



Dr Radcliffe's CE Primary School

Curriculum Information

Geography

Intent

At Dr Radcliffe's our Geography curriculum aims to cultivate geographically literate individuals who have a deep understanding of the world in which they live. The Geography programme of study has been designed to provide a broad and balanced range of skills, knowledge and understanding, enabling our pupils to make connections between their local area, the UK, Europe and the wider world. Children will explore both the physical and human aspects of geography at local, national, and global levels, with their knowledge and skills building progressively each year. Our goal is to nurture an appreciation of diverse cultures, societies, and environments while encouraging responsible citizenship and promoting sustainable development.

Implementation

Geography topics are planned over two times and are regularly, but not exclusively, linked with a related History or Science topic. This supports children's understanding of geography's relevance in the wider curriculum. Lessons are carefully sequenced through a knowledge and vocabulary-rich curriculum that builds progressively from the end of EYFS to the end of Key Stage 2.

The curriculum is designed to develop pupils' geographical knowledge, understanding, vocabulary and skills in a coherent and connected way, allowing them to explore local, national, and global contexts.

Impact

As children move through the school, there will be a clear progression and attainment in skills, vocabulary, and knowledge, in line with the National Curriculum.

By the end of Key Stage 2, children will have a secure knowledge of the world and a curiosity to find out more, with an ability to ask thoughtful questions demonstrating an interest in developing their knowledge of people, place and culture. They will have developed an understanding of the relationship between people and place, recognising how humans interact with their environment and how this impacts the world locally and globally. Children will have developed a good range of geographical skills such as map reading, compass use, fieldwork and data collection and presentation. Furthermore, children will be able to make cross-curricular links in their learning in subjects such as History, Science and PSHE.

Recording

Geography work is generally recorded in Topic books. Pupils record their work in different ways that reflect their age and ability. In Key Stage 1, children use simple recording methods such as labels, short captions, annotated maps, drawings, and adult-scribed

pieces of work. Some work may be recorded on Seesaw. There is an emphasis on building the foundations of geographical vocabulary.

As children move into Key Stage 2, they gradually begin to use more complex methods of recording their work. This will become more independent and, eventually, more individualized. Children produce more detailed annotated diagrams, fieldwork reports, the use of mapping skills, and the presentation of data or findings.

All geographical recordings showcase an understanding of the topics covered and geographical thinking. It supports assessment and encourages children to reflect on the world around them.

Assessment

We employ a variety of formative and summative assessment methods to track pupils' progress and achievement in geography. These include regular verbal and written feedback, quizzes, and termly assessments. Pupils have opportunities to respond to key concept questions orally and in writing, allowing teachers to quickly assess whether they meet age-related expectations.

Through effective assessment, we identify gaps in knowledge and understanding, enabling us to provide targeted support and interventions where needed. Our comprehensive assessment system ensures that progress is consistently monitored and celebrated, helping all pupils reach their full potential. Additionally, pupils are encouraged to engage in self and peer assessment, reflecting on their learning against the learning objectives.

Long-Term Plan for Geography at Dr Radcliffe's

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
Year 1	Identify seasonal and daily weather patterns Use 4 compass points and locational and directional language										
	Steeple Aston in the UK		Polar regions		Contrasting locality: India						
Year 2	Identify seasonal and daily weather patterns Use 4 compass points and locational and directional language										
	Castles and Queens (History focus)		Pioneers – Florence Nightingale/Space		Contrasting locality: Kenya and the United Kingdom						
Year 3	Use 8 compass points and 44-figure grid references										
	Local Study/The Stone Age to Iron Age		The Romans		Rainforests/South America						
Year 4	Use 8 compass points and 4- figure grid references										
	(Ancient) Egypt		Japan		Mountains						
Year 5	Use 8 compass points and 6- figure grid references										
	The Maya		Volcanoes and Earthquakes		Viking and Anglo-Saxon struggle for Britain						
Year 6	Use 8 compass points and 6- figure grid references										
	Classic Greek Civilisation		North America		Rivers						
European Study		Non-European Study				UK Study					
Human Geography		Physical Geography				Geographical skills and fieldwork					

European Study
This is the study of countries located in Europe, beyond the United Kingdom.
Non-European Study
This is the study of counties located outside of Europe.
UK Study
In Key Stage 1, the main focus of the study of the UK is the area immediately surrounding the school. Children will explore the geographical features of Steeple Aston. In Key Stage 2, the study of the UK spans out to the exploration of the different counties. This will include the change in the physical characteristics and topographical features over time.
Human Geography
Human geography is the study of the communities, cultures and economies of a place. This will include the way in which humans have an impact on Earth.
Physical Geography
Physical geography is the study of the landscapes and environments.
Geography Skills and Fieldwork
Geography skills and fieldwork includes the use of maps, atlases, globes, digital/computer mapping, compass points, grid references, symbols and keys to locate places studied and to build knowledge of the United Kingdom and the wider world.
History links
Highlighted studies and related to History topics. As part of these studies, children will develop their geographical skills by using maps, aerial photographs, and other resources to examine the area as it existed in the past. They will also explore how the locality has changed over time, comparing historical developments to the present day.

Geography Knowledge, Skills and Vocabulary Progression

Year 1

STEEPLE ASTON IN THE UK

KNOWLEDGE & UNDERSTANDING

- Use 4 compass points and locational and directional language
- Observe and describe the change in season and the effect it has on the natural world (the change from Summer to Autumn and Autumn to Winter).
- Name the 4 countries within the UK and their capital cities.
- Interpret objects and landmarks on aerial photographs and plans.
- Interpret objects and landmarks on maps.
- Observe and describe the physical and human features of the school grounds and Steeple Aston.

Prior Learning

- In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs.
- Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception.

Future Learning

- Year 3 local study: Steeple Aston
- Continued study of aerial photographs, plans and maps
- A study of India as a contrasting locality

Common Misconceptions

- Some children may think:
- The weather is the same across the country or even across the world.
 - The United Kingdom is one country, rather than a kingdom of countries.

Vocabulary

Simple compass directions:
North, South, East, West
Directions: near, far, left, right
Human features: city, town, village, house, office, shop
Physical features: ocean, river, hill, vegetation, seasons (Spring, Summer, Autumn, Winter), weather (hot, cold, windy, sunny, rainy, cloudy, foggy, snowy, frosty)

Geography skills and fieldwork

- Observe and record local weather patterns.
- Make observations about the natural world around them to describe the changes that occur within it.
- Explore the school grounds
- Study the geography of the school and its grounds and Steeple Aston and the key human and physical features of the surrounding environment e.g. note taking, videoing, data collection, sketches, observations

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Observe and describe the weather
- Name some continents and oceans.

WORKING AT EXPECTED LEVEL

- Observe and describe the weather, relating it to the current season.
- Name 7 continents and 5 oceans.

WORKING AT GREATER DEPTH

- Observe and describe the weather, relating it to the current season and demonstrating

		<p>some awareness of how this may be contrast to other places in the wider world.</p> <ul style="list-style-type: none">• Name 7 continents and 5 oceans, beginning to make links between the two.
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Year 1

POLAR REGIONS

KNOWLEDGE & UNDERSTANDING

- Use 4 compass points and locational and directional language
- Observe and describe the change in season and the effect it has on the natural world (the change from Winter to Spring).
- Recognise that some environments are different to the one we live in.
- Use globes, maps and atlases to locate the North and South poles and the equator.

Prior Learning

- In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs.
- Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception.
- A study of Steeple Aston as the local area.

Future Learning

- Studies of other countries around the world.
- Studies of contrasting climates including equatorial climates and tropical rainforests.

Common Misconceptions

- Some children may think:
- The weather is the same across the country or even across the world.
 - The North and South poles are close together.
 - The Arctic and the Antarctic are the same thing.
 - It snows all the time in the Polar Regions.
 - Polar bears and penguins live together.

Vocabulary

Seasons: Spring, Summer, Autumn, Winter
 Weather: hot, cold, windy, sunny, rainy, cloudy, foggy, snowy, frosty
 Simple compass directions: North, South, East, West
 Directions: near, far, left, right

Geography skills and fieldwork

- Observe and record local weather patterns.
- Make observations about the natural world around them to describe the changes that occur within it.
- Explore the school grounds
- Study the geography of the school and its grounds and Steeple Aston and the key human and physical features of the surrounding environment e.g. note taking, videoing, data collection, sketches, observations

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Observe and describe the weather
- Name some continents and oceans.
- Identify some key features of maps, globes and atlases; such as the difference between land and sea.

WORKING AT EXPECTED LEVEL

- Observe and describe the weather, relating it to the current season.
- Name 7 continents and 5 oceans.
- Identify the North Pole, South Pole and equator on maps, globes and atlases.

WORKING AT GREATER DEPTH

- Observe and describe the weather, relating it to the current season and demonstrating some awareness that this is likely to be in contrast to other places in the wider world.
- Name 7 continents and 5 oceans, beginning to make links between the two.

Year 1

INDIA (A CONTRASTING LOCALITY)

KNOWLEDGE & UNDERSTANDING

- Use 4 compass points and locational and directional language
- Observe and describe the change in season and the effect it has on the natural world (the change from Spring to Summer).
- Interpret objects and landmarks on aerial photographs and plans.
- Interpret objects and landmarks on maps.
- Recognise some similarities and differences between life in this country and life in other countries.

Prior Learning

- In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs.
- Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception.
- A study of Steeple Aston as the local area.
- A study of the polar regions and their location in comparison to the UK and each other.

Future Learning

- Continued use of aerial maps, plans and photographs.
- Further studies of localities in contrast to Steeple Aston.

Common Misconceptions

- Some children may think:
- The weather is the same across the country or even across the world.
 - India is all the same everywhere.
 - India is just a hot country.
 - Indian food is all spicy.
 - In India everyone has the same religion and speak the same language.

Vocabulary

Seasons: Spring, Summer, Autumn, Winter
 Weather: hot, cold, windy, sunny, rainy, cloudy, foggy, snowy, frosty
 Simple compass directions: North, South, East, West
 Directions: near, far, left, right

Geography skills and fieldwork

- Observe and record local weather patterns.
- Make observations about the natural world around them to describe the changes that occur within it.
- Explore the school grounds
- Study the geography of the school and its grounds and Steeple Aston and the key human and physical features of the surrounding environment e.g. note taking, videoing, data collection, sketches, observations

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Observe and describe the weather
- Name some continents and oceans.

WORKING AT EXPECTED LEVEL

- Observe and describe the weather, relating it to the current season.
- Name 7 continents and 5 oceans.

WORKING AT GREATER DEPTH

- Observe and describe the weather, relating it to the current season and demonstrating some awareness that this is likely to be in contrast to other places in the wider world.

		<ul style="list-style-type: none">• Name 7 continents and 5 oceans, beginning to make links between the two.
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Year 2

CASTLES, KINGS AND QUEENS

KNOWLEDGE & UNDERSTANDING

- Use 4 compass points and locational and directional language
- Understand the importance of location in the construction of castles and settlements. For example, the location of castles and forts in close proximity to rivers and/or the coast; and how a natural mound has been transformed into a fortified structure.
- Understand the different features of a city, town and village. To make observations, using maps, of the locations of ports and harbours in relation to local settlements. For example, noting that major UK ports are located in major cities with the development of good road links to other parts of the UK; linking this to the development from early settlements. Compare this to the location of farms and other human features such as factories and shops.
- Children will understand key physical and human geographical features of the world.

Prior Learning

- In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs.
- Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception.
- The study of Steeple Aston, Polar Regions and India and their locations.

Future Learning

- Stone and Iron Age settlements.
- Iron Age forts.
- Roman settlements and roads

Common Misconceptions

Some children may think:

- That castles were built in random places with little thought for location.
- Every country has castles that look like the ones in the United Kingdom.
- That all farms are in the countryside.
- That factories are all big buildings that generate lots of smoke and that everything we own is made in the United Kingdom.
- That the terms village, town and city relate to population and houses, rather than the services available in these places.

Vocabulary

Aerial view, barbican, battlements, castle, changes, continent, country, direction, human, journey, key, map, moat, observe, physical, pictogram, plan, position, record, route, symbols, tally chart, the UK, world map

Geography skills and fieldwork

- A trip to Warwick Castle
- 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

ASSESSMENT STATEMENTS

WORKING TOWARDS

WORKING AT EXPECTED LEVEL

WORKING AT GREATER DEPTH

<ul style="list-style-type: none">• Label a castle with human and physical features.• Explain how castles have changed over time.• Locate on a map, features such as ports, rivers, streams and farms.	<ul style="list-style-type: none">• Label a castle and understand why it has certain human and physical features.• Explain how castles have changed over time and why.• Locate on a map, features such as ports, rivers, streams and farms, and use OS symbols.	<ul style="list-style-type: none">• Label a castle and add information explaining why it has certain features.• Explain how castles have changed over time and why giving examples of castles in the UK due to the physical landscape.• Locate on a map, features such as ports, rivers, streams and farms, and use OS symbols. To know N/S/E/W
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Year 2

PIONEERS (Florence Nightingale -Space travel)

KNOWLEDGE & UNDERSTANDING

- Use 4 compass points and locational and directional language
- Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.
- Children will understand key physical and human geographical features of the world.

Prior Learning

- In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs.
- Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception.
- The study of Steeple Aston, Polar Regions and India and their locations in Year 1.
- The study of castles and their locations, and the physical and human geography of them.

Future Learning

- Stone age- Mesolithic, palaeolithic, neolithic
- The Romans and what they did: Roads etc
- Viking and Anglo-Saxons struggle for Britain.

Common Misconceptions

- Some children may think:
- Florence Nightingale worked in England.
 - The Crimean War took place in the UK.
 - Countries and cities have always had the same names.
 - You can't find historical places on maps today – they've disappeared.

Vocabulary

Battlefield, compass, Crimean War, direction, East, First World War, hospital

Geography skills and fieldwork

- 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

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Locate the Crimea on a map.
- Show the route Florence Nightingale would have taken to travel to the Crimea.
- Explain the physical features of space and how this affects space travel.

WORKING AT EXPECTED LEVEL

- Locate the Crimea and reflect on the human Geography of the area.
- Show the route Florence Nightingale would have taken to travel to the Crimea with an understanding of how difficult this would have been at the time.
- Explain the physical features of space and how this affects space travel.

WORKING AT GREATER DEPTH

- Locate the Crimea and reflect on the human Geography of the area describing features on a map.
- Show the route Florence Nightingale would have taken to travel to the Crimea with an understanding of how difficult this would have been at the time.

		<ul style="list-style-type: none"> Explain the physical features of space and how this affects space travel.
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Year 2		
KENYA and UK		
KNOWLEDGE & UNDERSTANDING		
<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. 		
Prior Learning	Future Learning	
<ul style="list-style-type: none"> In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs. Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception. The study of Steeple Aston, Polar Regions and India and their locations in Year 1. The study of castles and their locations, and the physical and human geography of them. The study of Crimea, focusing on the work of Florence Nightingale. 	<ul style="list-style-type: none"> Locate South America Compare Steeple Aston with South America 	
Common Misconceptions	Vocabulary	Geography skills and fieldwork
<p>Some children may think:</p> <ul style="list-style-type: none"> Kenya is a city. Africa is a country. All of Kenya is the same. It is always hot and dry in Kenya. Animals always roam everywhere in Kenya. 	<p>Africa, Brasilia, capital city, city, compare, country, culture, deforestation, differences, endangered, extinct, factory, farm, farming, game reserve, habitat, harbour and shop, house, Kenya, migration, Nairobi, national park, office, population, port, river, rural, savannah, similarities, South America, tourists, town, village, weather.</p>	<ul style="list-style-type: none"> 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 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

		<p>basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • 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.
ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Locate Kenya and the UK on a map. • Describe the physical landscape of Kenya. • Compare the UK and Kenya. • Use aerial photographs to recognise human and physical features. • With support use observational skills to study the geography of school looking at the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> • Locate Kenya, UK and oceans on a map. • Describe the physical landscape of Kenya with details. • Compare the UK and Kenya detailing human and physical features. • Use aerial photographs to recognise human and physical features. • Use observational skills to study the geography of school looking at the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> • Locate Kenya, UK and oceans on a map. • Describe the physical landscape of Kenya and add details to a map with symbols. • Compare the UK and Kenya detailing human and physical features with a good understanding of the similarities and differences. • Use aerial photographs to recognise human and physical features using geographical terminology. • Independently use observational skills to study the geography of school looking at the key human and physical features of its surrounding environment.

Year 3

LOCAL STUDY STEEPLE ASTON (6WKS)- IRON AGE TO STONE AGE (6WKS)

KNOWLEDGE & UNDERSTANDING

- Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe.
- Children can develop contextual knowledge of the location of globally significant places
- Children develop their understanding, recognising and identifying key physical and human geographical features.

Prior Learning

- In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs.
- Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception.
- The study of Steeple Aston, Polar Regions and India and their locations in Year 1.
- The study of castles, Crimea and Kenya and their locations and the physical and human geography of each, in Year 2.

Future Learning

- Other civilisations from history such as the Romans, Ancient Egyptians and the Maya

Common Misconceptions

Some children may think:

- Stone Age and Iron Age people moved around quickly like we do today.
- All Stone Age people lived in caves.
- Stone Age and Iron Age people lived in all of the same places we do today.
- The UK was always an island.
- The UK looked the same then as it does today.

Vocabulary

Agricultural, agriculture, business, climate, coast, country, county, Equator, hill, housing, human features, hunter, industrial, land use, latitude, leisure, longitude, migration, monument, mountain, Northern Hemisphere, of latitude, physical features, population, prehistoric, retail, river, sea, settlement, Southern Hemisphere, technology, town, tropics, tropical, tribe.

Geography 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
- 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.

ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • With support locate Steeple Aston. • With support locate England, Scotland, Wales and Northern Ireland on a UK map and a World map. • With support, locate the Equator and the continents. • Use a compass (NSEW), map and symbols to show features. • Use fieldwork to observe, record and present the human and physical features in the local area. • With support, use graphs and digital technologies to show information about the local area. • Understand how human behaviour has changed over time. (Stone Age -Hunter gatherers) • Understand how Neolithic people began changing the landscape by building and farming. 	<ul style="list-style-type: none"> • Locate Steeple Aston. • Locate England, Scotland, Wales and Northern Ireland on a UK map and a World map. • Locate the Equator and the continents. • Use a compass (NSEW), map and symbols to show features. • Use fieldwork to observe, record and present the human and physical features in the local area. • Use graphs and digital technologies to show information about the local area. • Explain how human behaviour has changed over time. (Stone Age -Hunter gatherers) • Explain how Neolithic people began changing the landscape by building and farming. 	<ul style="list-style-type: none"> • Locate Steeple Aston and other local locations. • Locate England, Scotland, Wales and Northern Ireland on a UK map and a World map using a Key. • Locate the Equator and the continents independently. • Use a compass (N, S, E, W), map and symbols to show features from an OS map. • Use fieldwork to observe, record and present the human and physical features in the local area. • Use graphs and digital technologies to show information about the local area independently. • Articulate how human behaviour has changed over time. (Stone Age -Hunter gatherers) • Understand and articulate how Neolithic people began changing the landscape by building and farming.

Year 3

THE ROMANS

KNOWLEDGE & UNDERSTANDING

- Children can 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

Prior Learning

- In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs.
- Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception.
- The study of Steeple Aston, Polar Regions and India and their locations in Year 1.
- The study of castles, Crimea and Kenya and their locations and the physical and human geography of each, in Year 2.
- A more in-depth study of Steeple Aston.
- A study of Iron to Stone Age.

Future Learning

- Other civilisations from history such as the Ancient Egyptians and Maya.

Common Misconceptions

Some children may think:

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Vocabulary

Aerial view, annotation, climate, coordinates, distance, economy, emperor, empire, feature, human geography, key, land use, landmark, map, natural resources, physical features, population, Roman Empire, rural, settlement, sketch map, symbol, urban.

Geography skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use a compass, references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

ASSESSMENT STATEMENTS

WORKING TOWARDS

- With support understand the spread of the Roman empire.
- Locate Hadrien's wall and draw the human and physical landscape.
- Map Roman roads.

WORKING AT EXPECTED LEVEL

- Explain and understand the spread of the Roman empire.
- Locate Hadrien's wall and draw the human and physical landscape adding detailed information about the wall.
- Map Roman roads using a map

WORKING AT GREATER DEPTH

- Explain and understand the spread of the Roman empire writing independently where the Empire was at different times.
- Locate Hadrien's wall and draw the human and physical landscape adding detailed information about the wall.
- Map Roman roads using a map and create a KEY to show them.

Year 3

RAINFORESTS and SOUTH AMERICA

KNOWLEDGE & UNDERSTANDING

- Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America

Prior Learning

- In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs.
- Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception.
- The study of Steeple Aston, Polar Regions and India and their locations in Year 1.
- The study of castles, Crimea and Kenya and their locations and the physical and human geography of each, in Year 2.
- A more in-depth study of Steeple Aston.
- A study of Iron to Stone Age and the Romans.

Future Learning

- Studies of contrasting climates
- Studies of other physical features such as mountains and rivers

Common Misconceptions

Some children may think:

- All rainforests are in South America
- Rainforests are always bright and sunny.
- The rainforest floor is bright and full of flowers.
- Cutting down trees doesn't affect people far away.
- South America is a country.
- People don't live in rainforests.

Vocabulary

Amazon rainforest, agricultural, business, climate, climate, coast, country, county, deforestation, Equator, hill, housing, human features, humid, industrial, land use, leisure, latitude, longitude, mountain, native tribes, Northern Hemisphere, of latitude, physical features, population, retail, river, sea, species, Southern Hemisphere, town, tropics, tropical, weather.

Geography skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use a compass, references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Locate Rainforests on a world map.
- Locate a few South American counties on a South America map.
- With support see the Amazon River using digital maps on a device.

WORKING AT EXPECTED LEVEL

- Independently locate Rainforests on a world map.
- Locate some South American counties on a South America map using an Atlas.

WORKING AT GREATER DEPTH

- Independently locate Rainforests on a world map.
- Find and locate all South American counties on a South America map using an Atlas.

<ul style="list-style-type: none"> • Show the Emergent layer, Canopy, Understory and forest floor on a diagram of a rainforest. • With support, separate physical and human features of the Amazon rainforest. • Understand how a river starts at a source. 	<ul style="list-style-type: none"> • See the Amazon River using digital maps on a device. • Show the Emergent layer, Canopy, Understory and forest floor on a diagram of a rainforest drawn independently. • Separate physical and human features of the Amazon rainforest. • Draw a diagram showing how a river starts at a source. 	<ul style="list-style-type: none"> • See the Amazon River using digital maps on a device and describe features that can be seen. • Show the Emergent layer, Canopy, Understory and forest floor on a diagram of a rainforest drawn independently with detailed labelling. • Create a list of physical and human features of the Amazon rainforest. • Independently draw a diagram showing how a river is formed. (Amazon)
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Year 4

(ANCIENT) EGYPT

KNOWLEDGE & UNDERSTANDING

- Label a map of Egypt, indicating major cities and identifying the River Nile.
- Identify the continent of Africa and where Egypt is within Africa.
- Understand that Africa is not a country but a continent with many countries and cultures.
- Understand the geography of the River Nile and its vital role in the wealth and prosperity of Egypt and be able to place it on a map of Africa.
- Know that the Nile is the second longest river in the world.

Prior Learning

- In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs.
- Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception.
- The study of Polar Regions and India and their locations in Year 1.
- The study of castles, Crimea and Kenya and their locations and the physical and human geography of each, in Year 2.
- An in-depth study of Steeple Aston and study of Iron to Stone Age and the Romans in Year 3.

Future Learning

- Other civilisations from history such as the Maya
- The study of rivers

Common Misconceptions

Some children may think:

- Egypt is just a desert
- The pyramids are in the middle of nowhere
- The Nile was only important for transportation

Vocabulary

Desert, Egypt, river Nile, Africa, continent, transportation, nutrients, Akhet (Flooding season) Deret (Growing season) Shemu (Harvest festival)

Geography skills and fieldwork

- Map labelling
- Use the correct geographical language to describe a continent, country, town, village etc.

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Label a map of the world to identify Africa and to know where Egypt is in relation to this map

WORKING AT EXPECTED LEVEL

- Know what time period 'Ancient Egypt is covering and what comes before and after on a time line

WORKING AT GREATER DEPTH

- Know what time period 'Ancient Egypt is covering –what precedes and succeeds this and give extra information

<ul style="list-style-type: none"> • Label a map with the Nile and know where it starts and ends • Know that Africa is a continent and Egypt is a country within that continent • Understand the importance of the River Nile and name 1-2 ways this supported the ancient Egyptians • Understand many cultural elements of the ancient Egyptians and how they lived (3 facts) • Compare and contrast the way Egyptians lived and died to that of their own culture today (3 Facts) • 	<ul style="list-style-type: none"> • Label a map of the world to identify Africa and to know where Egypt is in relation to this map • Label a map with the Nile and know where it starts and ends • Know that Africa is a continent and Egypt is a country within that continent • Know that the Nile is the second longest river. • Understand the importance of the River Nile and name 3 ways this supported the ancient Egyptians • Understand many cultural elements of the ancient Egyptians and how they lived (5 facts) • Compare and contrast the way Egyptians lived and died to that of their own culture today (5 Facts) 	<ul style="list-style-type: none"> • Label a map of the world to identify Africa and to know where Egypt is in relation to this map • Label a map with the Nile and know where it starts and ends and which countries it flows through • Know that Africa is a continent and Egypt is a country within that continent • Understand the importance of the River Nile and name 3 or more ways this supported the ancient Egyptians • Understand many cultural elements of the ancient Egyptians and how they lived (7 or more facts) • Compare and contrast the way Egyptians lived and died to that of their own culture today (7 or more Facts) •
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Year 4

JAPAN

KNOWLEDGE & UNDERSTANDING

- Recognise the different shapes on continents.
- Know that Japan is a part of East Asia.
- Describe the human and physical features of Japan – rivers, cities.
- Know that Mount Fuji is the highest mountain in Japan.
- Take a virtual tour of Japan.
- Understand that Japan is made up of nearly 7000 islands, but that there are four main 'home islands'.

Prior Learning

- In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs.
- Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception.
- The study of Polar Regions and India and their locations in Year 1.
- The study of castles, Crimea and Kenya and their locations and the physical and human geography of each, in Year 2.
- An in-depth study of Steeple Aston and study of Iron to Stone Age and the Romans in Year 3.
- A study of Ancient Egypt.

Future Learning

- Studies of other countries across the world

Common Misconceptions

- Some children may think:
- That Japan is part of China or Korea.
 - That Japan is made up of one island.

Vocabulary

Japan, Tokyo, Niigata, Sapporo, Fukuoka, Hiroshima, Yokohama, Sendai, Tsunami, Honshu, Hokkaido, Kyushu, Shikoku

Geography skills and fieldwork

- Map reading and labelling

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Be able to locate Japan on a world map
- Know that Japan is not just one single land mass
- Understand some geographical features of 2-3 main cities in Japan including Tokyo

WORKING AT EXPECTED LEVEL

- Label a map of the world and know where Asia is and locate Japan on the map
- Understand that Japan is made up of thousands of islands and has 4 home islands

WORKING AT GREATER DEPTH

- Label a map of the world and know where Asia is and locate Japan on the map
- Understand that Japan is made up of thousands of islands and has 4 home islands and give extra details including the seas surrounding Asia/Japan

	<ul style="list-style-type: none">• Understand key geographical features of 5 or more main cities in Japan including Tokyo	<ul style="list-style-type: none">• Understand key geographical features of 7 or more main cities in Japan including Tokyo• Add their own research to their fact files to be able to know extra information about Japan besides that which is explicitly taught
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Year 4

MOUNTAINS

KNOWLEDGE & UNDERSTANDING

Use maps to locate mountain ranges in the UK and the rest of the world.
 Understand how maps show where mountain ranges are located.
 Understand how mountains are formed and their key features.
 Knowledge of climate in mountainous ranges.

Prior Learning

- In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs.
- Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception.
- The study of Polar Regions and India and their locations in Year 1.
- The study of castles, Crimea and Kenya and their locations and the physical and human geography of each, in Year 2.
- An in-depth study of Steeple Aston and study of Iron to Stone Age and the Romans in Year 3.
- A study of Ancient Egypt and a study of Japan.

Future Learning

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Common Misconceptions

Some children may think:

- That mountains are just areas of high land, when in reality they have distinct features.
- That summit temperatures are warmer because it is closer to the sun; the thin air at high altitudes actually makes it cooler.

Vocabulary

Region, summit, valley, outcrop, slope, foot, plateau, mountaineer, Pennines, Alps, Himalayas, base, ridge, face, tree line, snow line, Plateau, fault-block, fold, dome, volcanic

Geography skills and fieldwork

- Map skills
- Comparison between different countries

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Label map of UK naming a few mountain ranges
- Label map of world and label a few mountain ranges.
- Have a basic understanding that there are different types of mountains and

WORKING AT EXPECTED LEVEL

- Label map on UK and name all the mountain ranges
- Label map of the world and name all the mountain ranges
- Have a clear understanding of the 5 types of mountains are formed

WORKING AT GREATER DEPTH

- Label map of UK and world and name all of mountain ranges, adding more detail about height, mountain type etc.
- Fully understand how all 5 types of mountains are formed and be able to name one of each type and its geographical location

<p>may be able to say how some of these are formed</p> <ul style="list-style-type: none">• Know that the climate on a mountain can be different from ground level	<ul style="list-style-type: none">• Understand that the mountains have a different climate from ground level and why this is	<ul style="list-style-type: none">• When considering mountain climate, understand how the mountain itself creates a unique climate and be able to explain this fully using key terminology
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Year 5

THE MAYA

KNOWLEDGE & UNDERSTANDING

- Location on Mayan civilisation (AD 900)
- Mapping central America; understand the modern day countries which make up this region.
- Mapping central America; understanding modern day countries which make up this region.

Prior Learning

- In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs.
- Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception.
- The study of Polar Regions and India and their locations in Year 1.
- The study of castles, Crimea and Kenya and their locations and the physical and human geography of each, in Year 2.
- An in-depth study of Steeple Aston and study of Iron to Stone Age and the Romans in Year 3.
- A study of Ancient Egypt and a study of Japan and then mountains in Year 4.

Future Learning

- Other civilisations such as the Ancient Greeks (Year 6)

Common Misconceptions

Some children may think:

- That the Maya people lived in Ancient Egypt, due to similarities in building types, such as pyramids.
- That the Maya were a single united country or empire.

Vocabulary

Belize, Central America, Chichén Itzá, Costa Rica, eastern Mexico, E Salvador, Guatemala, Honduras, Mesoamerica, Nicaragua, Panama.

Geography skills and fieldwork

- Locate continents of North and South America
- Identify and locate the Maya civilisations regions.
- Find and recognise places on maps of different scales
- Understanding physical and human characteristics and the major cities in relation to their environment.

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Identify North and South American continent on a map.
- Explain where the Mayans lived in the world (Central America)
- Name Chichén Itzá

WORKING AT EXPECTED LEVEL

- Use different sources of research e.g. books, pictures, artefacts, internet to find out about Mexico and the Mayans.

WORKING AT GREATER DEPTH

- Explain that the Mayans lived in Mesoamerica.
- Understand that Mesoamerica was an historical region and cultural area that includes parts of North and Central America.

<ul style="list-style-type: none">• Name one way in which the Mayans used the land.	<ul style="list-style-type: none">• Describe and understand the similarities and differences between Mexico and the UK.• Describe and understand the terms human and physical geography.• Use maps, atlases and globes to name and locate countries and cities of the world.• Name two ways the Mayans used the land.• Describe the legacy of the Ancient Mayan civilization.	<ul style="list-style-type: none">• Understand that the Mayans used the land sustainably and that they redirected the water to create reservoirs.
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Year 5

VOLCANOES AND EARTHQUAKES

KNOWLEDGE & UNDERSTANDING

- Understand the different types of plate boundaries and the geographical features around them, including how continents were formed, plate tectonics, the structure of the Earth and continental drift.
- Understand that earthquakes are caused when the earth's tectonic plates suddenly move.
- Understand that most earthquakes occur near the tectonic plate boundaries.
- Understand that earthquakes can cause lots of damage to roads, buildings and property.
- Independently research the world's deadliest earthquakes.
- Know that power of an earthquake is measured using the Richter Scale.
- Know that Volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing magma to sometimes erupt through it.
- Locate volcanoes (eg Ring of Fire) and identify their type (active, dormant or extinct)
- Understand the risks of living near a volcano (Etna).

Prior Learning

- In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs.
- Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception.
- The study of Polar Regions and India and their locations in Year 1.
- The study of Kenya in Year 2.
- An in-depth study of Steeple Aston in Year 3
- A study Japan and then mountains in Year 4.
- Studies of the civilisations and places from history and the physical and human geography of them: castles (Year 2), Crimea (Year 2) Iron Age to Stone age (Year 3), Romans (Year 3), Ancient Egypt (Year 4).

Future Learning

- Rivers (Year 6)

Common Misconceptions

- Some children may think:
- Volcanoes are a thing of the past and do not erupt in the present day.

Vocabulary

Core, crater, crust, earthquake, epicentre, erupt, lava, molten, magma, mantle, seismic

Geography skills and fieldwork

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.

<ul style="list-style-type: none"> • That all volcano eruptions start violently with a dramatic lava explosion. • All mountains are volcanoes. • Volcanoes can appear anywhere, with little understanding of tectonic plate boundaries. • That earthquakes do not occur in the United Kingdom. • That earthquakes are when the ground opens up and swallow people whole. 	<p>waves, tectonic plates, volcano (active, dormant, extinct)</p>	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Name and label the layers of the Earth • Describe the terms, active, dormant and extinct volcano. • Name a famous volcano • Understand the Earth's crust is made up of tectonic plates. • Name a deadly feature of a volcano erupting. • Understand what causes an earthquake. • Locate the world's biggest earthquakes using latitude and longitude. • Research one of the famous earthquakes. 	<ul style="list-style-type: none"> • Label the features of a volcano • Locate famous volcanos on a map • Label the Earth's tectonic plates using a standard map of tectonic plates • Name 3 deadly features of a volcano erupting. • Identify 2 of the deadly features of earthquakes. • Locate 12 of the world's biggest earthquakes. • Write a fact file about a famous earthquake. 	<ul style="list-style-type: none"> • Identify which tectonic plates countries around the world are situated. • Identify all 5 deadly features of a volcano erupting. • Give reasons as to why people choose to live near to volcanos. • Identify 5 deadly features of earthquakes. • Locate 18 of the world's biggest earthquakes.

Year 5

VIKING AND ANGLO SAXON STRUGGLE FOR BRITAIN

KNOWLEDGE & UNDERSTANDING

- Why the Viking attacked Lindisfarne -

Prior Learning

- In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs.
- Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception.
- The study of Polar Regions and India and their locations in Year 1.
- The study of Kenya in Year 2.
- An in-depth study of Steeple Aston in Year 3
- A study Japan and then mountains in Year 4.
- Studies of the civilisations and places from history and the physical and human geography of them: castles (Year 2), Crimea (Year 2) Iron Age to Stone age (Year 3), Romans (Year 3), Ancient Egypt (Year 4).
- A study of volcanoes and earthquakes in Year 5.

Future Learning

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Common Misconceptions

Some children may think:

- The Vikings and the Anglo-Saxons were the same people
- The Vikings invaded Britain before the Anglo-Saxons

Vocabulary

Lindisfarne, fortified, expansion, seafaring, East Anglia, Northumbria, Mercia, Essex, Chippenham, Eddington

Geography skills and fieldwork

- Use maps, atlases, globes, and digital mapping to locate countries, cities, and physical/human features.
- Locate key Viking settlements like Jorvik (York) and describe the human and physical features of these areas using geographical skills

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Say where the Vikings came from and when they invaded Britain.
- Name Lindisfarne as the first priory to be attacked.
- Identify the different regions in Britain they invaded

WORKING AT EXPECTED LEVEL

- Explain where and why some Viking raids or attacks took place.
- Understand what a fortified place was.
- Understand that the Vikings invaded because Britain had rich farming land.

WORKING AT GREATER DEPTH

- Explain the physical and human features of where the raids took place.
- Understand how these features, such as mountains and rivers, influence human settlement and activity.

		<ul style="list-style-type: none">• Compare the geography of the Viking homelands with the areas they settled in, highlighting similarities and differences in physical and human features
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Year 6

CLASSIC GREEK CIVILISATION

KNOWLEDGE & UNDERSTANDING

To locate Ancient Greece, it's city states and islands on maps.
To understand the legacy of Ancient Greece in the modern world.

Prior Learning		Future Learning	
<ul style="list-style-type: none"> In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs. Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception. The study of Polar Regions and India and their locations in Year 1. The study of Kenya in Year 2. An in-depth study of Steeple Aston in Year 3 A study Japan and then mountains in Year 4. Studies of the civilisations and places from history and the physical and human geography of them: castles (Year 2), Crimea (Year 2) Iron Age to Stone age (Year 3), Romans (Year 3), Ancient Egypt (Year 4), Viking and Anglo-Saxon struggle for Britain (Year 5) A study of volcanoes and earthquakes in Year 5. 		<ul style="list-style-type: none"> KS3 Curriculum 	
Common Misconceptions	Vocabulary	Geography skills and fieldwork	
Some children may think: <ul style="list-style-type: none"> Ancient Greece was one country. Greek and Ancient Greek are the same 	Aegean, civilisation, democracy, empire, government, Mediterranean.	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
ASSESSMENT STATEMENTS			
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH	
<ul style="list-style-type: none"> To be able to locate Greece and Ancient Greek City states on a map. 	<ul style="list-style-type: none"> To understand what democracy is and where it is used today. To be able to locate Greece and Ancient Greek City states on a map. 	<ul style="list-style-type: none"> Know the location of Ancient Greece and the countries which surround Greece today. 	

Year 6

RIVERS

KNOWLEDGE & UNDERSTANDING

- To understand and explain the water cycle.
- To find out about rivers and how they erode, transport and deposit materials.
- To find out why rivers are important.
- To find out about the causes of river pollution and the effect it has on the environment.
- To investigate a river in detail including the effects on the environment and landscape.
- To be able to conduct a geographical enquiry.

Prior Learning

- In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs.
- Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception.
- The study of Polar Regions and India and their locations in Year 1.
- The study of Kenya in Year 2.
- An in-depth study of Steeple Aston in Year 3
- A study Japan and then mountains in Year 4.
- Studies of the civilisations and places from history and the physical and human geography of them: castles (Year 2), Crimea (Year 2) Iron Age to Stone age (Year 3), Romans (Year 3), Ancient Egypt (Year 4), Viking and Anglo-Saxon struggle for Britain (Year 5), Greek Civilisation (Year 6)
- A study of volcanoes and earthquakes in Year 5.

Future Learning

- KS3 Curriculum

Common Misconceptions

Some children may think:

- Rivers start at the sea and flow across the land.
- That rivers don't change over time.
- Rivers only flood in bad weather.
- Rivers are always clean.

Vocabulary

Erosion, estuary, flood, floodplain, irrigation, oxbow lake, pollution, sediment, source, stream, trade, transport, tributaries, waterfall.

Geography skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

ASSESSMENT STATEMENTS

WORKING TOWARDS

WORKING AT EXPECTED LEVEL

WORKING AT GREATER DEPTH

<ul style="list-style-type: none"> • List the main events in the water cycle. • Use the index in an atlas to find rivers. • Describe the place in which the source of a river is found. • List some features of a river's upper course. • List some features of a river's middle course. • List some features of a river's lower course. • Describe how water erodes a riverbank. • Describe how deposition changes the shape of a river. • List some ways that rivers are used. • List some advantages for different uses of a river. • List some disadvantages for different uses of a river. • Describe what a dam is. • Give the location of one major dam. 	<ul style="list-style-type: none"> • Explain that the water cycle keeps going. • Use a legend to find rivers on a map. • Identify the sea a river flows into. • Identify the place in which the source of a river is found. • Compare the length of rivers. • Compare the features of a river at different points along its course. • Explain how meanders form. • Describe how waterfalls are formed. • Identify meanders on a map and photograph. • Sort the ways rivers are used into categories. • Give at least two reasons why dams are built. • Identify the advantages and benefits of building a dam. • Identify the disadvantages and risks of building a dam. 	<ul style="list-style-type: none"> • Explain why the water cycle is a closed cycle. • Identify key locations along a river. • Compare the discharge of rivers. • Explain how an oxbow lake forms. • Identify oxbow lakes on a map and photograph. • Identify possible future impacts of river use
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Year 6

North America

KNOWLEDGE & UNDERSTANDING

- Locate North America on a World map.
- Gain a knowledge of key physical geographical features of North America such as The Rockies (mountains), rivers (e.g., Mississippi), deserts (e.g., Sonoran), forests (e.g., Boreal), the oceans surrounding North America.
- Understand human geography: economic activity (farming in the USA, tourism in the Caribbean), settlements, trade links.
- Compare two contrasting regions (e.g., rural Mexico vs urban New York City).
- Study the climate zones, biomes and vegetation belts across North America.
- Explore environmental issues (e.g., deforestation in Canada, hurricanes in the Gulf of Mexico).

Prior Learning

- In Reception children will have learnt the names of the 7 continents and the 5 oceans, through songs.
- Children will have some understanding of the world beyond the UK through the use of Paddington's Postcards in Reception.
- The study of Polar Regions and India and their locations in Year 1.
- The study of Kenya in Year 2.
- An in-depth study of Steeple Aston in Year 3
- A study Japan and then mountains in Year 4.
- Studies of the civilisations and places from history and the physical and human geography of them: castles (Year 2), Crimea (Year 2) Iron Age to Stone age (Year 3), Romans (Year 3), Ancient Egypt (Year 4), Viking and Anglo-Saxon struggle for Britain (Year 5), Greek Civilisation (Year 6)
- A study of volcanoes and earthquakes in Year 5.
- A study of rivers in Year 6.

Future Learning

- KS3 Curriculum

Common Misconceptions

Some children may think:

- North America and the USA are the same thing.
- Everyone in North America speaks English.
- All parts of North America look the same.
- The Grand Canyon is the only major land form.
- The USA is next to Africa.
- The USA is bigger than Canada.
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Vocabulary

Biomes, climate, continents, human, land use, physical, population

Geography skills and fieldwork

- Use maps, atlases, globes, and digital/computer mapping to locate countries and features.
- Use **6-figure grid references**, keys, and symbols.
- Analyse and present data on **climate, population, and land use**.
- Compare and contrast places using geographical vocabulary.

ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Use maps to locate North America as a continent and some of the countries within it. • Name some key physical features of North America. • Demonstrate some understanding of different climate zones and biomes. Perhaps not linked to explicit examples of place. 	<ul style="list-style-type: none"> • Use maps to locate North America and identify countries, cities and oceans and landmarks such as mountains and rivers. • Demonstrate a knowledge of key physical features of North America such as The Rockies and the Mississippi river and describe their location. • Demonstrate an understanding of two different climate zones (polar in Canada Vs tropical in Mexico) and biomes (eg tundra Vs rainforest). • Demonstrate an understanding of different types of settlement (rural, suburban, urban) and land use (tourism, industry, farming etc). • Describe human and physical features of New York City and San Juan Chamula and compare how people live in each location. 	<ul style="list-style-type: none"> • Use maps to locate North America and describe its location in relation to other continents and key cities and detailed geographical features. • Demonstrate a deep understanding of key physical features of North America, with an ability to compare this to the physical geography the United Kingdom.