

Bowhill Primary School Curriculum Statement Geography

Geography	
Why we teach Geography	At Bowhill Primary School, our geography curriculum is designed to ignite curiosity and foster a deep understanding of the world around us. We aim to immerse children in their diverse landscapes, cultures, and local and wider environments, empowering them to comprehend the intricate connections between people and their surroundings. The purpose of our geography curriculum is threefold: 1. We strive to equip children with the knowledge and skills to become informed, responsible members of society who appreciate the rich tapestry of global diversity. By understanding the interconnected nature of our world, they can navigate the complexities of modern-day challenges with empathy and understanding. 2. Through exploration of different geographical regions, landscapes, and cultures, we aim to cultivate informed perspectives and an awareness of the profound impact of human activities on both the environment and society. This knowledge empowers children to make positive contributions to their communities and the wider world. 3. Our curriculum seeks to nurture children's sense of place and belonging while honing their critical thinking skills. By engaging with geographical issues and challenges, they develop the capacity to analyse and respond thoughtfully, contributing to solutions that promote sustainability and social justice. Geography is a vital subject for our children. It provides a platform for them to develop tolerance, empathy, and respect for the diverse cultures, environments, and perspectives that shape our world, fostering a deeper sense of global citizenship and interconnectedness.
How we teach Geography	Our intended curriculum is translated over time in the classroom following a structured approach. Teachers are provided with detailed documents for each unit to support with subject knowledge and planning. This ensures every teacher has secure subject knowledge and reduces workload, enabling teachers to spend more time thinking about how each lesson can be effectively enacted in their classroom to support their class. Each lesson starts with a prior learning review, where children are supported to retrieve prior knowledge and make connections. We have an emphasis on explicitly teaching vocabulary, and each lesson introduces, orally rehearses, and engages with key vocabulary (e.g., looking at the etymology of new words). Key vocabulary is contextualised throughout the lesson and children are given multiple opportunities to apply new words. Our teachers enact our intended curriculum using research-based pedagogy, such as Rosenshine's Principles of Instruction, to ensure information is presented in small steps, clearly explained and modelled, and children have many opportunities to talk, answer questions, explain their learning and work independently. Throughout lessons, teachers assess/monitor pupil responses (e.g., through questioning, written and oral responses, multiple-choice quizzes (MCQs), using Knowledge Organisers) and provide effective feedback.
What we want children to learn	Assessment should assist learners in using knowledge fluently, help teachers identify next steps for learners, and provide information to shape curriculum development. Strategies such as Knowledge Organisers help pupils commit core knowledge to memory and support parental engagement, while low-stakes quizzes and prior learning activities aid in identifying gaps and enhancing long-term retention. Written tasks and book looks, when used together, provide tangible representations of understanding, allowing teachers to adjust teaching strategies based on ongoing feedback and ensure effective curriculum delivery. At Bowhill, we want our children to have a solid, fluent understanding and experience of: • Geographical Skills: Map reading, interpreting graphs, data analysis, and fieldwork techniques. • Physical Geography: Earth's features like landscapes, rivers, mountains, climate, ecosystems, and natural disasters. • Human Geography: Human populations, settlements, economy, transportation, and culture. • Environmental Geography: Environmental issues, sustainability, conservation, and human impact on the environment. • Global Geography: Understanding world regions, cultures, economies, politics, and global interconnections. • Geographical Enquiry and Fieldwork: Hands-on activities to apply knowledge and develop research skills.

Geography core concepts

Human	Physical	Place and Space	Fieldwork
			

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Our focus in our reception classes is on providing rich, hands-on experiences that lay the foundation for later geographical learning, fostering curiosity, exploration, and a sense of wonder about the world around them During the EYFS, children engage in activities that help them: • Explore their local environment, such as the school grounds or nearby high street, to develop an understanding of basic spatial awareness. • Learn about different types of weather and seasonal changes through observations and discussions. • Investigate natural features like trees, plants, and bodies of water, fostering an appreciation for the natural world. • Understand simple maps and models, such as floor plans or diagrams of familiar places. • Begin to develop an awareness of different cultures and traditions through stories, songs, and celebrations.					
KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aims	In years 1 and 2, children learn about spatial sense through aerial views, maps, compass points, and drawing maps. They also explore the UK, including its countries: England, Scotland, Wales, and Northern Ireland, as well as the British Isles, and compare it with other places like Cape Town. Additionally, they study the seven continents, focusing on Europe, Antarctica, Africa, Asia, North and South America, and Australia, and delve into Northern Europe's countries, features, climate, animals, and notable figures like Roald Amundsen.					
Year 1	Spatial sense		The UK		The 7 Continents	
Year 2	Spatial Sense		The British Isles		Northern Europe	

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aims	In years 3 and 4, children develop spatial awareness through learning about maps, compasses, grid references, and fieldwork in our local area, contrasting it with places like San Francisco in terms of both human and physical geography. They explore settlements, including types, urban-rural distinctions, population density, and the factors influencing their location. They also study rivers across different continents, delve into UK geography, including Northern Ireland, and focus on regions like the South East and London, examining coastal areas, landmarks, agriculture, and climate. Additionally, they learn about Western Europe, the Mediterranean, and Eastern Europe, understanding countries, settlements, climate, and trade patterns. Furthermore, they explore Asia, particularly India, China, Japan, learning about their locations, human and physical geography, significant rivers, and landmarks such as the Great Wall of China.					
Year 3/4 YEAR A	Spatial sense	Settlements	Mediterranean Europe	Western Europe	Rivers	Asia: India and China
Year 3/4 YEAR B	Spatial sense	UK Geography: The South West	UK Geography: Northern Ireland	Eastern Europe	UK Geography: London and the South East	Asia: Japan
UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aims	In years 5 and 6, children explore diverse geographical topics such as scaled and relief maps, mountain ranges like the Alps, Himalayas, and those in America and Africa. They also study regions like East Anglia, the Midlands, Yorkshire and Humberside, along with distant locations like Australia, New Zealand, and their physical geography, settlements, and history. Additionally, they investigate global issues like earthquakes, British geographical concerns including air pollution and climate change, and regions such as North America, South America, and Africa, including their civilizations, natural features, and globalization impacts.					
Year 5/6 YEAR A	Spatial Sense	Local Study	British Geography: East Anglia, Midlands, Yorkshire, Humberside	Mountains	Australia	New Zealand and the South Pacific
Year 5/6 YEAR B	Spatial Sense	North American Geography	South American Geography	British Geographical Issues	Africa	Globalisation

EYFS – All Units

Early Learning Goals

Exploring and Understanding the Environment:

- Children learn to explore their immediate environment, both indoors and outdoors, and develop an understanding of basic geographical concepts such as space, distance, and direction.

Observation and Description:

- Children are encouraged to observe and describe features of their environment, including natural features like trees, plants, and water bodies, as well as human-made structures such as buildings and roads.

Seasonal Changes:

- Children learn about seasonal changes in weather and the environment, including the concepts of day and night, changes in temperature, and variations in natural landscapes throughout the year.

Cultural Awareness:

- Children begin to develop an awareness of different cultures and traditions, exploring celebrations, festivals, and customs from around the world through stories, songs, and activities.

Basic Map Skills:

- While not explicitly stated as a goal, many EYFS activities incorporate basic map skills such as understanding simple maps, models, and diagrams to represent familiar places and objects.

Planning and Resources

Planning

Resources

Year 1/2 National Curriculum Coverage and Expected Outcomes

National Curriculum Knowledge	- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	- use world maps, atlases and globes to identify the United Kingdom and its countries - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas - Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - 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	- Name and locate the world’s seven continents and five oceans - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Use world maps, globes and atlases to identify countries, continents and oceans - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Use basic geographical vocabulary to refer to: P key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather P key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		
Year 1 Autumn	Spatial Sense				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Aerial Views and Maps 2. Maps, locations and compass points 3. Maps of the Local Area 4. Drawing Maps 5. The Geography of our Local Area 6. Assessment	- To know that an aerial view means to look at something from above & maps tell us the location of different places. - Maps tell us the location of different places and compass points can be used to show direction. - To recognise and locate physical and human features of the local area. - To understand what makes a good map. - To understand the geography of my local area.	aerial view satellite information place Location Identify familiar ordnance survey	landmarks symbols navigate route compass Direction North South	East West title label symbol key St Thomas High street river quay

Planning and Resources	Planning (resources are embedded links within the planning)				
	<u>PKC Spatial Sense Yr1/2</u>				
Substantive Concepts			Disciplinary Knowledge		
place and space			maps tell us information about places		
Year 1 Spring	The UK				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. The four countries in the United Kingdom 2. Scotland 3. Wales 4. Northern Ireland 5. England 6. Assessment	- To understand that the United Kingdom is a union of four countries. - To know Scotland is one of the countries in the United Kingdom. - To know Wales is one of the countries in the United Kingdom. - To recognise Northern Ireland as one of the countries in the United Kingdom. - To recognise England as the country in which we live.	England Northern Ireland Scotland Wales Union United Kingdom Grampian Mountains	Loch Ness Edinburgh River Thames Saint George Houses of Parliament Buckingham Palace London	Cardiff mountain Valley Peak Summit Republic of Ireland Belfast Giant’s Causeway Columns
Planning and Resources	Planning (resources are embedded links within the planning)				
	<u>PKC Year1/2 UK</u>				
Substantive Concepts			Disciplinary Knowledge		
location, climate and landscape			interconnection and diversity		
Year 1 Summer	The Seven Continents				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. The Seven Continents 2. The Five Oceans 3. The Equator and the poles 4. Land around the world 5. Europe : our continent 6. Assessment	- To know that continents are very large areas of land. - To know that oceans are large areas of water. - To identify the poles and the equator. - To know that the continents are diverse. - To recognise Europe as one of the world’s seven continents.	Earth Globe Pacific Atlantic Indian Southern Arctic Marine Phytoplankton Pollution Asia	Equator Desert Grassland Rainforest Diverse North Pole South Pole Scientists Geographers South America Australia	Continent climate Ocean Border Plain Peninsula Physical feature Human feature Atlantic Indian

			North America	Antarctica Pacific Africa	Southern Arctic Europe
Planning and Resources	Planning (resources are embedded links within the planning) <u>PKC Year1/2 The Seven Continents</u>				
Substantive Concepts			Disciplinary Knowledge		
location, climate and landscape			interconnection and diversity		

Year 2 Autumn	Spatial Sense				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Aerial Views and Maps 2. Maps, locations and compass points 3. Maps of the Local Area 4. Drawing Maps 5. The Geography of our Local Area 6. Assessment	- To know that an aerial view means to look at something from above & maps tell us the location of different places. - Maps tell us the location of different places and compass points can be used to show direction. - To recognise and locate physical and human features of the local area. - To understand what makes a good map. - To understand the geography of my local area.	aerial view satellite information place Location Identify familiar West	ordnance survey landmarks symbols navigate route compass Direction North South East	title label symbol key St Thomas High street river quay
Planning and Resources	Planning (resources are embedded links within the planning) <u>PKC Spatial Sense Yr1/2</u>				
Substantive Concepts		Disciplinary Knowledge			
place and space		maps tell us information about places.			
Year 2 Spring	The British Isles				
	Lesson Series	Knowledge Objectives	Vocabulary		
	1. The British Isles and England 2. Scotland 3. Wales 4. Ireland 5. A Comparison with Cape Town 6. Assessment	- The British Isles are a group of islands. - To recognise Scotland as a country of the British Isles. - To know Wales is one of the countries in the British Isles. - To recognise Ireland as one of the countries in the British Isles. - To compare my local area with Cape Town in South Africa.	Harbour Port Cape Northern Ireland Republic of Ireland Belfast Dublin Gaelic Giant's Causeway	Wales Cardiff Valley Atlantic Ocean Coast Southern Western British Isles island Coastline England Ireland	Caledonia Britannia Grampian Mountains Hadrian's Wall Edinburgh Mainland Scotland Wales Atlantic Ocean
Planning and Resources	Planning (resources are embedded links within the planning) <u>PKC Year1/2 The British Isles</u>				

Substantive Concepts		Disciplinary Knowledge			
place and space		that geographers describe places			
Year 2 Summer	Northern Europe				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Countries in Northern Europe 2. Human and physical features of Northern Europe 3. Climate in Northern Europe 4. Animals found in Northern Europe 5. Roald Amundsen 6. Assessment	- To identify the countries in Northern Europe. - To identify physical and human features of northern Europe. - To describe the climate in northern Europe. - To know that some animals in northern Europe migrate. - To know that Roald Amundsen reached the South Pole.	Capital city Valley Lake Northern Lights Fjord Northern Europe Denmark Finland Norway Sweden	Bear Moose Beaver Lynx Adapt Migrate Climate weather survive evergreen adapt (-ed)	Roald Amundsen Northwest Passage Atlantic Pacific Arctic Circle Inuit South Pole North Pole Iceland Scandinavia
	Planning and Resources	Planning (resources are embedded links within the planning) PKC Year1/2 Northern Europe			
Substantive Concepts		Disciplinary Knowledge			
location, migration and climate		connection			

Year 3/4 National Curriculum Coverage and Expected Outcomes

National Curriculum Knowledge	- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	- Locate the world's countries, using maps to focus on Europe; concentrating on environmental regions, key physical and human characteristics, countries, and major - Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Human geography, including: types of settlement and land use, economic activity including trade links, - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Year 3 / 4 Autumn 1 A	Spatial Sense		
Outcomes	Lesson Series	Knowledge Objectives	Vocabulary
	1. Maps, compasses and symbols 2. Four and Six Figure Grid References 3. Map Scale 4. A contrasting locality (Human Geography) 5. A contrasting locality (Physical Geography) 6. Assessment	- To know what a compass is and how they are used to show direction. - To know grid references help us to locate places on a map. - To know that symbols give us information about locations on a map. - To identify physical similarities and differences between two locations. - To identify similarities and differences in human features of two places.	North east South east South west North west horizontal vertical Northings Eastings scale distance measure large-scale small-scale detail calculate grid reference economic trade settlement distribution energy vegetation peninsula Strait
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 3/4 Spatial Sense		
Substantive Concepts		Disciplinary Knowledge	

location		maps and how we know what is located within a place			
Year 3 / 4 Autumn 2 A	Settlements				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Settlements 2. Types of Settlements 3. Urban, Rural and Suburban areas 4. Population Density 5. What do settlements need? 6. Assessment	- To know a settlement is a place where people live. - There are different types of settlements. - To compare and contrast rural and urban areas. - To examine population density. - To identify the reasons for the location of settlements	Urban Rural Hamlet services dense sparse	suburban urban rural infrastructure transport population	Construction Energy Population density Urban Rural
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 3/4 Settlements				
Substantive Concepts		Disciplinary Knowledge			
place and space		geographers use maps to communicate information			
Year 3 / 4 Autumn 2 B	Mediterranean Europe				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Key Places in Europe 2. Climate of Mediterranean Europe 3. Food and Farming 4. Landscape 5. Settlements 6. Assessment	- Mediterranean Europe is located in southern Europe. - The Mediterranean climate is warm and dry in the summer, cool and wet in the winter. - The warm, dry climate in Mediterranean Europe allows olives to grow - There are many mountain ranges in Europe. - Athens and Venice are settlements in Mediterranean Europe.	crops agriculture produce grapevines equator latitude Gulf Stream Atlantic Latin	The Alps The River Po The Apennines Sierra Nevada volcano	Lisbon Madrid Rome Milan Venice Athens lagoon Aegean Sea Adriatic Sea
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year3/4 Mediterranean Europe				
Substantive Concepts		Disciplinary Knowledge			
place, space, climate and trade		geographers use maps to communicate information and to represent the world around us			
Year 3 / 4	Western Europe				

Summer 1 A	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Countries and Settlements in Western Europe 2. Climate of Western Europe 3. Trade in Western Europe : What do people make, buy and sell? 4. France 5. A comparison of London and Paris 6. Assessment: Essay Question	- To know the names of countries located in Western Europe. - Western Europe has a temperate climate - To know that trade means buying and selling goods. - To locate and describe France. - To find and interpret information to compare two cities	Countries: France, Germany, The Netherlands, Belgium, Switzerland, Austria. Capital cities: Paris, Berlin, Amsterdam, Brussels, Bern and Vienna.	Tricolore trade goods crops import export temperate extreme rainfall poles	London: St Paul's Cathedral London Eye River Thames London Underground Paris: Louvre Arc de Triomphe Notre-Dame Palace of Versailles River Seine Paris Metro
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 3/4 Western Europe				
Substantive Concepts		Disciplinary Knowledge			
location, trade and climate		diversity			
Year 3 / 4 Spring 1 A	Rivers				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. What is a river? 2. Rivers of Europe 3. Rivers of Africa 4. Rivers of Asia 5. Rivers of Australia, South America and North America 6. Assessment	- A river is a flowing body of water that begins at a source and journeys to the sea. - To identify rivers in Europe. - To identify rivers in Africa. - To identify rivers in Asia. - To recognise major rivers in North America, South America and Australia.	waterway trade source tributary estuary mouth continent	The Yellow The Yangtze The Ob The Ganges The Indus. Nile Niger	Dam Amazon Mississippi North America South America
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year3/4 Rivers				
Substantive Concepts		Disciplinary Knowledge			
interconnection, trade and transport		geographers study rivers to find out more about what lives in them, how they			

		behave and the impact of human activities on them.				
Year 3 / 4 Summer 2 A	Asia: India and China					
	Lesson Series	Knowledge Objectives		Vocabulary		
Outcomes	1. Location of India and China 2. Human and Physical Geography of India 3. Rivers of India 4. Human and Physical Geography of China 5. The Great Wall of China 6. Assessment	• To know that India and China are both countries in the continent of Asia • To understand that India’s landscape is diverse. • To recognise physical and human features of China. • To know the Indus and Ganges Rivers are important Indian Rivers. • To understand The Great Wall of China was built to defend China.		China Beijing Shanghai New Delhi Taj Mahal Beijing Political Diverse Ganges River	Indus River Civilisation Sacred Fertile Pilgrimage Port Arable Landscapes Relief	Border Emperor Civilisation Mongols Warriors The Great Wall of China
Planning and Resources	Planning (resources are embedded links within the planning)					
	<u>PKC Year 3/4 Asia: India and China</u>					
Substantive Concepts		Disciplinary Knowledge				
location, interconnection and diversity		children doing the following to understand how geographers think: use what they know from one context in another				

Year 3 / 4 Autumn 1 B	Spatial Sense				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Maps, compasses and symbols 2. Four and Six Figure Grid References 3. Map Scale 4. Our local area 5. Changes over time 6. Assessment	- To know what a compass is and how they are used to show direction. - To know grid references help us to locate places on a map. - To know that symbols give us information about locations on a map. - To recognise key features of the local area. - To know how our local area has changed over time.	North east South east South west North west horizontal vertical Northings Eastings	scale distance measure large- scale small- scale detail calculate grid reference	Exeter Devon St Thomas Quay Canal Man made
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 3/4 Spatial Sense				
Substantive Concepts		Disciplinary Knowledge			
location		maps and how we know what is located within a place			
Year 3 / 4 Autumn 2 B	UK Geography: The South West				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Introduction to the South West 2. Coastal areas and erosion 3. Landmarks and tourism 4. Agriculture and climate 5. Change over time 6. Assessment	- To identify the region of South West England - To know some coastal areas of the South West experience erosion - To know tourism is important in the South West. - To know the climate of the South West helps farmers to grow crops and farm animals. - To know how the South West has changed over time	Dorset Jurassic Coast Erosion Somerset Wiltshire Gloucestershire Stonehenge Bournemouth Glastonbury Tor	fertile Downs Dairy Coastline Tourism The Eden Project Bath	Prehistoric Historic Modern Mining agriculture
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year3/4 The South West				
Substantive Concepts		Disciplinary Knowledge			
climate, change and interconnection		geographers describe places and look at how people and places are connected			
Year 3 / 4 Spring 1 B	UK Geography: Northern Ireland				
	Lesson Series	Knowledge Objectives	Vocabulary		

Outcomes	1. An Introduction to Northern Ireland 2. Visiting Northern Ireland 3. Northern Ireland, the Republic of Ireland and the partition 4. The Giant’s Causeway 5. The Marble Arch Caves 6. Assessment	- To identify the key features of Northern Ireland. To know Northern Ireland is a popular tourist destination. - To understand that Northern Ireland and the Republic of Ireland are two countries. - To know the Giant’s Causeway is made of rock columns. - To know the Marble Arch Caves are an interesting physical feature located in Northern	Lisburn Linen Titanic Londonderry Lough Neagh Finn MacCool Nationalists Independence	Eruption Legend Basalt Column Partition Unionists Border	Erode Limestone Stalagmite Stalactite
	Planning (resources are embedded links within the planning) PKC Year 3/4 Northern Ireland				
Substantive Concepts		Disciplinary Knowledge			
interconnection, climate and conflict		geographers are interested in the location of countries and how that impacts their climate, the environment and how the country trades			
Year 3 / 4 Spring 2 B	Eastern Europe				
Outcomes	Lesson Series 1. Key Places in Eastern Europe 2. Climate of Eastern Europe (graphs, rain fall, temperature variation, distance from the equator) 3. Physical Features of Eastern Europe 4. Comparison of an Eastern European country with the UK 5. Conflict in Eastern Europe 6. Assessment	Knowledge Objectives - To locate Eastern Europe on a map. - To describe the climate of Eastern Europe. - To locate and describe physical features of eastern Europe. - To compare and contrast an Eastern European country to the UK. - To know there is conflict between Russia and Ukraine in Eastern Europe	continental Balkans Baltic Baltic sea The Danube Mount Elbrus	Caspian sea Black sea Adriatic sea The Volga Caucasus marshland	Conflict Invasion Refugee Border population
	Planning (resources are embedded links within the planning) PKC Year 3/4 Eastern Europe				
Substantive Concepts		Disciplinary Knowledge			
interconnection, climate and conflict		geographers are interested in the location of countries and how that impacts their climate, the environment and how the country trades			
Year 3 / 4	UK Geography: London and the South East				

Summer 1 B	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Introduction to the South East (Counties)	- To identify the region of South Eastern England on a map of the UK - To know that the River Thames has played an important role in the history of London - To know that Canterbury is a historical city in the South East of England. - To know that Brighton is a seaside town in the South of England. - To identify key features of Dover.	Romans	Canterbury	Dover Port
	2. London		Port	population	Brighton
	3. Canterbury		Trade	cathedral	
	4. Brighton		Wharf	heritage River	
	5. Dover		Surrey	Stour	
	6. Assessment		West Sussex		
Kent					
Planning and Resources	Planning (resources are embedded links within the planning)				
	PKC Year 3/4 London and the South East				
Substantive Concepts		Disciplinary Knowledge			
location, trade and tourism		change over time			
Year 3 / 4	Asia: Japan				
Summer 2 B	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Location of Japan	- To locate Japan on a map of the world. - To know that air masses from land and from sea create a varied climate in Japan. - To recognise physical geographical features of Japan. - To know Tokyo and Kyoto are important cities in Japan. - To understand that in the past, Japan had a feudal system.	Japan	Kyoto	Emperor
	2. Weather and Climate in Japan		Tokyo	Imperial Palace	Samurai
	3. Geographical features of Japan		Land of the	Bullet Train	Daimyos
	4. Architecture in Japan (Human Features)		Rising Sun	Tectonic plate	Shoguns Rank
	5. Feudal Japan		Hokkaido	Tsunami	Class system
	6. Assessment		Honshu	typhoon	Hierarchy
	Shikoku	humid	Feudal		
	Kyushu		Mount Fuji		
	Air mass				
	monsoon				
Planning and Resources	Planning (resources are embedded links within the planning)				
	PKC Year 3/4 Japan				
Substantive Concepts		Disciplinary Knowledge			
Place and diversity		children doing the following to understand how geographers think: use what they know from one context in another			

Year 5/6 National Curriculum Coverage and Expected Outcomes

National Curriculum Knowledge	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • describe and understand key aspects of: • P physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • P human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	• to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Describe and understand key aspects of: P physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle P human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	• describe and understand key aspects of: • P physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • P human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. • 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
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Year 5 / 6 Autumn 1 A	Spatial Sense				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Maps: dividing the world into sections 2. Eastern and Western hemispheres 3. Maps: using co-ordinates to locate places 4. Maps: drawn to different scales 5. Relief maps 6. Assessment	To understand that cartographers draw imaginary lines to divide the world into sections. To know there are Eastern and Western hemispheres. To use coordinates to locate places on a map To understand how scale is used as a way of representing a large area on a small map. To know that a relief map shows heights on the map Prime Meridian line Greenwich Royal Observatory Eastern Hemisphere Western Hemisphere Scale Distance longitude latitude hemisphere coordinates parallel elevation contours relief maps topography gradient			
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 Spatial Sense				
Substantive Concepts		Disciplinary Knowledge			
place and space		cartography and how maps give us information about the world around us			
Year 5 / 6 Summer 2 A	Local Study: Exeter				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Geography of the local area 2. Sketch Maps (Fieldwork) 3. Local Issues 4. Data Collection (Fieldwork) 5. Graphing data 6. Assessment	Local councillors are elected to represent the views of local residents. A sketch map is a simple map drawn from memory. Geographers think about problems in local areas and suggest ways they can be solved. Data can be collected and recorded to give us information about an issue. A graph is a mathematical drawing that shows information using lines, shapes and colours. Local issues Geographer Local Councillor Ordnance Survey Sketch map Location Relationship Scale Annotate Orientation Visual Annotate Fieldwork Analyse Qualitative Quantitative			
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 Local Study				
Substantive Concepts		Disciplinary Knowledge			
location and fieldwork		children thinking about why and how geographers collect data and what they do with it once they've collected it			

Year 5 / 6 Spring 1 A		British Geography: East Anglia, Midlands, Yorkshire, Humberside			
Outcomes	Lesson Series	Knowledge Objectives	Vocabulary		
	1. East Anglia : Physical Geography 2. East Anglia : Land Use 3. The Midlands : Settlements 4. Yorkshire and Humberside : Physical Geography 5. Yorkshire and Humberside : Human Geography 6. Assessment	- East Anglia is a region of the UK that is very flat. - The marshland in East Anglia was drained leaving fertile land to grow crops. - Birmingham is a large city in the Midlands. - Yorkshire is a large area to the North of England. - The Ribblehead Viaduct and the Humber Bridge are two ways in which people have changed the landscape in Yorkshire and Humberside	Marshland Wetland Fertile Oppose East Anglia Fenland National Park topography	Midlands Industry Resources Density	Viaduct Estuary Ribblehead Viaduct Humber Bridge Yorkshire Dales
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 British Geography: East Anglia, Midlands, Yorkshire and Humberside				
Substantive Concepts		Disciplinary Knowledge			
interconnection and landscape		geographers look at the human and physical geography of regions of the world			
Year 5 / 6 Autumn 2 A		Mountains			
Outcomes	Lesson Series	Knowledge Objectives	Vocabulary		
	1. Mountains 2. The Alps 3. The High Peaks of the Himalayas 4. American Mountains 5. African Mountains 6. Assessment	- To know a mountain is a large landform that rises high above the land around it. - To know the Alps are a mountain range in Europe that crosses into several countries. - To know that Mount Everest, in the Himalayas, is the world's tallest mountain. - To identify North and South American mountain ranges. - To locate the Ethiopian Highlands and Mount Kilimanjaro.	The Alps Otzi Ice mummy Eiger Matterhorn Tenzig Norgay Edmund Hillary Landform Appalachians Erosion	Himalayas Mount Everest Altitude Sea-level Peak Range Summit	Kilimanjaro Ethiopia Ethiopian Highlands Lava lake Andes Aconcagua Inca Rockies
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 Mountains				
Substantive Concepts		Disciplinary Knowledge			
location, landforms, interconnection		geographers and how they study natural landforms			

Year 5 / 6 Spring 2 A	Australia				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Australia : location and physical geography 2. The history of Australia 3. Settlements 4. Climate 5. Biodiversity 6. Assessment	- Australia is a large, diverse country in the Southern Hemisphere - Captain James Cook was a British explorer who travelled to Australia in 1770. - Canberra is the Capital City of Australia and several major settlements are located along the S - To identify the different biomes found in Australia. - To know that Australia’s biodiversity is under threat.	Aboriginal	biome	Biodiversity
			Colony	temperate	Migrate
			Captain James Cook	grassland	Evolve
			New South Wales Penal Colony	tropical forest	Marsupial
			River Murray	Savannah semi desert	Mammal
			River Darling	Canberra	Invasive species urbanisation
Indian Ocean	Sydney	Darwin			
Southern Ocean Adelaide Peth	Brisbane	Cairns			
			Melbourne		Industry
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 Australia				
Substantive Concepts		Disciplinary Knowledge			
location and biodiversity		interconnection and diversity			
Year 5 / 6 Summer 1 A	New Zealand and the South Pacific				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. New Zealand and the South Pacific- location and physical geography 2. The history of New Zealand- The Maori 3. Earthquakes 4. Climate, biomes and animals 5. South Pacific Islands 6. Assessment	- New Zealand is located in the South Pacific Ocean. - The Maori were the first people to live in New Zealand. - New Zealand experiences earthquakes because it is located on a plate boundary. - New Zealand’s climate means it is home to a wide range of plants and animals. - Many small islands are located in the Pacific Ocean.	Southern Hemisphere	Fault line	Melanesia
			Tasman Sea	Friction Plate boundary	Micronesia
			Southern Cross	ChristchurchMa ori	PolynesiaBiome
			Polynesia		Climate
			Commonwealth		Temperate
			Haka		Grassland
Hongi		Deciduous			
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 New Zealand and the South Pacific				
Substantive Concepts		Disciplinary Knowledge			
location, tradition and environmental change		change over time			

Year 5 / 6 Autumn 1 B	Spatial Sense				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Maps: dividing the world into sections 2. Eastern and Western hemispheres 3. Maps: using co-ordinates to locate places 4. Maps: drawn to different scales 5. Relief maps 6. Assessment	- To understand that cartographers draw imaginary lines to divide the world into sections. - To know there are Eastern and Western hemispheres. - To use coordinates to locate places on a map - To understand how scale is used as a way of representing a large area on a small map. - To know that a relief map shows heights on the map	Prime Meridian line Greenwich Royal Observatory Eastern Hemisphere Western Hemisphere	Scale Distance longitude latitude hemisphere coordinates parallel	elevation contours relief maps topography gradient
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 Spatial Sense				
Substantive Concepts		Disciplinary Knowledge			
place and space		geographers use maps to explain the world around us			
Year 5 / 6 Autumn 2 B	North American Geography				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. The Countries of North America 2. Environmental Regions of North America 3. Rivers in North America 4. Cities in North America 5. Comparison of The UK and a region of North America 6. Assessment	- North America is a continent, the countries of Canada, USA Mexico and other countries are located there. - North America is a large continent with many contrasting biomes - North America’s rivers are important sources of fresh water, act as transport routes, and are a source of water for irrigation - Urbanisation in North America’s cities can create problems such as pressure on services and pressure on the environment. - To compare and contrast Anchorage with Exeter.	Canada Mexico Guatemala Belize Honduras El Salvador Nicaragua Costa Rica Panama Bahamas Trinidad and Tobago	Irrigation Algae bloom Panama Canal coniferous deciduous tropical forest savannah temperate	Anchorage Proximity Urbanisation Mexico City Washington DC Ottawa grassland semi-desert tundra
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 North American Geography				
Substantive Concepts		Disciplinary Knowledge			
interconnection and landscape		geographers look at the human and physical geography of regions of the world and			

communicate their knowledge to help us understand the world around us

		communicate their knowledge to help us understand the world around us			
Year 5 / 6 Spring 1 B	South American Geography				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. An introduction to South America 2. Past civilisations and empires 3. The Andes Mountains and the Atacama Desert 4. Brazil (Agriculture and Industry) 5. The Amazon Rainforest 6. Assessment	- South America is a continent located in the Western Hemisphere, the countries within it include Brazil, Chile and Argentina. - To know the Incan Empire was located in South America, despite the challenging geography of the area - The Andes mountains have varied terrain including deserts, lakes, forests and volcanoes. - Farming and energy production are important to Brazil's economy. - Deforestation is a major threat to biodiversity in the Amazon Rainforest.	Pangaea Urbanisation Favela Dense Sparse Tectonic plate Subduction Geological Communication	Latitude Altitude Quechua Quipu Emperor Engineering Government Export Import	Deforestation Biodiversity Slash and Burn Carbon Economy Arable Farming Pastoral Farming Consumer
Planning and Resources	Planning (resources are embedded links within the planning)				
	PKC Year 5/6 South American Geography				
Substantive Concepts		Disciplinary Knowledge			
location and biodiversity		interconnection and diversity			
Year 5 / 6 Spring 2 B	British Geographical Issues				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Air Pollution 2. Climate Change 3. Waste 4. Litter 5. Local context 6. Assessment	- The air in many UK cities contains pollution that is harmful to people, plants and animals. - To know that climate change causes more frequent and severe flooding in the UK. - To know that in UK we produce waste from our homes, businesses and industry; managing this waste is a challenge. - Litter is waste left in open, public spaces. It can cause environmental damage. - To understand how our local area responds to the challenge of air pollution.	Heavy Rainfall Event Coastal defence Emissions Allergy World Health Organisation Premature Consumption	Landfill Reduce Reuse Recycle Sustainable Low-lying Fossil Fuels Natural Pollutant	Air pollution Borough Local Council Discard Degrade Fly-tipping
Planning and Resources	Planning (resources are embedded links within the planning)				
	PKC Year 5/6 British Geographical Issues				

Substantive Concepts		Disciplinary Knowledge			
location, desertification and food security		children doing the following to understand how geographers think: use what they know from one context in another ; think about alternative futures			
Year 5 / 6 Summer 1 B	Africa				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. The Continent of Africa 2. Past civilisations and empires – Mansa Musa 3. The Sahara Desert and Desertification 4. Food Security 5. Kenya 6. Assessment	- Africa is a diverse continent. - Ancient African Empires traded gold and salt across the Sahara Desert. - Desertification is a process that changes productive land into desert. - Food security is when people have access to affordable, nutritious food. - Kenya is a diverse African country with varied environments.	Commodity Merchant Caravan Diverse Resources Savannah Development Indicators	Desertification Productive Sparsely Populated Uninhabitable Failed Crop	Infestation Parasite Swarm Affordable Nutritious Food Security Cyclone Conflict Poverty
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 Africa				
Substantive Concepts		Disciplinary Knowledge			
Year 5 / 6 Summer 2 B	Globalisation				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. What is globalisation? 2. Economic Globalisation 3. Political Globalisation 4. Social Globalisation 5. Globalisation; a global force for good? 6. Assessment	- To know that globalisation is a process of interaction among people, companies and governments around the world. - To understand that economic globalisation can create wealth but can also lead to exploitation - To understand that political globalisation has led to governments cooperating with one another. - To understand that globalisation has spread ideas and culture around the world. - To know that there are advantages and disadvantages of globalisation.	Development Economy/ Economic Production Soviet Union Integrate Interact Manufacturing Globalisation	Politics Political Industry Trade Wages Labour Profit Exploit	Critic Anti-globalisation Global Justice Social Cultural Identity Cultural flow Popularity

Planning and Resources	Planning (resources are embedded links within the planning)	
	PKC Year 5/6 Globalisation	
	Substantive Concepts	Disciplinary Knowledge
	interconnection and inequality	geographers use data from around the world to inform their understanding