vocabulary relating to human and physical geography	and environments. Explain the location and characteristics of key terrestrial and marine features and places Understand the interaction between physical and human processes Describe and explain key aspects of physical geography, including: • rivers, oceans • mountains, • volcanoes • earthquakes, • the water cycle • weather • climate Describe and explain key aspects of human geography including: • trade links, • distribution of natural resources including energy, food, minerals and water. • settlement Describe geographical similarities and differences and change	example how climate or geographical features affected particular civilisations, the impact of natural disasters and travel Links to literature understanding the setting of a story based on geographical features and using geographical knowledge to bring own writing to life Using geography to develop and apply research skills and report writing

	familiar to the distant.				
Interpretation	n				
		Geographical knowledge is the acquisition of facts and information about the physical and human geography of the world Using a wide range of stimulus include information texts, internet research and video and pictorial sources will bring more distant places to life, and visits and firsthand information for local studies	Geographical skills need to be developed so that pupils can increasing find out for themselves They will need to learn the key skills of map reading and use ever more varied and complex maps to explore different parts of the world They should also be able to develop the skills of drawing maps and charts to illustrate geographical information	Geographical understanding is demonstrated through the skills of reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms They should be able to compare and contrast different regions and countries and form their own views on important issues	
Units of work					
		her looking at weather patterns across	the year and doing field work and simp	le measurements for Year 2 it I looking a	t climate and changing
climate across the	e world for example looki	ng at hurricanes and droughts			
Unit 1x	The seasons and	Should use basic geographical	Should use world maps, atlases and	Describe geographical similarities	Links to literature
Years 1&2	climate – across KS1	vocabulary to refer to key seasonal,	globes to identify the location of	and differences and changes in the	understanding the
		weather and climate features	the United Kingdom and their local	weather in different seasons and in	setting of a story based
Linked to	Key Geographical	Identify seasonal and daily weather	area	different parts of the UK	on geographical features
Geography	Knowledge	patterns in the United Kingdom	Should use simple compass		and using geographical
units:	The difference	Should develop knowledge about	directions (NSEW) and locational	Create a simple weather map to	knowledge to bring own
1a, 2a, 3a, 4a,	between climate and	the weather in their locality.	and directional language to describe	show the typical weather at different	writing to life
	weather and how it	Understand geographical similarities and differences	the weather including wind direction	times of the year	Tree: Seasons come and
	impacts on human behaviour	between the seasons	Should use simple fieldwork and	Produce a season calendar where	seasons go – Patricia Hegarty
	bellavioui	Understand geographical	observational skills to study the	the illustrations depict typical	A Year in Nature- Hazel
		similarities and differences in the	weather in their area across the	weather and key features of the UK	Maskell
		weather between the different	course of a year	that are affected by the weather	Wild weather –
	Key Geographical	parts of the UK	Should understand basic subject-	,	Kingfisher
	Enquiry	,	specific vocabulary relating to	Debate would the UK be better if it	Percy the Park Keeper
	How does weather		weather and climate	was hotter (or a similar issue)	books with seasonal
	change between			considering the benefits and	themes

wing weather equipment will be a better equipment with a few properties of the world winter it could be different weather events so currently flooding might be a better issue but in a hot summer or a cold winter it could be different) What are the seasons? - BBC Bitesize Geography K51/K52: The seasons - BBC Teach Science K51 / K52: The changing seasons - BBC Teach Science K51 / K52: The changing seasons - BBC Teach Science K51 / K52: The changing seasons - BBC Teach The world, hot and cold places Key Geographical Knowledge Key Geographical Fatures of the world including the equator, north and south poles and the countries and biomes of biomes and biomes Begins with a focus on the impact of extreme heat and extreme cold splaces and the countries and differences through studying the human and physical features in hot and cold regions of the world the lives of the people (and and directions) first world with end and cold regions of the world by focusing on two locations – Living in Iceland and Living in Arizona or equivalent locations Begins with a focus on the impact of extreme heat and extreme cold splaces in hot and cold regions of the world the lives of the people (and and physical features in hot and cold regions of the world the lives of the people (and and marks and physical features in hot and cold regions of the world by focusing on two locations – Living in Iceland and Living in Arizona or equivalent locations Begins with a focus on the impact of extreme heat and extreme cold splain the location and characteristics of the flora and fauna in hot and cold regions of the world by focusing on two locations – Living in Iceland and Living in Arizona or equivalent locations Begins with a focus on the impact of extreme heat and extreme cold splain in hot and cold going and human processes by explaining how people live in hot and cold regions of the world by focusing on two locations – Living in Iceland and Living in Arizona or equivalent locations Begins with a focus on the impact of extreme heat and		seasons – fieldwork		Use basic weather data to	disadvantages based on what they	PSHE how weather
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Understand geographical similarities and differences through studying the human and physical geography of hot and cold regions of the world by focusing on two locations — Living in Arizona or equivalent locations Understand geographical similarities and differences through studying the human and physical geography of hot and cold regions of the world by focusing on two locations — Living in Arizona or equivalent locations Understand geographical similarities and differences through studying the human and physical geography of hot and cold regions of the world Understand geographical digital media to recognise landmarks and basic human and physical geography, including ice sheets, glaciers, icebergs, tundra deserts wells, oasis, sand dunes, wind, This Place is Cold Vicki Cobb This place is Dry Vicki Bond Using geography to develop and apply research skills and report				•	1	_
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						writing

https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zjg46v4

https://climatekids.nasa.gov/polar-temperatures/

https://www.scienceforkidsclub.com/polar-climates.html

Desert habitats | TheSchoolRun

Microsoft Word - KS1 Lesson 1.docx (build-africa.org)

KS1 Where Do You Live? Homes in other Countries KS2 (ks1resources.co.uk)

KS1 Where Do You Live? Homes in other Countries KS2 (ks1resources.co.uk)

	Our neighbourhood	Should use basic geographical	Should use maps and atlases to	Describe geographical similarities	Links to history of their
Unit 1b	compared with a	vocabulary to refer to key physical	identify their locality and a	and differences between the two	own locality and the
	contrasting area in	and human features of the area	contrasting locality in the United	localities	contrasting area studied
Y1 Spring	the UK for example	around their school	Kingdom and recognise some		to understand how the
Y1 Spring Linked to Geography units: 1c, 2a, 3a, 5c	contrasting area in the UK for example a seaside resort or a tiny village Key Geographical Knowledge How development and population characterise an area Key Geographical Enquiry Photographs and visual descriptions of contrasting areas And/or Map a route in your area using a compass		,	Explain how the geographical features in the two localities may determine how people live (i.e. town and country or coastal and inland) Research and describe the advantages and disadvantages of living in the two localities	•
			its surrounding environment. Should understand basic subject- specific vocabulary relating to		Using geography to develop and apply research skills and report
			human and physical geography		writing
	A visit to Poole Har	bour - KS1 Geography - BBC Bite	1 7 0 0 1 7	1	
		bs and tourism in a seaside town			
	acodiability vot: 101	us anu tounsiii iii a seaside towi	II - DDC 1EdCII		

	Τ				
Unit 1c Y1 Summer Linked to Geography units: 2b, 3a, 3b, 5a, 5c	Transport and travel our town as a transport hub - road rail and air Key Geographical Knowledge The key transport present in the local area and why it is important Key Geographical Enquiry Questionnaire on how people get to school / work to discover the most important for different age groups Presenting data on graphs	Pupils: Should use basic geographical vocabulary to refer to key transport links including road, motorway rail, station, airport, runway, travel, speed, distance, MPH Should learn about the transport links in their locality including the main routes into their area and the major towns and cities connected to them including Crossrail Should learn about why good transport links are important to a town for people and businesses including travel to work and movement of goods Should learn about the issues of building new roads, railways and runways Should learn about pollution from transport and why it is healthier to walk to school	Pupils: Should use maps and atlases to identify the main road and rail routes into Slough and the location of Heathrow airport Should use the scale of maps to work out distances between places Should use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map Should use aerial photographs and plan perspectives to recognise transport features Should devise a simple map and use and construct basic symbols in a key to show the main routes into Slough Should use simple fieldwork and observational skills to evaluate how people coming to their school impact on the surrounding environment. Should understand basic subject-specific vocabulary relating to the impact of transport including pollution and safety	Pupils: Summarise the key transport routes into Slough and explain why the are important to the people that live here and local industries Explain why new routes are important to enable people and goods to get from place to place quickly and easily Explain why some people protest against new roads, railways or runways and give a balanced argument for and against a new runway at Heathrow from the perspective of a Slough resident Explain how pollution affects people and the environment to inform a campaign to encourage more people to walk to school	Links to history of transport and when the railway came to slough Links to literature understanding the setting of a story based on journeys and using geographical knowledge to bring own writing to life Poetry – WH Auden Night Mail John Burningham – Hey! Get off our train / Mr Gumpy's Motor Car Using geography to develop and apply research skills and report writing
		ansport, travel and landmarks of		ı	ı
		cs - Transport and Journeys (boo			T
Unit 2a Y2 Spring	Local area compared with a relevant and specific location in	Should use basic geographical vocabulary to refer to key physical and human features of their town – and a Kenyan village	Should use world maps, atlases and globes to locate their town and the contrasting location	Explain the location and characteristics of key terrestrial features of the two locations	Links to history for example how climate or geographical features affected particular

Linked to		Understand as a supplical	Chauld was simple as manage	Understand the intersection between	aiviliantiana tha incurat
	a non-European	Understand geographical	Should use simple compass	Understand the interaction between	civilisations, the impact
Geography units:	country where	similarities and differences through studying the human and physical	directions (NSEW) and locational and directional language to describe	physical and human processes to	of natural disasters and travel
1a, 1b, 2c, 6a	there are	geography of their town and of a	the location of features and routes	compare the two locations and how these effect children living in the two	travei
14, 10, 20, 04	significant	Kenyan village	on a map	locations	Links to literature
	contrasts in terms	Kenyan village	Should use aerial photographs and	Use research to write two accounts –	understanding the
	of poverty and		plan perspectives to recognise	the day in the life of a child from	setting of a story based
	living conditions		landmarks and basic human and	their town and the day in the life of a	on geographical features
	(A Kenyan Village)		physical features in the two	child in their contrasting location	and using geographical
			locations	o.ma m then contracting recation	knowledge to bring own
	Key Geographical		Should devise a simple map of their		writing to life
	Knowledge		town and the contrasting location		ŭ
	How development		and use and construct basic		Using geography to
	varies around the		symbols in a key		develop and apply
	world		Should understand basic subject-		research skills and report
			specific vocabulary relating to		writing
			human and physical geography of		
			the two locations		
	Key Geographical		Should construct questions to		
	Enquiry		interview someone who has lived in		
	Oral testimony -		the contrasting location to		
	interview someone		understand how it compares with		
	from the country		their town		
	chosen to create a		Should use data to gain basic facts		
	comparison with		about the two locations to		
	their own location		understand similarities and		
			differences		
		(S1 Lesson 1.docx (build-africa.o	<u>rg)</u>		
	geography-ks1.pdf				
	Kenya (nationalged				
	Go Jetters - Contin	ent of Africa - BBC Teach			
	A day in the life of	a child in urban Kenya - KS1 Geo	ography - BBC Bitesize		
Unit2b	The British Isles -	Should use basic geographical	Should use maps and atlases to	Compare and contrast the physical	Links to history when did
	countries, capitals	vocabulary to refer to key physical	identify the four countries of United	features of the four countries of the	the four countries of the
Y2 Spring	and location in the	and human features of the British	Kingdom and the seas around it	UK including size, mountains, major	UK become one country
	world	Isles	Should use simple compass	rivers and estuaries	
			directions (NSEW) and locational		

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Linked to	Key Geographical	Name, locate and identify	and directional language to describe	Compare and contrast the human	Links to literature –
Geography	Knowledge	characteristics of the four countries	the location of features of the four	features of the four countries of the	stories from the four
units:	Countries in the	and capital cities of the United	countries of the UK on a map	UK including population capital	countries for example:
3a, 4b, 5c	British Isles v the UK	Kingdom and its surrounding seas	Should use aerial photographs and	cities, ports, major cities, industry	An illustrated treasury of
		Understand geographical	plan perspectives to recognise		Scottish Folk and Fairy
		similarities and differences through	landmarks and basic human and	Explain how the location and	tales
		studying the human and physical	physical features	physical geography of the four	Welsh tales for children
	Key Geographical	geography of the four countries of	Should use data on the four	countries of the UK determine	The O'Brien Book of Irish
	Enquiry	the United Kingdom	countries of the UK to enable them	where people live and the main	Fairy Tales
	OS map skills		to identify similarities and	industries	
	Draw and label their		differences		PSHE/ Citizenship what it
	own map of the		Should devise a simple map of the		means to be British
	British Isles to show		UK and use and construct basic		
	the understand the		symbols in a key		Using geography to
	location and shape		Should understand basic subject-		develop and apply
			specific vocabulary relating to		research skills and report
			human and physical geography of		writing
			the UK		
	Go Jetters - UK place	ces and landmarks - BBC Teach			
	Studying English: th	ne British Isles - YouTube			
	Go Jetters - UK place	ces and landmarks - BBC Teach			
2c	The world – oceans	Should use basic geographical	Pupils:	Explain the formation of the	Links to history – where
Year 2 Summer	and continents	vocabulary to refer to key physical	Should use world maps, atlases and	continents (simple ideas around	were the ancient
Linked to	Key Geographical	features of the world including the	globes to identify the continents	movement of plates to be picked up	civilisations located
Geography	Knowledge	world's seven continents and five	and oceans studied	in KS2)	Exploration
units:	Locational	oceans	Should use simple compass	Explain the location and	
1a, 2c, 4c, 5a,	knowledge and	Name and locate the world's seven	directions (NSEW) and locational	characteristics of key terrestrial	Links to literature
6a, 6b	=	continents and five oceans	and directional language to	features of the continents and the	understanding the
	understanding the	Understand geographical	describe the location of features on	marine features of the oceans	setting of a story based
	difference between	similarities and differences through	a map	Describe and explain key aspects of	on geographical features
	continents and	studying the physical geography of	Should use aerial photograph,	physical geography, including:	and using geographical
	countries, oceans	the oceans and continents	digital media and plan perspectives	 rivers, oceans 	knowledge to bring own
	and seas	Identify climate zones and major	to recognise some of the significant	mountains,	writing to life
		habitats of the 7 continents	physical features of the seven	• climate	
	Key Geographical	Identify the location of hot and	continents including rivers and	Describe geographical similarities	Using geography to
		cold oceans Linked to the previous	mountain ranges	and differences and change	develop and apply
	Enquiry	cold oceans Linked to the previous	mountain ranges	and differences and change	develop and apply

	Drawing the boundaries of the major seas, oceans and continents on a map to make comparisons of size	unit of work and how this effects the creatures that live there	Should devise a simple map and use and construct basic symbols in a key Should understand basic subject-specific vocabulary relating to the physical geography of the continents and oceans	Use research to create a fact poster for each continents or ocean (group task)	research skills and report writing
	Exploring locations	- the seven continents - Years 1	/2 - P2/3 - Geography Collection	- Home Learning with BBC Bitesi	ze - BBC Bitesize
	https://www.tes.com/t	eaching-resource/download/11288859 eaching-resource/download/11193069 eaching-resource/download/11493770	/bundle		
KS2	Geographical Dom	ains			
	Theme	GEOGRAPHICAL KNOWLEDGE	GEOGRAPHICAL SKILLS AND	GEOGRAPHICAL CONCEPTS	Links to other
		The UK and local area	ENQUIRY	Physical themes Human themes	knowledge and ideas
		The world and continents	Map and atlas work Fieldwork and investigation	Understanding places and connections	
	Themes and topics	Identify the geographical regions	Use maps, atlases, globes and	Describe and explain key aspects of	Links to history for
	should be selected to	and key topographical features	digital/computer mapping to locate	physical geography, including:	example how climate or
	inspire in pupils a	and	countries and describe features	climate zones,	geographical features
	curiosity and	land-use patterns of the United	studied	• biomes	affected particular
	fascination about the	Kingdom and understand how	Use the eight points of a compass,	 vegetation belts. 	civilisations, the impact
	world and its people	some of these have changed over	four and	• rivers,	of natural disasters and
	and equip them with	time.	six-grid references, symbols and	 mountains, 	travel
	knowledge about	Locate the world's countries, using	key including the use of Ordnance	• volcanoes	Links to science and
	diverse places,	maps to focus on Europe and	Survey maps to	 earthquakes, 	impact of pollution on
	people, resources and	North and South America, noting	build their knowledge of the United	the water cycle	eco systems and food
	natural and human	environmental regions, key	Kingdom and the wider world.	Describe and explain key aspects of	chains
	environments,	physical and human	Use a range of methods including	human geography including:	Links to PSHE about care
	together with a deep	characteristics, countries and	sketch maps, plans and graphs, and	economic activity	for the planet Links to RE – Gods
	understanding of the Earth's key physical	major cities. Identify the position and	digital Media to demonstrate their understanding	trade links,	creation
	and human	significance of latitude, longitude,	Use fieldwork to observe, measure,	distribution of natural resources	Pagan beliefs
	processes, the	Equator, Northern Hemisphere,	record and present the physical	including energy, food, minerals	r agail Delicis
	interaction between	Southern Hemisphere, the Tropics	features in the local area.	and water.	Links to literature
	physical and human	coatten remaphere, the fropies	reactives in the local area.	Environmental damage	understanding the

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	processes, the	of Cancer and Capricorn, Arctic	Ask geographically valid questions	Describe and explain geographical	setting of a story based
	formation and use of	and Antarctic Circles,	about physical geography and	similarities and differences and	on geographical features
	landscapes and	the Prime/Greenwich Meridian	human activity	change through the study of human	and using geographical
	environments and	and time zones including day and	Use research and enquiry to find	and physical geography of the United	knowledge to bring own
	change over time.	night.	out about human activity and its	Kingdom, a region in a European	writing to life
	The selection of	Understand human settlement,	impact on the world	country and a region within North or	
	topics should take	use of land, industry and	Geographical skills need to be	South America.	Using geography to
	account of pupils	communication of the landscape	developed so that pupils can	Identify and explain the interaction	develop and apply
	widening perspective	The impact of trade and political	increasing find out for themselves	between physical and human	research skills and
	starting from the	control on developing countries	They will need to learn the key	Processes	report writing
	familiar to the	The environmental impact of	skills of map reading and use ever	Geographical understanding is	,
	distant.	human activity	more varied and complex maps to	demonstrated through the skills of	
		Geographical knowledge is the	explore different parts of the world	reinterpreting, summarising	
		acquisition of facts and	They should also be able to develop	explaining, describing, generalising	
		information about the physical	the skills of drawing maps and	about what they have learnt and	
		and human geography of the	charts to illustrate geographical	using the correct geographical	
		world	information	language and terms	
		It should promote wherever	They should be able to articulate		
		possible independent research and	their views and ideas both orally	They should be able to compare and	
		investigation	and in written forms	contrast different regions and	
		Using a wide range of stimulus	and in written forms	countries and form their own views	
		include information texts, internet		on important issues	
		research and video and pictorial		on important issues	
		sources will bring more distant			
		places to life, and visits and firs			
		hand information for local studies			
Units of Work		nand information for local studies			
		T	I		1 I
Unit 3a	The topography of	Name and locate	Use maps, atlases, globes and	Locate and describe aspects of	Where people settled in
	Great Britain –	geographical countries and regions	digital/computer mapping to locate	physical geography of the UK	the prehistoric period –
Y3 Autumn	Erosion - coasts,	of the United Kingdom and	the UK and describe the key	including the main rivers, hills	how the landscape and
	mountains and	recognise their identifying physical	geographical features	mountains and coastlines.	climate impacted on
	valleys, biomes	characteristics.	Use symbols and keys from	Classify the key regions of the UK	early man
Linked to		Locate the UK on a world map and	Ordnance Survey maps to build	including their, biomes and	
Geography	Key Geographical	identify the position and	knowledge of the United Kingdom.	vegetation belts.	Link to Summer term
units:		significance of	Use a range of methods including	Explain the geographical similarities	climate and weather in
1b, 2b, 5c	Knowledge	latitude, longitude, Northern	sketch maps, plans and graphs, and	and differences through the study of	the UK
	The physical features	Hemisphere	digital media to illustrate work		Link to maths - scale
	of the British Isles				
<u> </u>		·			

	Key Geographical Enquiry Sketch maps showing physical features and using a key to identify	the Prime/Greenwich Meridian and time zones (including day and night).	Use fieldwork to observe, measure, record and present the physical features in the local area. Use fieldwork to observe, measure, record and present the physical features in the local area.	physical geography of two contrasting regions of the United Kingdom. (possibly South East England and the Lake District) Demonstrate understanding through the skills of: reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms	Use same two contrasting regions of the UK– physical geography Autumn term climate and weather in Summer term
		eaching-resource/biomes-lesson-64538g/wiki/Geography of the United King			
Unit 3b Y3 Spring Linked to Geography units: 1c, 4b, 5a, 5c, 6a, 6b, 6c	Rivers and the water cycle physical features, change over time and their importance for human endeavour comparing the Nile and the Thames and how the river is used for jobs, development and tourism Key Geographical Knowledge The physical features of rivers and how humans use them Key Geographical Enquiry	Name and locate the major rivers of the world including the Nile and the River Thames recognising their identifying physical characteristics. Understand key aspects of the physical geography of rivers and the water cycle including how rivers are formed and change along their course Understand the importance of rivers for humans both now and in the past	Use maps, atlases, globes and digital/computer mapping to locate the world's major rivers and describe their size and key features Use a range of methods including sketch maps, plans and graphs, and digital technologies to show how rivers change along their course and how they change the landscape over time Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the location and features of the River Nile and the River Thames.	Explain how rivers are formed and flow to the sea and how they shape the landscape Explain how rivers determine settlement and land use. Explain the geographical similarities and differences between the River Thames and the River Nile Demonstrate understanding through the skills of: reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms	Link to weather and climate and science – water cycle Link to science - erosion Link to history - The River Nile and Ancient Egypt Link to history – Athens and London Link to climate change Flooding and flood relief – flood relief scheme on the River Thames at Dorney

	http://primaryfacts.com www.bbc.co.uk/london	rkhelp.co.uk/rivers/nile.htm n/249/river-thames-facts-and-informat /content/articles/2009/03/17/river_th	ames facts feature.shtm		
Y3 Summer Linked to Geography units: 1x, 1a, 2a, 2b, 3b, 4a, 4b, 5a, 5c, 6a, 6b	Climate and weather linked to climate change and global warming Key Geographical Knowledge Our changing climate and extreme weather in the UK Key Geographical Enquiry Questionnaire – how we feel in different types of weather Snow days over the last 20 years – have the increased or decreased	Identify the geographical regions of the world and understand the main features of the climate, biomes, Locate the world's countries, using maps to understand their position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones including day and night. Understand the significance of different climate zones on people and the environment Understand what we mean by climate change and how climate change impacts on people and the environment	Use maps, atlases, globes and digital/computer mapping to locate climate zones and describe the features of different climate zones Use the eight points of a compass, four and six-grid references, symbols and key to build their knowledge of the wider world. Use a range of methods including sketch maps, plans and graphs, and digital Media to demonstrate their understanding of the climate zones of the world Ask geographically valid questions about climate and how it impacts on and human activity and the environment Use research and enquiry to find out about changes to the climate zones of the world Articulate their views and ideas both orally and in written forms	Describe and explain key aspects of climate, including: climate zones, biomes biodiversity vegetation belts. rivers, the water cycle global warming Describe and explain climate impacts on of human activity and the environment. Describe and explain geographical similarities and differences between two contrasting climate zones i.e. Brazilian Rain Forest and the UK and how these would be affected by climate Demonstrate understanding through the skills of reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms	Links to history and RE for example how climate may lead people to leave their country – Jews to Egypt Links to science and impact of pollution on eco systems and food chains Links to PSHE about care for the planet Links to literature understanding the setting of a story based on geographical features and using geographical knowledge to bring own writing to life
	https://climatekids.nasa https://www.climatetyp	a.gov/menu/weather-and-climate/ pesforkids.com/			

develop contras Key Ge Enquiry Use gro key cro	Geographical	geography of Italy and the UK and how this effects agriculture Identify the main agricultural crops grown in the UK and in Italy and identify the conditions needed to grow them	sketch maps, plans and graphs, and digital technologies to illustrate key information about agriculture in Italy and the UK	Explain how the geographical similarities and differences between the UK and Italy effect land use and diet Demonstrate understanding through the skills of: reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms	need to grow Link to food technology – Mediterranean v English cooking Food miles – how much of our food is grown in Britain
https:// https:// https:// https:// https:// https:// https:// https:// Farmi Focus Count: Spring Linked to Geography units:	:://en.wikipedia.org :://www.britannica. :://en.wikipedia.org :://en.wikipedia.org :://en.wikipedia.org :://www.lifeinitaly.co ning in Britain (p	(/wiki/Agriculture in the United Kingocom/place/Italy/Agriculture-forestry-ast/wiki/Italy#Agriculture (/wiki/Italy#Agriculture (/wiki/Italy#Climate com/food/italian-regional-food-the-souterojectbritain.com) Locate the continent of Europe on a world map and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Arctic Circle, the Prime/Greenwich Meridian and time zones Identify the seas and oceans around Europe	nd-fishing#ref26991	Summarise key aspects of the physical geography of Europe including climate zones, biomes, vegetation belts, earthquakes and volcanoes, rivers, lakes mountains, seas and oceans and give some reasons why this has affected the land use and location of cities Explain the geographical similarities	Link to history - spread of Anglo-Saxons and subsequent trends in migration Link to geography — Continents, Weather, Cities

	Key Geographical	Identify the main physical features	digital technologies to describe key	human and physical geography of a	Link to current affairs -
	Knowledge	including mountains, lakes, rivers	features of life in Europe	country in Europe	migration from the
	Awareness of key	volcanoes and earthquake zones	Ask geographically valid questions		Middle East and Africa
	locations in Europe	Identify the countries of Europe	to research and profile the physical	Map the population of Europe and	
	and how population is	including those within the	and human characteristics of a	explain why some areas are densely	Link to literature -
	distributed	European Union and those that are	country in Europe today	populated and others are not	The Lightless Sky: An
		not.			Afghan Refugee Boy's
		Identify the density of population		Define immigration and emigration	Journey of Escape to A
		of different countries in Europe and		and explain how and why people	New Life in Britain by
	Key Geographical	evaluate where and why most		have always moved between	Gulwali Passarlay,
	Enquiry	people live		countries	Nadene Ghouri
	In depth study of one	identify the difference between		Demonstrate understanding through	
	country to create a	immigration and emigration and		the skills of:	Wisp: A Story of Hope
	profile	how this has changed over time		reinterpreting, summarising	Zana Fraillon (Author),
				explaining, describing, generalising	Grahame Baker Smith
				about what they have learnt and	
				using the correct geographical	
				language and terms	
	https://en.wikipedia.or				
		orks.co.uk/product/europe-ks2/			
		g/wiki/Demographics of Europe#/med		ty 2007.svg	
	http://worldpopulation	review.com/continents/europe-popula	ation/		
4c	Oceans – all the	Name and locate the major oceans	Use maps, atlases, globes and	Define the difference between seas	Links to history - What is
Linked to	water in the world	and seas of the world including the	digital/computer mapping to locate	and oceans and explain the main	the likelihood of the
Geography		North Sea and the Atlantic Ocean	the seas and oceans of the world	characteristics including the shape	Vikings having reached
units:	Key Geographical	recognising the differences	and describe features studied	and features of the sea bed and the	America?
2c, 3b, 3c, 5a	Knowledge	between seas and oceans and the	including the major trade routes	movement of water including tides	
	The location of the	main physical characteristics.	Use symbols and key on maps of	and currents.	Links to history - UK as
	seas and oceans and	Locate the main world shipping	the UK to identify major ports and	Explain how the oceans and seas are	an island nation.
	understand their	routes and explain their	the physical and human geography	part of the water cycle and	
	importance to human	importance	that contributed to their	contribute to our weather	Link to geography –
	development	Identify how oceans impact on our	development	Explain the importance of oceans for	weather, continents,
		weather	Use a range of methods including	the transport of goods (and in the	Europe
		Identify why seas and oceans are	sketch maps, plans and graphs, and	past people) and how this led to the	
	Key Geographical	both a barrier and a major link between countries	digital technologies to explain the	growth of ports in key locations in the UK	

	How can we reduce plastic pollution — research into sources of pollution including investigating their own family waste	Identify the importance of the seas and oceans to humans Name and locate the major ports of the United Kingdom and recognise the identifying human and physical characteristics which enabled them to grow and develop	importance on seas and oceans to humans Ask geographically valid questions to research how island nations such as the UK depend on the sea	Explain the natural resources we gather from the sea and how these need to be protected Explain how the sea both protects and is a threat to island countries Demonstrate understanding through the skills of: reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms	Current affairs — why the UK doesn't feel part of Europe Links to the environment — Blue Planet polluting our oceans
	https://www.difference				
	https://www.bing.com, https://online.seterra.c	/images/search?q=International+Shippi	ng+Routes+Map&FORM=RESTAB		
5a	Mans impact on the	Understand the causes and effects	Use maps, atlases, globes and	Describe and explain key aspects of	Links to history – the
	environment –	of climate change and pollution on	digital/computer mapping to locate	the impact of human activity on the	industrial Revolution –
Linked to	climate change,	the planet – including the projected	countries and regions which are	world including:	killing the world in 300
Geography	pollution and	impact if no action is taken	most at risk for climate change and	Weather events and climate	years
units:	dwindling resources	Locate the world's countries, using	pollution	changes	Links to science and
1x,1a, 2c, 3b,	including fossil fuels	Maps, noting environmental	Ask geographically valid questions	Deforestation	impact of pollution on
3c, 4a, 4c,	and food and water	regions, key physical and human	about the impact of human activity	Pollution of the oceans and land	eco systems and food
		characteristics, and major cities	on the world	fill – plastics	chains
		and identify those countries and	Use research and enquiry to find	Air-miles – food, products and	Links to PSHE about care
	Key Geographical	regions most at risk from climate	out about human activity and its	people	for the planet
	Knowledge	change.	impact on the world and what we	Emissions	Links to RE – Gods
	The main resources	Understand human settlement, use	need to do to reduce that impact	Slave labour	creation
	we rely on in the UK	of land, industry and how all these	Use a range of methods including	Describe and explain key	Pagan beliefs
	and how this is and	impact on the environment	sketch maps, plans and graphs, and	aspects of human geography	
	needs to change	including pollution	digital Media to demonstrate their	including:	Extinction rebellion =-
		The impact of trade and political	understanding of the impact of	economic activity	eco warriors or rebels
		control on developing countries	climate change and pollution	waste of resources	Links to literature
		and how many of these countries		water – too much and too little	understanding the
	Key Geographical	are most at risk from climate		distribution of natural resources	setting of a story based
	Enquiry	change and pollution		including energy, food, minerals	on geographical features
	Graphical	Identify the ways in which we can		and water.	and using geographical
	representation of	reduce pollution and reverse			

	when fossil fuels will run out and or when scientists believe we will have irreversible warming	climate change on a personal local, national and global level		Identify and explain the interaction between physical and human Processes how what we do today impacts on the world tomorrow Summarise the key actions that needed to be taken on a global level to reduce the impact of human activity on the world including cause and effect of the issues and the impact of solutions over time Create a campaign for your school to raise awareness of every individual's responsibility Demonstrate understanding through the skills of: reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms	knowledge to bring own writing to life Prisoners of Geography
	https://www.natgeokid	.uk/what-we-do/children-and-climate- s.com/uk/primary-resource/plastic-pol counts.com/stories/What is Pollution s.com/uk/discover/geography/general-	lution-primary-resource/ for Kids		
Unit 5b Y5 Spring Linked to Geography units: 2c, 4c, 6a, 6b	Mountains, Earthquakes and volcanoes how the earth was shaped and continues to change	Identify the main land forms of the world and investigate how we believe these were formed over time through tectonic plate movement Identify and map the world's mountain ranges, volcanoes and earth quake zones	Use maps, atlases, globes and digital/computer mapping to locate world-wide mountain ranges, earthquake zones and volcanoes Use a range of methods including sketch maps, plans and graphs, and digital technologies to map the	Explain how scientists believe that the world as it looks today was formed by the movement of tectonic plates Explain how weaknesses in the earth's crust leads to volcanic eruptions and earthquakes	Link to geography – the continents of the world Ghosts of the Tsunami: Death and Life in Japan Paperback – 17 May 2018 by Richard Lloyd Parry

	https://www.livescience	e.com/39110-japan-2011-earthquake-t e.com/62563-hawaii-volcano-eruption- g/wiki/2011 Tōhoku earthquake and	2018.html tsunami	Explain how volcanoes erupt and what the impact of an eruption is on both the human and physical geography of a region Explain what causes an earthquake and what the impact is on both the human and physical geography of a region Demonstrate understanding through the skills of: reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms	(this is not a children's books but might be worth extracting some key examples) PSHE / History conquering Everest LEGENDS OF HAWAIIAN VOLCANOES - 20 Legends about Hawaii's Volcanoes by Anon E. Mouse (Author), compiled and retold W. D. Westervelt (Author)
	https://www.reference.	.com/science/caused-boxing-day-tsuna	mi-fcbeebefc6/df24b		
Unit 5c Y5 Summer Linked to Geography units: 1c, 2b, 3a, 3c, 4a	Great Britain – the four countries of the UK, where people live and why, communication, land use, industry, natural resources Key Geographical Knowledge	Locate the countries of the UK noting environmental regions, key physical and human characteristics, and major cities. Identify the geographical regions and key topographical features and land-use patterns of the United Kingdom, understand how some of these have changed over time and how the physical geography of the countries of the UK impact on human activity and settlements	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features of the UK Use the eight points of a compass, four and six-grid references, symbols and key including the use of Ordnance Survey maps to build their knowledge of the United Kingdom. Use a range of methods including sketch maps, plans, data and	Describe and explain key aspects of physical geography of the UK including:	Links to history for example how climate or geographical features affected particular parts of the country Links to literature understanding the setting of a story based on geographical features and using geographical

	Understand key communication and transport links in the UK Understand the distribution of population and the reasons for it Key Geographical Enquiry Map key gateways to the UK for goods, materials and people	Understand human settlement, use of land, industry and communication impact on the landscape of the UK Identify similarities and differences between the 4 countries that make up the UK Identify the main communication routes across the UK including the road and rail networks, ports and airports and understand the importance of these routes to economic development Identify the distribution of population across the UK and the reasons for any differences	graphs, and digital Media to research and demonstrate their understanding Ask geographically valid questions about physical geography and human activity of the UK Use research and enquiry to find out about human activity and its impact on the UK and how the topography and natural resources of the UK determine human activity (cause and effect) They should be able to articulate their views and ideas both orally and in written forms	Describe and explain key aspects of the human geography of the UK including:	knowledge to bring own writing to life Links to science and impact of pollution on eco systems and food chains Links to literature understanding the setting of a story based on geographical features and using geographical knowledge to bring own writing to life
Unit 6a Y6 Autumn	Major continents of the world - geographical features	Identify the seven continents and their key topographical features Locate the world's continents using maps noting environmental	Use maps, atlases, globes and digital/computer mapping to locate the seven continents and the	Describe and explain the similarities and differences of physical geography of the seven continents including:	Links to history and the British Empire

Linked to	– climate zones,	regions, key physical and human	countries within them and describe	 climate zones, 	Links to PSHE about race
Geography	biomes an	characteristics, countries and major	features studied	• biomes	and difference
units:	d human	cities.	Use the eight points of a compass,	 vegetation belts. 	
1a, 2c, 3b, 3c,	characteristics	Identify the position of the	four and six-grid references,	• rivers,	Links to literature
4c, 5a	NB this will lead into	continent and significance of	symbols and key to build their	 mountains, 	understanding the
	a more detailed study	latitude, longitude, Equator,	knowledge of the wider world.	 volcanoes 	setting of a story based
	of North and south	Northern Hemisphere, Southern	Use a range of methods including	earthquakes,	on geographical features
	America so need to	Hemisphere, the Tropics of Cancer	sketch maps, plans and graphs, and	Describe and explain key aspects of	and using geographical
	focus on the global	and Capricorn, Arctic and Antarctic	digital media to demonstrate their	human geography of the seven	knowledge to bring own
	dimensions	Circles, the Prime/Greenwich	understanding	continents including:	writing to life
		Meridian and time zones including	Ask geographically valid questions	population	
	Key Geographical	day and night	about physical geography and	wealth and poverty	PSHE – fund raising for
	Knowledge	Investigate human settlement, use	human activity of the seven	economic activity	those for international
	Understanding how	of land, industry and	continents	trade links,	appeals
	and why climate and	communication of the landscape	Use research and enquiry to find	distribution of natural resources	
	weather is different	Research the impact of trade and	out about what we mean by the	including energy, food, minerals	Literacy – persuasive
	around the world	political control on developing	developed world and population	and water.	text used by charities to
		countries	density	Environmental damage	raise funds
	Key Geographical	Research where the worlds natural	Find out for themselves what it is	Identify and explain the interaction	
	Enquiry	resources are located and how	like to grow up on a different	between physical and human	
	Latitude and	these impacts on the countries in	continent by exploring the lives of	processes	
	longitude, grid	those regions	children across the world	Demonstrate understanding through	
	referencing to locate	Explain the difference between	Articulate their views and ideas	the skills of:	
	and identify the main	developed and developing	both orally and in written forms	reinterpreting, summarising	
	biomes	countries, first and third world	Describe and explain the	explaining, describing, generalising	
		countries and the importance of	similarities and differences of	about what they have learnt and	
		International Aid	physical geography of the seven	using the correct geographical	
			continents including:	language and terms	
			climate zones,	Select to contrasting continents and	
			• biomes	compare and contrast their physical	
			vegetation belts.	and human features	
			• rivers,	Research and profile the main	
			mountains,	international aid agencies and	
			• volcanoes	discuss the importance of supporting	
			earthquakes,	developing countries	
			Describe and explain key aspects of		
			human geography of the seven		
			continents including:		

	The World - BBC Teach Locations - Locate The N Donate online - Uni Water The Crisis		 population wealth and poverty economic activity trade links, aid distribution of natural resources including energy, food, minerals and water. Environmental damage Geography Collection - Home Learning	with BBC Bitesize - BBC Bitesize	
Unit 6b	The physical	Locate the countries of North and	Use maps, atlases, globes and	Describe and explain key aspects of	Links to history including
Y6 Spring Linked to Geography units: 1a, 2c, 3b, 3c, 4c, 5a, 6a	geography and human geography of the Americas where and how people live, industry and natural resources, wealth and poverty, literacy Respect for indigenous people Key Geographical Knowledge Physical and Human features of the Americas Key Geographical Enquiry Does physical geography and location affect the wealth of nations?	South America, noting environmental regions, key physical and human characteristics, countries and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones including day and night. Identify the geographical regions and key topographical features and land-use patterns of the Americas and understand how some of these have influenced the distribution of population and location of major cities	digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-grid references, symbols and key to build their knowledge the wider world. Use a range of methods including sketch maps, plans and graphs, and digital media to demonstrate their understanding Ask geographically valid questions about physical geography and human activity Use research and enquiry to find out about human activity and its impact on the world Geographical skills need to be developed so that pupils can increasing find out for themselves They will need to learn the key skills of map reading and use ever	physical geography, including:	how climate or geographical features affected particular civilisations, the impact of natural disasters and conquest Links to science and impact of pollution on eco systems and food chains Links to PSHE about care for the planet Links to RE – Gods creation Pagan beliefs Links to literature understanding the setting of a story based on geographical features and using geographical knowledge to bring own writing to life

	https://www.tes.com/ South America Fact North America Fact Royal Geographical https://www.tes.com/	Research human settlement, use of land, industry and communication of the landscape Research the impact of trade and political control on developing countries Investigate the environmental impact of human activity in the rainforests of the Amazon Using a wide range of stimulus include information texts, internet research and video and pictorial sources will bring more distant places to life. and south America – study book teaching-resource/download/1173497 of for Kids Geography Attractics for Kids North America Geography - Geography resources for teaching-resource/download/1213922 estination World - Bing video	ions People Food (kids-world ography Superlative (kids-worl for teachers (rgs.org)		Using geography to develop and apply research skills and report writing
		ources National Geographic So	ociety		
6c Linked to Geography units: 2b, 3a, 3b, 4b, 5a, 5c, 6b	The Growth of Cities – location, communication, and change over time comparing London and New York Key Geographical Knowledge How cities have develop over time Key Geographical Enquiry	Name and locate the capital cities of the world and recognise their identifying human and physical characteristics. Identify the human characteristics of a city and explain their location and how cities grow and develop over time Investigate why people move to cities Identify the similarities and differences between the cities of London and New York in terms of	Use maps, atlases, globes and digital/computer mapping to locate countries of the world and their capitals and describe some of the physical features that determine their location Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the London and New York Use a range of methods including sketch maps, plans and graphs, and digital technologies to illustrate	Explain how key aspects of Physical geography determines the location of capital cities Explain how key aspects of human geography determine how cities develop over time Describe the geographical similarities and differences through the study of human and physical geography of London and New York Demonstrate understanding through the skills of: reinterpreting, summarising explaining, describing, generalising about what they have learnt and	Link to history – the Great Fire of London Link to geography - Rivers

Interpreting maps of London and New York using keys to identify similarities and differences	both their human and physical characteristics	some of the key features of London and New York	using the correct geographical language and terms Explore the causes and impact of pollution on London and New York Class debate on City v Country as the best place to grow up using evidence from the study of cities	
https://bigben27londor http://projectbritain.co https://www.tes.com/tr New York City Facts	eaching-resource/london-landmarks-fa n.weebly.com/physical-geography.html m/london/b.html eaching-resource/download/11734971 of for Kids KidzSearch.com and Facts (nationalgeographic.com	<u>/bundle</u>		

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