

North Petherwin and Werrington School Knowledge and Skills Organiser

Geography



Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

At North Petherwin and Werrington, we follow the programme of study from the National Curriculum.

Knowledge Organisers for the priority subject for each concept to be issued before the learning block is taught.

Capabilities Curriculum

The Capabilities Curriculum is a creative curriculum which measures social and emotional capabilities which improve children's learning, valuing the development of the whole child and preparing them for the future.

An Daras Trust have chosen to adopt a curriculum framework informed by pupil's social and emotional well-being. The class capability scores are used to inform a teachers approach to the lesson, which will help growth in these valuable characteristics.

These capabilities are evidenced as being necessary for future success, and by measuring them we are placing real value on them.

There are 7 capability strands: Managing feelings, Confidence, Communication, Relationships and Leadership, Planning and Problem-Solving Creativity, Resilience and Determination

Visible Learning (metacognition)

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning – the thinking about their thinking. Pupils are given opportunity to understand their own cognitive abilities, knowledge of tasks and strategies that could be used to support their learning. Pupils are also encouraged to self-reflect. The following questions will be used to deepen pupils understanding of their learning:

Visible Learning	Surface Learning Strategies	Deep Learning Strategies	Transfer Learning Strategies
	<i>Do I know what I need to do to complete my task?</i>	<i>Can I explain my learning to someone else?</i>	<i>Can I organise my knowledge to support new learning?</i>

	<p><i>Can I plan and organise my learning before I start?</i></p> <p><i>Where am I with my learning?</i></p> <p><i>How well have I achieved my success criteria?</i></p> <p><i>What is my next step?</i></p> <p><i>I can seek feedback from others to help me in my next steps.</i></p> <p>.</p>	<p><i>I know and can explain what strategies I have used in my learning.</i></p> <p><i>I can make links between new content and ideas and learning I already know.</i></p> <p><i>I can share my ideas and questions to deepen my understanding.</i></p> <p><i>I know how I did at the end of my learning.</i></p> <p><i>I can explain how things link together</i></p>	<p><i>I can look for and recognise similarities and differences in my tasks.</i></p> <p><i>I can organise my knowledge to support new learning.</i></p> <p><i>When have I applied my learning to another area?</i></p> <p><i>I know where I am heading in my learning.</i></p> <p><i>I understand what I am learning, where I am going and how to get there.</i></p> <p><i>I know what success looks like.</i></p>
EYFS	<p>Children in EYFS should encounter</p> <p>EYFS Areas of Learning codes</p> <p>PSED- Making Relationships PSED(MR)</p> <p>PSED- Self-Confidence and Self-Awareness PSED(SC&SA)</p> <p>PSED- Managing Feelings and Behaviour PSED(MF&B)</p> <p>CAL- Listening and Attention CAL(L&A)</p> <p>CAL- Understanding CAL(U)</p> <p>CAL- Speaking CAL(S)</p> <p>PD- Moving and Handling PD(M&H)</p> <p>PD- Health and Self-Care PD(H&SC)</p> <p>L-Reading L(R)</p> <p>L-Writing L(W)</p> <p>M-Numbers M(N)</p> <p>M-Shape, Space and Measure</p> <p>M(SSM) UW- People and Communities UW(P&C)</p> <p>UW- The World UW(TW)</p> <p>UW- Technology UW(T)</p> <p>EAD- Exploring and Using Media and Materials EAD(EUMM)</p>		

	EAD- Being Imaginative EAD(BI)		
	Autumn	Spring	Summer
Knowledge	Place Knowledge: EYFS knowledge and understanding of the world, people and communities.		
Skills	Human and Physical Geography EYFS knowledge of how environments may vary. (The World). Look closely at similarities, differences, patterns and change in relation to places, objects, materials and living things. Learn about the features of their own immediate environment and how environments might vary from one another.	Locational Knowledge Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world Talk about some of the things they have observed, such as plants, animals, natural and found objects Talk about why things happen and how things work Develop an understanding of growth, decay and changes over time Show care and concern for living things and the environment.	Geographical Skills and Fieldwork Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world Talk about some of the things they have observed, such as plants, animals, natural and found objects Talk about why things happen and how things work Develop an understanding of growth, decay and changes over time Show how care and concern for living things and the environment.
Metacognition	Planning	Monitoring	Evaluation
	<i>What resources do I need to carry out my task?</i> <i>Can I describe what I am going to do?</i> <i>How can I link my learning with my own experiences to help me?</i>	<i>Am I doing well?</i>	<i>How did I do?</i> <i>Am I able to re-tell stories and link them to other areas of learning?</i>
Year A 1,2,3	Autumn	Spring	Summer
Geographical knowledge and understanding	Enquiry – Why don't penguins need to fly? National Curriculum Coverage Locational knowledge	Enquiry - Where in the world is home for Dennis and how does it compare? National Curriculum Coverage Locational knowledge	Why does it matter where my food comes from? National Curriculum Coverage Locational knowledge

	<p>Name and locate the world's seven continents and five oceans</p> <p>Human and physical geography Identify daily and seasonal 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 key physical and human geographical features</p> <p>Geographical skills and fieldwork Use world maps, atlases, and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use simple observational skills to study key human and physical features of environments</p> <p>What we will know The geographical features of Antarctica including its polar climate</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p> <p>Human and physical geography Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical and human geographical features</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use simple observational skills to study key human and physical features of environments</p> <p>What we will know</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and physical geography Identify daily and seasonal weather patterns in the United Kingdom Use basic geographical vocabulary to refer to key physical and human features</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage Use aerial photographs to recognise landmarks and basic human and physical features</p> <p>What we will know What a farm is and what happens on a dairy farm How milk is used as a raw material of dairy products The physical and human features of the rural and urban landscapes of Devon in the UK</p>
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	<p>How living things are adapted to survive in such an extreme environment</p> <p>How the geographical features of the Sahara Desert compare with those of Antarctica</p> <p>The location of Zambia in Africa</p> <p>Why Antarctica is a desert even though it is the coldest place on earth</p> <p>The geographical features of the Arctic Ocean and the North Pole environment</p> <p>How the Arctic and the North Pole is geographically different from Antarctica and the South Pole</p> <p>What a food chain is and identify and describe the main elements in the food chain of a polar bear</p> <p>Why polar bears are not found in Antarctica</p> <p>How to use atlas maps and GIS to plan an expedition from Canada to Antarctica</p> <p>Why penguins would not survive in tropical areas of the world</p>	<p>The location of St Lucia in relation to the United Kingdom, and the continents and oceans of the world</p> <p>The main physical and human features of St Lucia</p> <p>The main physical and human features of the town of Soufriere and how they compare with the features of the settlement in which they live in the United Kingdom</p> <p>The features of the tropical climate of St Lucia</p> <p>How the climate of St Lucia compares with the temperate climate of the United Kingdom and polar regions of the world</p> <p>Which areas of the world have a tropical, temperate and polar climate</p> <p>Examples of specific countries with tropical, temperate and polar climates</p> <p>What a volcano is and how they are formed</p> <p>The four nations of the United Kingdom, their capital cities and the main oceans and seas surrounding the British Isles</p> <p>The region in which they live within the United Kingdom and the location of their home settlement within that area</p> <p>How to observe, collect and present land use data of their locality collected through fieldwork</p>	<p>Why the weather in Devon makes it an ideal place for dairy farming</p> <p>How weather conditions in Devon compare with those of the UK as a whole</p> <p>What trade is and what importing and exporting means</p> <p>The most popular fruits consumed in the UK and where in the world they are produced</p> <p>The stages of growing bananas and exporting them to the UK</p> <p>How sugar is refined from sugar beet</p> <p>Some of the benefits of buying food locally</p> <p>The different meat produced by animals in Britain</p> <p>What 'free range' means</p>
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Vocabulary	Adaptation, expedition, equator, North Pole, South Pole, polar, tropical, temperate, habitat, predator, river, valley, coastline, icesheet, iceberg, waterfall	Landscape, rainforest, tropical, vegetation, island, town, route, terrain, bay, mountain, volcano, plantation	Raw material, export, import, manufacture, refine, pasture, plantation, nutrition, tropical, temperate
Disciplinary thinking skills	<p>Observe, name and describe a range of physical features of Antarctica</p> <p>Describe what a polar climate is like</p> <p>Identify and locate the seven continents and five oceans of the world together with the Equator, North Pole and South Pole</p> <p>Identify and describe some of the ways that living things are adapted to survive in Antarctica</p> <p>Identify, describe and compare the main physical features of the Sahara Desert with Antarctica</p> <p>Observe and describe how ice at the Arctic is different from the ice covering Antarctica</p> <p>Describe what a food chain is and identify the main parts of the food chain of a polar bear</p> <p>Plan and describe an expedition from Canada to Antarctica identifying the countries, seas and oceans that a traveller would pass through</p> <p>Describe what it means for some countries such as Zambia to have a tropical climate and compare its features with a polar climate</p>	<p>Identify and describe the location of St Lucia in relation to the United Kingdom, and the continents and oceans of the world</p> <p>Identify, describe and suggest reasons for the physical and human features of St Lucia</p> <p>Compare and contrast the main physical and human features of the town of Soufriere with those of the settlement in which they live and suggest reasons for the similarities and differences they observe</p> <p>Identify and describe the main characteristics of the tropical climate of St Lucia</p> <p>Compare and contrast the climate of St Lucia compares with the temperate climate of the United Kingdom and polar regions of the world</p> <p>Identify and locate areas of the world with a tropical, temperate and polar climate</p> <p>Identify and locate examples of countries with tropical, temperate and polar climates</p> <p>Identify and describe a volcano and how one forms</p> <p>Name and locate the four nations of the United Kingdom, their capital cities and the main oceans and seas surrounding the British Isles</p> <p>Identify and locate the region in which they live in the United Kingdom and the location of their home settlement within that area</p>	<p>Recognise that food comes from plants and animals</p> <p>Describe what a farm is</p> <p>Identify and describe what happens on a dairy farm</p> <p>Describe and suggest reasons why the weather in Devon makes it a good place for dairy farming</p> <p>Compare the weather conditions in Devon with those in other regions of the UK</p> <p>Describe how cheese is made from milk</p> <p>Identify, describe and rank order the top ten most popular fruits in the UK and give reasons why half of these are imported</p> <p>Identify where Costa Rica is and suggest reasons why bananas can be grown here and not in the UK</p> <p>Describe how sugar is made from sugar beet</p> <p>Identify and describe different kinds of vegetables</p> <p>Identify and describe the animals from which different types of meat originates</p>

		Observe, collect and present land use data of their locality collected through fieldwork	
Techniques	Map work – world maps, atlases, globes Terrestrial, aerial and satellite photographs	Field work and Data protection – Observe, record and interpret land use data relating to the local area. Data representation - Bar graph, line graph, pictogram, tally chart, Venn diagram, map symbols, map key, annotated map Map work – world maps, atlases, globes Terrestrial, aerial and satellite photographs Map techniques – number, letter co-ordinates, Eight points of compass	Map work – world maps, atlases, globes Terrestrial, aerial and satellite photographs
Geographical Concepts	Physical features, human features, environment, continent, ocean, weather, location, Northern Hemisphere, Southern Hemisphere	Physical features, human features, environment, region, land use, country, location, economic activity, settlement, climate, ecosystem, tourism	Physical features, human features, environment, country, weather, urban, rural, landscape, agriculture, trade, economic activity, settlement
Year B 1,2,3	Autumn	Spring	Summer
Geographical knowledge and understanding	How does the geography of the Kampong Ayer compare with my locality? National Curriculum Coverage Locational knowledge Name and locate the world's seven continents and five oceans Place knowledge	Enquiry – How does weather affect our lives? National Curriculum Coverage Locational knowledge Name and locate the world's seven continents and five oceans Human and physical geography	Enquiry - Why do we love being by the seaside so much? National Curriculum Coverage Locational knowledge Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of

	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p> <p>Human and physical geography</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to key physical and human geographical features</p> <p>Geographical skills and fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Use simple observational skills to study key human and physical features of environments</p> <p>What we will know</p>	<p>Identify daily and seasonal 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</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p> <p>Geographical skills and fieldwork</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Use simple fieldwork and observational skills to study key human and physical features of environments</p> <p>What we will know</p> <p>The names and location of the continents of the world</p> <p>The location of the Equator, North Pole and South Pole</p> <p>The elements that make up the weather</p> <p>How to observe and measure elements of the weather using simple instruments</p> <p>How to record their results and display them graphically</p> <p>How and why the weather changes over time</p>	<p>the United Kingdom and its surrounding seas</p> <p>Human and physical geography</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p> <p>Geographical skills and fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>What we will know</p> <p>The difference between the physical and human geographical features of the seaside, countryside and towns and cities</p> <p>The distinction between the concepts of 'coast', 'rural' and 'urban'</p>
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	<p>The location of Brunei within the continent of Asia and in relation to the Equator, North Pole and South Pole</p> <p>The location of the capital city Banda Seri Bagawan and Kampong Ayer within Brunei</p> <p>Why Brunei and Kampong Ayer have a tropical climate and why tropical rain forest is the dominant vegetation</p> <p>The distribution of tropical climate in the world</p> <p>The main features of a tropical climate</p> <p>How the tropical climate of Brunei compares with the temperate climate of the United Kingdom</p> <p>The structure of tropical rain forest vegetation</p> <p>The weather conditions experienced on a typical day in Banda Seri Begawan using</p> <p>The main physical and human features of Kampong Ayer</p> <p>How the human and physical geographical features of Kampong Ayer compare with those of their locality</p> <p>How to create a scale floor plan for a typical home in Kampong Ayer and compare it with one drawn of their own home</p>	<p>How and why the weather changes during the four seasons</p> <p>The location of hot and cold places in the world</p> <p>How the weather is different in countries located in the hot and cold places of the world</p> <p>How and why temperatures decrease from the Equator towards the North and South Pole.</p> <p>The features of the environments of Antarctica and Sahara Desert</p> <p>Why Antarctica and the Sahara are both classified as deserts</p>	<p>A range of different physical features of coastlines</p> <p>What is meant by the terms 'high tide' and 'low tide'</p> <p>Why the seaside is such an attractive place for people to visit</p> <p>Why it is important that seaside environments are conserved</p> <p>That there are many different habitats at the seaside</p> <p>How creatures at the seaside are adapted to their environment</p> <p>Different ways in which people can impact negatively on or pollute seaside environments</p> <p>The location of the seven continents and five oceans of the world together with the North Pole, South Pole and Equator</p> <p>That continents are divided up into countries and that the United Kingdom and Spain are located in Europe</p> <p>The four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>How traditional seaside holidays in the United Kingdom have changed within living memory</p>
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	<p>How the most common forms of transport in the United Kingdom compare with those at Kampong Ayer and why boats and boat building are so important</p> <p>How and why school life in Kampong Ayer has both similarities and differences to the United Kingdom</p>		
Vocabulary	<p>Landscape, village, rainforest, tropical, vegetation, river, tide, habitat, adaptation, deciduous, coniferous, emergent, island, canopy</p>	<p>Island, equator, North Pole, South Pole, adaptation, expedition</p>	<p>Natural resource, pollution, resort, cliff, island, cave, beach, tide, package holiday, adaptation, habitat</p>
Disciplinary thinking skills	<p>Identify and describe the location of Brunei within the continent of Asia and in relation to the Equator, North Pole and South Pole</p> <p>Identify and describe the location of the capital city Banda Seri Bagawan and Kampong Ayer within Brunei</p> <p>Explain why Brunei has a tropical climate and why tropical rain forest is the dominant vegetation</p> <p>Describe and explain the distribution of tropical climate in the world</p> <p>Describe and explain the main features of a tropical climate</p> <p>Compare and contrast the climate of Brunei with the temperate climate of the United Kingdom</p> <p>Describe and explain the structure of tropical rain forest vegetation</p>	<p>Correctly recognise, name and locate the world's continents and oceans on a world map</p> <p>Correctly recognise, name and locate the Equator, North Pole and South Pole on a world map</p> <p>Identify and describe the main elements of the weather</p> <p>Observe and record elements of daily weather over several days</p> <p>Present their results using a range of simple techniques</p> <p>Describe and suggest reasons for the changes their results show</p> <p>Describe how weather conditions change in the UK during the four seasons</p> <p>Identify and locate hot and cold areas of the world on a world map</p> <p>Describe how the weather is different in some countries in the hot and cold areas of the world</p>	<p>Identify, describe and compare physical and human features of the seaside, countryside and cities</p> <p>Describe what the terms 'coast', 'rural' and 'urban' mean</p> <p>Identify and describe some physical features of the coastline</p> <p>Describe what a tide is and how coastlines have a 'high' and 'low' tide each day</p> <p>Suggest reasons why the seaside is such a popular place to visit</p> <p>Describe what a <i>habitat</i> is and some of the different habitats found along the coast</p> <p>Describe how some living things are adapted to living along the coastline</p>

	<p>Identify and describe the weather conditions experienced on a typical day in Banda Seri Begawan</p> <p>Identify and describe the main physical and human features of Kampong Ayer</p> <p>Compare and contrast these features with those of their locality</p> <p>Draw a scale floor plan for a typical home in Kampong Ayer and compare it with one drawn of their own home</p> <p>Describe the most common forms of transport in the United Kingdom</p> <p>Explain why boats and boat building are so important in Kampong Ayer</p> <p>Identify and describe how school life in Kampong Ayer compares with their own</p>	<p>Describe and suggest reasons for how the temperature changes between the Equator and the North Pole and South Pole</p> <p>Compare and contrast the environments of Antarctica and Sahara</p>	<p>Identify and give examples of some ways people can impact negatively and pollute coastal environments</p> <p>Name and locate the seven continents and five oceans of the world together with the North Pole, South Pole and Equator on an outline map</p> <p>Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Describe how continents are divided into countries and that the United Kingdom and Spain are located in Europe</p> <p>Describe and suggest reasons for how traditional seaside holidays have changed in the United Kingdom in recent years</p>
Techniques	<p>Data representation - Bar graph, line graph, pictogram, tally chart, Venn diagram, map symbols, map key, annotated map</p> <p>Map work – world maps, atlases, globes</p> <p>Terrestrial, aerial and satellite photographs</p>	<p>Field work and Data collection – Observe, record, and interpret land use data relating to the local area.</p> <p>Data representation - Bar graph, line graph, pictogram, tally chart, Venn diagram, map symbols, map key, annotated map</p> <p>Map work – world maps, atlases, globes</p> <p>Terrestrial, aerial and satellite photographs</p>	<p>Field work data collection – eight points of the compass</p> <p>Data representation – bar graph, pictogram</p> <p>Map work – world maps, atlases, globes</p> <p>Terrestrial, aerial and satellite photographs</p>
Concepts	Physical features, human features, environment, region, land use, country, location, transport, economic activity, distribution, climate, Northern	Physical features, human features, environment, continent, ocean, country, atmosphere, weather, season, desert	Coast, urban, rural, physical feature, human feature, environment, weather,

	Hemisphere, Southern Hemisphere, eco system, settlement		climate, season, leisure, recreation, tourism, sustainability, region, land use
Metacognition	Planning	Monitoring	Evaluation
	<i>What resources do I need to carry out my task?</i> <i>Where do I start and what strategies will I use?</i> <i>What type of resources will I need to complete my learning?</i> <i>Have I got everything I need to complete my task?</i> <i>How can I break down the task into smaller steps to make my learning more manageable?</i>	<i>Do I need any different techniques to improve my understanding of the process?</i> <i>Am I finding this challenging?</i> <i>Do I need to re-read information to make it clearer?</i> <i>Do I need to change my strategy</i>	<i>Did I use the right strategy?</i> <i>How did the feedback I received help me?</i> <i>For future tasks, would I use another strategy?</i>

Year 4,5,6 A	Autumn	Spring	Summer
Geographical Knowledge and Understanding	Enquiry – How is climate change affecting the world?	Enquiry - How do volcanoes effect the lives of the people on Hiemaey (Iceland)	Enquiry – Why are mountains so important?
	<p data-bbox="495 392 896 424">National Curriculum Coverage</p> <p data-bbox="439 456 728 488">Locational knowledge</p> <p data-bbox="427 504 940 815">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</p> <p data-bbox="427 847 940 1206">Human and physical geography Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p data-bbox="427 1238 940 1382">Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p data-bbox="1066 392 1467 424">National Curriculum Coverage</p> <p data-bbox="976 440 1272 472">Locational knowledge</p> <p data-bbox="976 480 1554 799">The countries (including the location of Russia), major cities and key physical and human geography of Europe Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones</p> <p data-bbox="976 823 1205 855">Place knowledge</p> <p data-bbox="976 863 1512 1015">Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p data-bbox="976 1046 1400 1078">Human and physical geography</p> <p data-bbox="976 1086 1541 1318">Describe and understand key aspects of: Physical geography including climate zones and volcanoes Human geography including economic activity and trade links, and the distribution of natural resources including energy</p> <p data-bbox="976 1350 1205 1382">Geographical skills</p>	<p data-bbox="1626 384 2036 416">National Curriculum Coverage</p> <p data-bbox="1581 424 1872 456">Locational knowledge</p> <p data-bbox="1581 464 2085 695">Name and locate countries 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</p> <p data-bbox="1581 735 2067 967">Human and physical geography Describe and understand key aspects of: physical geography, including mountains Human geography, including types of settlement and land use, economic activity</p> <p data-bbox="1581 1007 2074 1342">Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>

	<p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>What we will know</p> <p>The difference between weather and climate</p> <p>The climate of polar, temperate and tropical regions</p> <p>What the greenhouse effect and global warming are</p> <p>How climate change is different from global warming</p> <p>Some of the changes being caused by climate change in Gambia and their impact on people</p> <p>Some of the changes being caused by climate change in the state of Victoria in Australia and their impact on people</p> <p>Some of the changes being caused by climate change in coastal areas of the United Kingdom and their impact on people</p> <p>Some of the changes being caused by climate change in Greenland and their impact on people</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>What we will know</p> <p>The countries, major cities, rivers and mountains of Europe</p> <p>The population of the countries of Europe</p> <p>How to draw and interpret located proportional bars on an outline political map</p> <p>The five main lines of latitude of the world</p> <p>The location of the North Pole, South Pole, Northern Hemisphere and Southern Hemisphere</p> <p>The cities and main physical features of Iceland</p> <p>The climate of Iceland and how it compares with where they live</p> <p>How to draw and interpret a climate graph</p> <p>How the climate and physical processes have shaped the landscape of Iceland</p> <p>The physical and human features of the island of Hiemaey in the Westman Islands of Iceland</p> <p>Why Hiemaey has an active volcano</p> <p>How volcanoes are formed</p> <p>The structure of a typical composite volcano</p> <p>The benefits and costs or disadvantages of living in close proximity to an active volcano</p>	<p>What we will know</p> <p>What a mountain is and the names and location of the main ranges of fold mountains in the world</p> <p>How ranges of fold mountains formed</p> <p>The different layers of the Earth</p> <p>The three main types of rock</p> <p>Why there is so much mystery surrounding the attempt by Mallory and Irvine to climb Everest in 1924</p> <p>Why Edmund Hillary and Tenzing Norgay found fossils of sea creatures on the summit of Everest in 1953</p> <p>About the different types of fossils and how each formed</p> <p>The names and location of the main ranges of mountains in the United Kingdom</p> <p>How ranges of mountains in the United Kingdom are different from fold mountains</p> <p>The physical and human features of the Cambrian mountains in Wales</p> <p>The type of climate experienced in the Cambrian Mountains and how this compares with their local area</p>
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<p>Vocabulary</p>	<p>Countries around the world where weather patterns have been most affected by climate change</p> <p>How countries around the world are acting to reduce global warming</p> <p>How individuals, families and communities like schools are taking action to reduce global warming</p> <p>What the UK government is doing on a national level to reduce carbon emissions</p> <p>Landscape, renewable, conservation, estuary, hazard, drought, desertification, county, ice sheet, raw material, heatwave, mitigation, atmosphere, coast, emission</p>	<p>Why fishing, trade and tourism are very important economic activities for people in Iceland</p> <p>How cod is caught and processed in Iceland and exported all around the world</p> <p>Landscape, precipitation, adaption, volcano, archipelago, glacier, geothermal, fjord, growing season, crust, mantle, core, tectonic plate, remote, constraint, solidify, processing, Mid-Atlantic Ridge</p>	<p>The reasons why the mountains of the UK are generally wetter and colder than most other areas</p> <p>What a tourist is, the activities they enjoy and why the Cambrian mountains is an important destination for tourists</p> <p>What a reservoir is and why many reservoirs have been built in the mountains of central Wales</p> <p>How reservoirs can have a positive and negative impact on the environment and people of the locations where they are built</p> <p>What a renewable or sustainable source of energy is</p> <p>How electricity is generated from the force of falling water in hydroelectric power stations</p> <p>That there are costs and benefits associated with building more HEP stations even if they are considered sustainable</p> <p>Landscape, range, Tectonic Plate, crust, mantle, core, strata, fossil, growing season, sanitation, reservoir, valley, hydroelectric, renewable, conservation</p>
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<p>Disciplinary thinking skills</p>	<p>Describe and explain the difference between weather and climate</p> <p>Describe and explain the climate of polar, temperate and tropical regions</p> <p>Explain what the greenhouse effect is and its link to global warming</p> <p>Understand how climate change is different from global warming</p> <p>Explain some of the impacts of climate change in Gambia and evaluate and reach a judgement about their impact on people</p> <p>Explain some of the changes being caused by climate change in the state of Victoria in Australia and reach an informed conclusion about their impact on people</p> <p>Understand some of the changes being caused by climate change in coastal areas of the United Kingdom and reach a judgement about what people are doing locally to mitigate its effects</p> <p>Explain some of the changes being caused by climate change in Greenland and evaluate and critique the opposing views that people have about them</p> <p>Identify, observe and locate those countries around the world where changes in weather patterns caused by climate change are creating hazards</p> <p>Explain, evaluate and reach a judgement about how countries around the world are acting to reduce global warming</p>	<p>Identify, name and locate the countries, major cities, rivers and mountains of Europe</p> <p>Identify, select and describe the population of the countries of Europe</p> <p>Construct and explain located proportional bars to show population totals on an outline map of Europe</p> <p>Locate and identify the five main lines of latitude of the world together with the location of the North Pole, South Pole, Northern Hemisphere and Southern Hemisphere</p> <p>Identify and describe the cities and main physical features of Iceland</p> <p>Describe and explain the climate of Iceland and how it compares with the UK</p> <p>Construct and explain a climate graph for Iceland</p> <p>Explain and reach a judgement about how the climate and physical processes have shaped the landscape of Iceland</p> <p>Describe and explain the key physical and human features of the island of Hiemaey in the Westman Islands of Iceland</p> <p>Explain why Hiemaey has an active volcano and how volcanoes are formed</p> <p>Describe and explain the structure of a typical composite volcano</p> <p>Evaluate and reach a judgement regarding the benefits and costs or disadvantages of living in close proximity to an active volcano on Hiemaey</p> <p>Explain and conclude why fishing, trade and tourism are very important economic activities for people on Hiemaey</p>	<p>Explain how a mountain is defined and identify, name and locate the main ranges of fold mountains in the world</p> <p>Explain how ranges of fold mountains formed</p> <p>Identify and describe the different layers of the Earth and the three main types of rock</p> <p>Explain why there is so much mystery surrounding the attempt by Mallory and Irvine to climb Everest in 1924 and reach and justify a judgement as to their likely fate</p> <p>Explain why Edmund Hillary and Tenzing Norgay found fossils of sea creatures on the summit of Everest in 1953</p> <p>Describe the different types of fossils and explain how fossils formed</p> <p>Name and locate the main ranges of mountains in the United Kingdom</p> <p>Explain how ranges of mountains in the United Kingdom are different from fold mountains</p> <p>Identify, observe, describe and suggest reasons for the main physical and human features of the Cambrian mountains in Wales</p> <p>Describe the climate experienced in the Cambrian Mountains and how this compares with their local area</p> <p>Explain why the mountains of the UK are generally wetter and colder than most other areas</p>
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Techniques	<p>Statistical representation – drawing and interpreting: line graphs, multiple line graphs, bar graphs and climate graphs</p> <p>Mapwork – Interpreting OS 1:50,000 land ranger maps using the key, eight points of the compass and four and six figure grid references</p> <p>Interpreting a range of atlas thematic maps – changing weather patterns, ice sheet distribution and thickness, global temperature differences and countries most impacted by evidence of climate change</p> <p>Imagery – Terrestrial, aerial, and satellite photographs</p>	<p>Statistical representation – drawing and interpreting: climate graphs, located proportional bars and tabular data</p> <p>Mapwork – political, relief, population, structure, density, distribution and migration, climate regions and world time zone maps</p> <p>Imagery – Terrestrial, aerial, and satellite photographs</p>	<p>Statistical representation– drawing and interpreting: line graphs, multiple line graphs, bar graphs and climate graphs</p> <p>Mapwork – Interpreting OS 1:25,000 explorer maps using the key, eight points of the compass, four and six figure grid references, measuring direct and actual distances using the scale line, contour patterns and spot heights</p> <p>Imagery – Terrestrial, aerial, and satellite photographs (orienteering with OS map locations)</p>

Geographical Concepts	Climate, environment, processes, interdependence, interaction, economic activity, settlement, land use, energy, sustainability, region, carbon footprint, scale	Environment, distribution, location, processes, scale, interaction, trade, economic activity, transport, tourism, climate, transport, settlement, energy, national resources	Environment, distribution, location. Processes, interdependence, interaction, economic activity, settlement, land use, relief, climate, tourism, energy, sustainability, region
Year B 4,5,6	Autumn	Spring	Summer 1
Geographical knowledge and understanding	<p>Enquiry – How can we live more sustainably?</p> <p>National Curriculum Coverage</p> <p>Locational knowledge</p> <p>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.</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <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.</p>	<p>Enquiry – Why is fair trade fair?</p> <p>National Curriculum Coverage</p> <p>Locational knowledge</p> <p>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</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of: human geography, including economic activity and trade links</p> <p>Geographical skills and fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to</p>	<p>Enquiry – Beyond the magic kingdom what is the Sunshine State really like?</p> <p>National Curriculum Coverage</p> <p>Locational knowledge</p> <p>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.</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p>

	<p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>What we will know</p> <p>What a natural resource is.</p> <p>The difference between renewable and non-renewable resources.</p> <p>How electricity is generated.</p> <p>The different sources of energy used to make electricity in the United Kingdom.</p> <p>Why fossil fuels are no longer used to generate electricity in the United Kingdom.</p> <p>How human created greenhouse gases contribute to global warming.</p> <p>What sustainability and sustainable development mean.</p>	<p>build their knowledge of the United Kingdom and the wider world.</p> <p>What we will know</p> <p>What trade involves</p> <p>How domestic trade is different from international trade</p> <p>What exporting and importing goods means</p> <p>What the Silk Road is</p> <p>Why the Silk Road was once the most important trading route in the world</p> <p>Why countries trade with each other today</p> <p>What a container ship is and why Southampton is a very important container port in the UK</p> <p>The main commodities that the UK imports from China and the most important goods it exports in return</p> <p>Why the terms of international trade are sometimes not always fair to producers in poorer countries</p> <p>Why St Lucia is an important banana producer</p> <p>What being a certified Fairtrade producer of commodities such as bananas means</p> <p>How being part of a Fairtrade co-operative can benefit producers in poorer countries</p>	<p>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <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, water.</p> <p>Geographical skills</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>What we will know</p> <p>The location, countries and main physical and human features of the continent of North America.</p> <p>That the United States of America is divided into fifty states.</p> <p>The location and main physical and human features of the state of Florida.</p>
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	<p>How electricity is generated in a hydroelectric power station.</p> <p>The benefits of using renewable sources of energy in poorer countries of the world such as Nepal.</p> <p>How I could live in a more sustainable way both at home and at school.</p>	<p>Why there might also sometimes be disadvantages for producers of being part of Fairtrade co-operatives</p> <p>The range of Fairtrade products currently available in the UK</p>	<p>Why the Magic Kingdom theme park in Florida is such a popular destination for tourists.</p> <p>The pattern of overseas visitors to the Magic Kingdom theme park.</p> <p>What a peninsula is and the location of the largest peninsulas in the world.</p> <p>Why the Kennedy Space Centre is located on the east coast of Florida.</p> <p>Why sea turtles in Florida are endangered and what is being done to conserve them.</p> <p>How the weather and climate of Florida compares with that of the United Kingdom.</p> <p>Why the climate of Florida attracts British tourists.</p> <p>How a hurricane forms and why they are a threat to Florida.</p> <p>How people in Florida respond to the danger of hurricanes.</p> <p>The location and physical features of the Everglades and why it is a National Park.</p>
Vocabulary	Raw material, renewable, non-renewable, fossil fuel, biodiversity, conservation, global warming, deforestation, ecosystem, habitat, pollution	Goods, services, consumer, producer, ethical, co-operative, premium, guarantee, estuary, port, domestic, international, export, import	Pattern, tourism, peninsula, ecosystem, habitat, pollution, endangered, conservation, hurricane, sub-tropical, temperate, evacuate, service, conflict, management

<p>Disciplinary thinking skills</p>	<p>Describe and explain what a natural resource is.</p> <p>Identify, describe and explain the difference between renewable and non-renewable resources.</p> <p>Understand how electricity is generated.</p> <p>Identify and describe the different sources of energy used to make electricity in the United Kingdom.</p> <p>Explain why fossil fuels are no longer used to generate electricity in the United Kingdom.</p> <p>Understand how human created greenhouse gases contribute to global warming.</p> <p>Understand what sustainability and sustainable development mean.</p> <p>Describe how electricity is generated in a hydroelectric power station.</p> <p>Explain some of the benefits of using renewable sources of energy in poorer countries of the world such as Nepal.</p> <p>Describe and explain some of the ways in which they might live in a more sustainable way both at home and at school.</p>	<p>Explain what trade involves and why countries trade with each other</p> <p>Explain how domestic trade is different from international trade</p> <p>Explain what exporting and importing goods means</p> <p>Explain what the Silk Road is and why the Silk Road was once the most important trading route in the world</p> <p>Describe and explain what a container ship is and reach a judgement based on a range of evidence as to why Southampton makes a good container ship port</p> <p>Identify and describe the main commodities that the UK imports from China and the most important goods it exports in return</p> <p>Reach a judgement as to the type of commodities that China imports from the UK and compare and contrast these with its exports to the UK</p> <p>Explain why the terms of international trade are sometimes not always fair to producers in poorer countries</p> <p>Understand why St Lucia is an important banana producer</p> <p>Evaluate and reach a conclusion regarding how being a certified Fairtrade producer of commodities such as bananas can be a benefit to producers</p> <p>Explain what a co-operative is and evaluate the benefits and disadvantages of producers joining one</p>	<p>Identify and describe the location, countries and main physical and human features of the continent of North America.</p> <p>Recognise that the United States of America is divided into fifty states.</p> <p>Identify and describe the location and main physical and human features of the state of Florida.</p> <p>Explain why the Magic Kingdom theme park in Florida is such a popular destination for tourists.</p> <p>Identify, describe and explain the pattern of overseas visitors to the Magic Kingdom theme park.</p> <p>Describe what a peninsula is and identify the location of the largest peninsulas in the world.</p> <p>Explain why the Kennedy Space Centre is located on the east coast of Florida.</p> <p>Describe and explain why sea turtles in Florida are endangered and what is being done to conserve them.</p> <p>Compare and contrast how the weather and climate of Florida compares with that of the United Kingdom.</p> <p>Explain why the climate of Florida attracts British tourists.</p>
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Techniques	<p>Statistical representation - interpreting tabular data and constructing bar and line graphs</p> <p>Map work – interpreting and annotating thematic distribution maps - political, relief, population, density, pictorial and distribution</p> <p>Imagery – terrestrial, aerial, and satellite photographs</p>	<p>Statistical representation -drawing and interpreting: bar graphs, climate graphs, divided proportional bars</p> <p>Mapwork – Interpreting OS 1:50.000 land ranger maps using the key, eight points of the compass and four and six figure grid references</p> <p>Imagery – terrestrial, aerial, and satellite photographs (orienteering with OS map locations)</p>	<p>Statistical representation – interpreting tabular data and constructing choropleth maps and climate graphs</p> <p>Mapwork – political, relief, population, density, pictorial and distribution maps</p> <p>Imagery – terrestrial, aerial, and satellite photographs</p>
Geographical Concepts	Environment, interdependence, sustainability, interaction, settlement, development, economic activity, transport, agriculture, energy	Trade, transport, interdependence, economic activity, sustainability, route	Environment, distribution, location, processes, interaction, hazard, development, interdependence, region, weather, climate, economic activity
Metacognition	<p>Planning</p> <p><i>What resources do I need to carry out my task?</i></p> <p><i>Where do I start and what strategies will I use?</i></p> <p><i>What type of resources and materials will I need to complete my learning?</i></p> <p><i>Have I got everything I need to complete my task?</i></p> <p><i>How can I break down the task into smaller steps?</i></p>	<p>Monitoring</p> <p><i>Am I finding this challenging?</i></p> <p><i>Is there anything I need to stop and change to improve the understanding of my learning?</i></p> <p><i>Do I need to re-read information to make it clearer?</i></p> <p><i>Do I need to change my strategies?</i></p>	<p>Evaluation</p> <p><i>Did I use the right strategy?</i></p> <p><i>How did the feedback I received help me?</i></p> <p><i>For future tasks, would I use another strategy?</i></p> <p><i>Did I pace myself appropriately to get the task done?</i></p>

