



Cherry Tree Academy

GEOGRAPHY

Our Intended Curriculum

Cherry Tree Academy- Geography progression through EYFS UW - The World

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none">Finding out & exploringPlaying with what they knowBeing willing to 'have a go'		<ul style="list-style-type: none">Being involved & concentratingKeep on tryingEnjoying achieving what they set out to do		<ul style="list-style-type: none">Having their own ideas (creative thinking)Making links (building theories)Working with ideas (critical thinking)		
ELG –UW- The World						
<ul style="list-style-type: none">Explore the natural world around them, making observations and drawing pictures of plants and animalsKnow some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in classUnderstand some important processes and changes in the natural world around them, including the seasons						
Focus	Location		Place	Human and Physical	Geographical skills and fieldwork	Vocabulary- to be used daily
Reception Skills	<ul style="list-style-type: none">Observe, find out about and identify features in the place they live and in the natural world.Find out about their environment and talk about those features they like/dislike.Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.Recognise some environments that are different to the one in which they live		<ul style="list-style-type: none">Observe and identify features in the place they live and the natural world.Talk about features.Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.Recognise some similarities & differences between life in this country & life in other countries	<ul style="list-style-type: none">Explore their local environment and talk about the changes they see.Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actionsUnderstand the effect of changing seasons on the natural world around them	<ul style="list-style-type: none">Examine change over time.Describe some actions which people in their own community do that help to maintain the area they live in.Draw information from a simple mapInterpret range of sources of geographical information, including maps, globes, photographs	<ul style="list-style-type: none">All Language listed in Nursery AND..Use appropriate words, eg 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help childrenEncourage the use of words that help children to express opinions, eg 'busy', 'quiet' and 'pollution' make distinctions in their observations.Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"..
Reception	Autumn 1 Autumn and Seasons	Autumn 2 Celebrations	Spring 1 Animals	Spring 2 Lifecycles	Summer 1 Minibeasts	Summer 2 Occupations

Knowledge	<ul style="list-style-type: none"> • Know my address • Can describe my house • Know that I go to school in Pontefract • Explore the school grounds and its features (and recognise seasonal effects) 	<ul style="list-style-type: none"> • Can describe similarities and differences between the different locations around school • Can name different building people go to worship, church, temple, synagogue 	<ul style="list-style-type: none"> • To use a BeeBot to plan a route and explain direction • Can talk about the impact of human activity- Recycling. The impact on animals and the environment 	<ul style="list-style-type: none"> • Can talk about the best places to plant in the school grounds and why • Draw a map of where and what is planted in our outdoor area 	<ul style="list-style-type: none"> • Can name the 4 different countries in the UK and spot these on a map • Can talk about significant places in Pontefract 	<ul style="list-style-type: none"> • Can describe the jobs people do in our community to help to protect it • Plan a route from home to school
My School, My Area		Pontefract		The UK		
Experiences Farm trip Chinese New Year celebrations		SMSC Social and cultural – children are taught about similarities and differences between life in this country and life in other countries in the UK Spiritual – Imagining what it might be like to live in other parts of the UK/world Moral – children are taught how to look after the environment and why it is important		British Values Individual liberty – children are taught to begin to express their feelings and understanding Respect is taught when children are working collaboratively together		School Values Humility is taught when the children are working as part of a team Responsibility is taught when discussing how to care for the environment such as recycling

KS1 Year A: Geography

KS1: PoS

Locational Knowledge

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- name and locate the world's seven continents and five oceans.

Place Knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

Human and Physical Geography

- identify seasonal and daily weather patterns in the United Kingdom
- use basic geographical vocabulary to refer to:
- key **Physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key **Human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Skills and Fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Year A Substantive Knowledge

- Locational Knowledge:** name and locate locations; positioning systems
- know the names of their local area and name key streets
 - know the names of the four countries that make up the UK, their capital cities and name the three main seas that surround the UK
 - name and locate the 7 continents of the world
 - name and locate the 5 oceans of the world
 - know and label equator, North Pole, South Pole are on a globe

Environmental, Physical and Human Geography eg migration; glaciation; climate change

- know which is the hottest and coldest season in the UK
- know and recognise the main weather symbols

Place Knowledge (connection of location and physical and or/human geography processes with personal experience)

- know features of hot and cold places in the world.
- ask Geographical questions – why is this place like it is.

Geographical Skills and Fieldwork (eg using maps and globes; collecting first hand evidence)

- know which is N E S and W on a compass
- use correct language to discuss positions
- use maps, atlases, globes, digital computer mapping, aerial images and simple keys
- use simple fieldwork to observe, measure and record

Building of 7 key concepts

Scale, Space, Place, Environment (Physical and Human Processes), Environmental Impact and Sustainability, Cultural Awareness and Diversity, Interconnections

Space, Place and Scale

- maps and plans show the distance between places or objects accurately, through using a map **scale**.
- understanding space extends from concrete observations to more abstract i.e. areas of Local area children have not directly observed
- they can be drawn at different levels of detail: from the positions of objects in a room (a plan) to the location of countries, continents and oceans in the world (a world map).
- idea of scale using concrete experience /objects

Human and Physical Processes

- identify, sort and classify human and physical features for school and local area
- compare and contrast different places through physical and human features

Interconnections

- introduce concept of interdependence between physical and human features and what happens in a place or space, reasons for settlement

Cultural Awareness and Diversity

- someone's **cultural awareness** is their understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.

Environmental Impact and Sustainability

- how do we look after our immediate locality? – home, school, link to litter, recycling, eco team in school, home recycling impact
- Why do we need to do this? – establish a base understanding of what children understand of 'their' environment

KS1 Year B: Geography

KS1: PoS

Locational knowledge

- name, locate and identify the characteristics of our school, its grounds and Pontefract

Place knowledge

- 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

Human and physical geography

- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

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 simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Substantive Knowledge

Locational Knowledge : name and locate locations; positioning systems

- know the name of the local area and name key streets
- know the name of the town

Environmental, physical and human geography eg migration; glaciation; climate change

- know the main differences between types of settlement – hamlet, village, town, city identify and locate physical and human features i.e Rivers, Town Hall

Place Knowledge (connection of location and physical and or/human geography processes with personal experience)

- name and identify key physical and human features of the local area and land use
- know the main differences between a place in the UK (Pontefract) and a small place in a non-European country (Soweto)

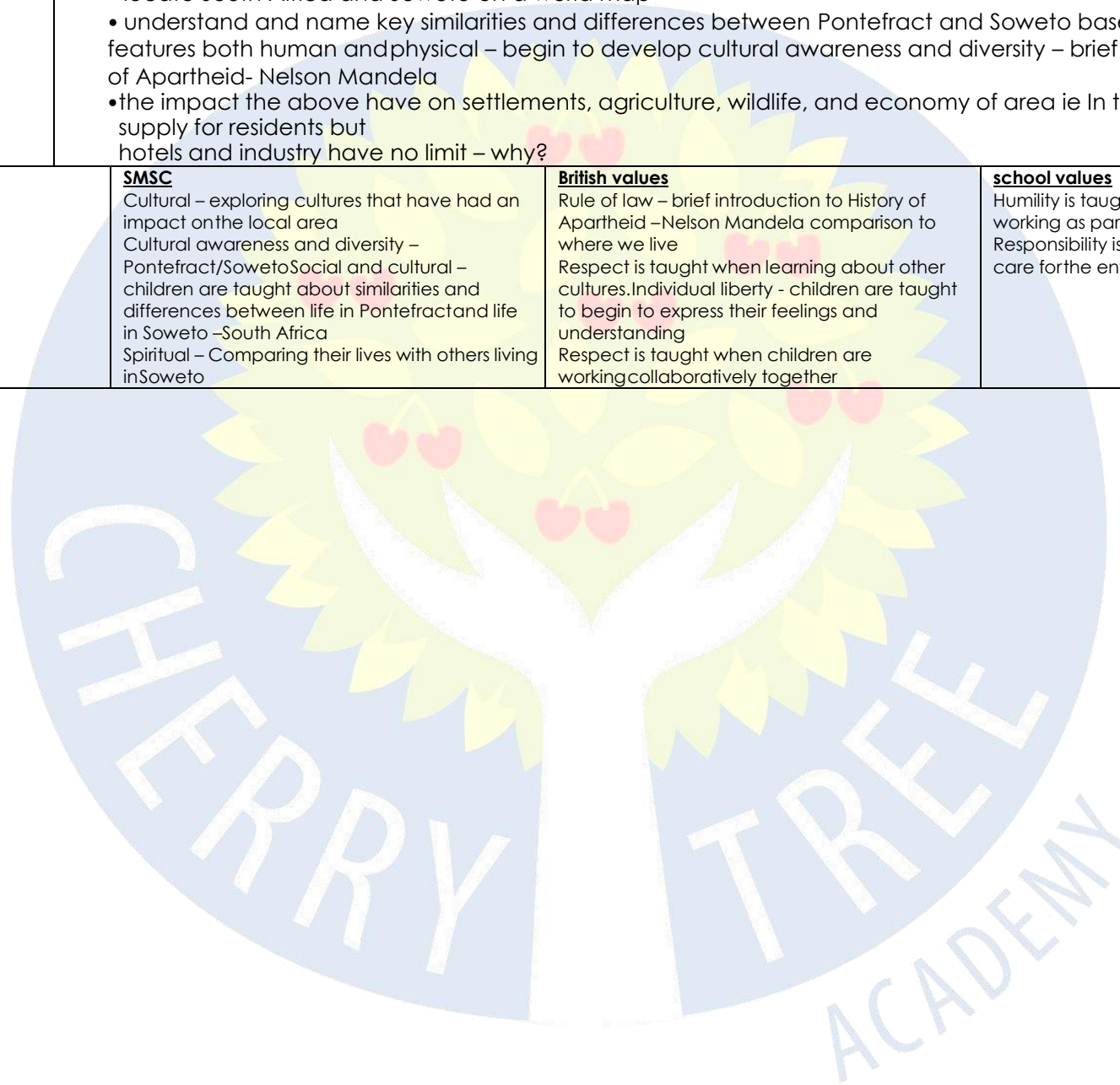
Geographical Skills and fieldwork (eg using maps and globes; collecting first hand evidence)

- use world maps, atlases, digital computer mapping and globes to identify key locations and features both physical and human
- use simple compass directions
- use locational vocabulary to describe features on a map
- use fieldwork to observe, measure and record human and

<ul style="list-style-type: none"> compare and contrast physical and human process of contrasting places (Soweto and Pontefract) ask Geographical questions – why is this place like this/ How? Changes? 	physical features – climate
<p>Building of 7 key concepts Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections</p> <p>Scale, Place, Space</p> <ul style="list-style-type: none"> abstract scale of 'world' begin to understand influences on 'place' based on geographical features understand what is in a place and what happens there is impacted by human and physical features scale is widening from local to global <p>Human Physical Processes</p> <ul style="list-style-type: none"> introduction to basic understanding there are different climate zones across the world – polar, temperate, arid, tropical, Mediterranean, mountains impacted by location begin to understand how human and physical geographical features can impact both positively and negatively <p>Interconnections</p> <ul style="list-style-type: none"> begin to see the world 'connects' moving from concrete to more abstract and impact of connections between where in the world places are, weather and impact on key physical and human features <p>Cultural Awareness and Diversity</p> <ul style="list-style-type: none"> weather, impact difference places in the world have different cultural identities recognise diversity in cultures – music, dance, food, language, opportunities school as direct comparison with own experiences <p>Environmental Impact and Sustainability</p> <ul style="list-style-type: none"> comparing access to water as a resource (Soweto and Pontefract) beginning to understand settlements, trade, sustainability children need to have a secure 'place' 'space' and 'scale' understanding and weather to build on in later units 	

Year B – End Points	
Pontefract	<ul style="list-style-type: none"> how to read a simple map, scale, key how to use a compass how to use directions the impact of Pontefract's geographical and physical and human development/position on its history and success today geographical similarities and differences between two parts of the world weather and climate terminology

Soweto	<ul style="list-style-type: none"> • locate South Africa and Soweto on a world map • understand and name key similarities and differences between Pontefract and Soweto based on geographical features both human and physical – begin to develop cultural awareness and diversity – brief introduction to History of Apartheid- Nelson Mandela • the impact the above have on settlements, agriculture, wildlife, and economy of area ie In township limited water supply for residents but hotels and industry have no limit – why? 		
Experiences Gardens Local walk Local resident visitor South African project Eco officers	SMSC Cultural – exploring cultures that have had an impact on the local area Cultural awareness and diversity – Pontefract/Soweto Social and cultural – children are taught about similarities and differences between life in Pontefract and life in Soweto – South Africa Spiritual – Comparing their lives with others living in Soweto	British values Rule of law – brief introduction to History of Apartheid – Nelson Mandela comparison to where we live Respect is taught when learning about other cultures. Individual liberty – children are taught to begin to express their feelings and understanding Respect is taught when children are working collaboratively together	School values Humility is taught when the children are working as part of a team Responsibility is taught when discussing how to care for the environment



LKS2 Year A: Geography

KS2: PoS

Locational Knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics and countries.

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.
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Human and Physical Geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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
- 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

Year A Substantive Knowledge

Locational Knowledge: name and locate locations; positioning systems

- locate and name European countries and capital cities
- identify the position and significance of latitude, longitude, Equator, Northern

Environmental, physical and human geography eg migration; glaciation; climate change

- name key human and physical geographical features that led to land use in Northwest – rivers, lakes, mountains, human features canals, industry, ports,

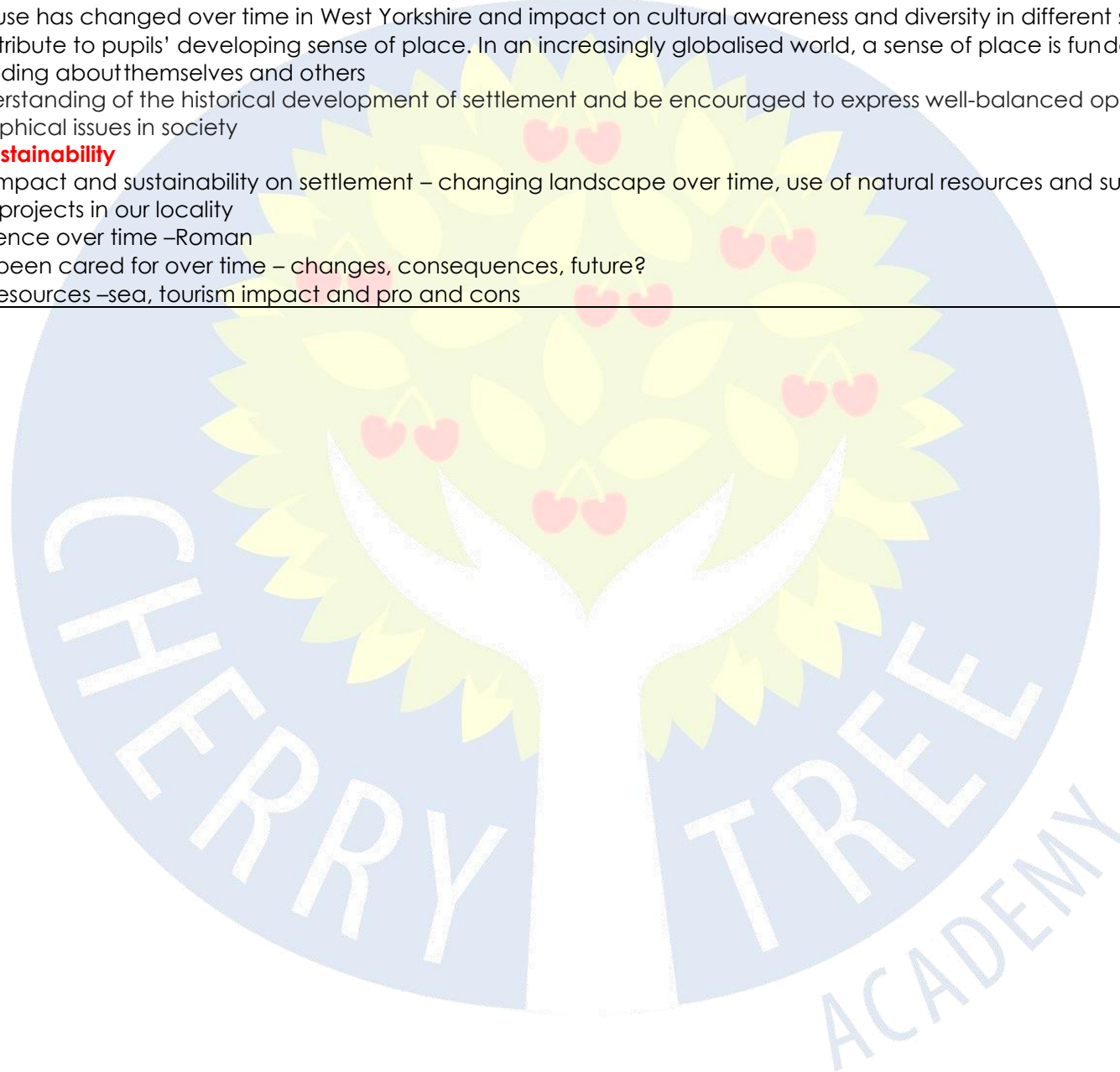
<p>Hemisphere, Southern Hemisphere</p> <ul style="list-style-type: none"> identify and name the layers of the Earth (inner core, outer core, mantle and crust) name and locate the world's key mountains, volcanoes and earthquakes understand the location of tectonic plates and that volcanoes are formed boundaries 	<ul style="list-style-type: none"> focus on agriculture and distribution of soil type describe and understand key aspects of human geography including types of settlement, economic activity, trade links and distribution of natural resources explain the location growth and decline of settlement (Pontefract liquorice) identify and describe the environmental regions of Europe based on physical features (e.g. coniferous/deciduous forest regions, tundra, mountains, Mediterranean areas) understand European and then world physical geography including: climate zones, mountains (Mountains, volcanoes, Earthquakes)
<p>Place Knowledge (connection of location and physical and or/human geography processes with personal experience)</p> <ul style="list-style-type: none"> some settlements also have a special use, or function eg Port in Hull due to human and physical features identify human and physical characteristics of West Yorkshire – diversity of land use and settlement understand how land use has changed over time in West Yorkshire and impact – Leeds – industrial revolution compare and contrast geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Pontefract/West Yorkshire) and a region in a European country in Italy 	<p>Geographical Skills and fieldwork (eg using maps and globes; collecting first hand evidence)</p> <ul style="list-style-type: none"> use maps, atlases and digital/computer mapping to locate countries and describe features use fieldwork to observe and record the human and physical features using a range of methods including sketch maps, plans, graphs and digital technologies use a range of resources to identify the key physical and human features of a location use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the wider world
<p>LKS2 Year A Building of 7 key concepts Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections</p> <p>Space, Place and Scale</p> <ul style="list-style-type: none"> identify key topographical features on a map (including hills, mountains, coasts and rivers) that would be reason for settlement (compare and contrast) ability to use a range of maps and zoom in to key features both large and small scale looking for patterns, generalisations <p>Human and Physical processes</p> <ul style="list-style-type: none"> definition and types of land use and how this impacts development – settlements, trade links understand how land use has changed over time and impact of physical and human features has on this, understanding positive and negative impact <p>Interconnections</p> <ul style="list-style-type: none"> understand what a settlement is and purpose/design of settlement and contributing geographical factors ie topography of landscape identify land use and impact on settlement – changing landscape over time and reasons why understand what a settlement needs – transport, economy, government, trade, possible natural resources impact of trade on settlement and reason understand interdependence between the physical and human landscapes within the UK 	

Cultural awareness and diversity

- understand how land use has changed over time in West Yorkshire and impact on cultural awareness and diversity in different settlements
- place names can contribute to pupils' developing sense of place. In an increasingly globalised world, a sense of place is fundamental for their identity and understanding about themselves and others
- Develop a broad understanding of the historical development of settlement and be encouraged to express well-balanced opinions on contemporary geographical issues in society

Environmental impact and sustainability

- identify land use and impact and sustainability on settlement – changing landscape over time, use of natural resources and sustainability regional regeneration projects in our locality
- change and consequence over time –Roman
- how has environment been cared for over time – changes, consequences, future?
- use of earth's natural resources –sea, tourism impact and pro and cons



Year A – End Points	
Settlements and Land use	<ul style="list-style-type: none"> identify and locate variety of settlements and land use in West Yorkshire name human and physical geographical features in the West Yorkshire understand changes that have happened to West Yorkshire over time and impact
Europe with a study of Italy	<ul style="list-style-type: none"> even though we're no longer part of the EU we are still in the European continent identify and name where Europe (including the location of Russia) is on a world map identify and name principle European countries, cities, coastlines, rivers and mountains takes a 'zoom lens' approach to studying Europe. It moves from the macro (an overview of Europe) to the micro (focus country within).

<u>Experiences</u> Eco centre South African visitors South African project – global goals Eco officers	<u>SMSC</u> Spiritual – developing a sense of place and belonging in the local area. Spiritual – awe and wonder of human and physical features of West Yorkshire and region of Italy. Spiritual – making links with History – why landscape has changed Moral – effects of humans on the environment – changes in land use Cultural – changes in land use and impact, understanding of historical development of settlements. Social – land use, changing landscape and use of natural resources and sustainability	<u>British values</u> Respect and tolerance of other cultures and their values by learning about places and people in the UK and Europe Respect for each other when working collaboratively. Rule of law – the importance when debating and discussing different viewpoints Individual liberty - children are taught to begin to express their feelings and understanding Respect is taught when children are working collaboratively together	<u>school values</u> Humility is taught when the children are working as part of a team Responsibility is taught when discussing how to care for the environment
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LKS2 Year B: Geography
<u>KS2: PoS</u> Locational Knowledge <ul style="list-style-type: none"> 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 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 (including day and night) Place Knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through the study of Human and Physical Geography of a region of the United Kingdom

Human and physical geography

- describe and understand key aspects of:
- Physical Geography, including: rivers, mountains,

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
- 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

Year B Substantive Knowledge

Locational Knowledge: name and locate locations; positioning systems

- name and locate regions in England that includes **East Yorkshire, North Yorkshire, South Yorkshire and West Yorkshire**
- name and locate types of settlements in local area
- Wakefield/Leeds are cities, West Yorkshire is a region, Yorkshire is a county
- name and locate UK regions, counties and cities of UK definition and land use
- locate the River Aire on an OS map
- name and locate 4 longest rivers in UK and principle rivers across the world

Environmental, physical and human geography eg migration; glaciation; climate change

- name key physical features – rivers, mountains, cities, industry, settlements,
- understand, label and explain how mountains, earthquakes and volcanoes are formed
- understand and explain what causes a volcano to erupt and the difference between active and dormant and extinct volcanoes
- identify the epicentre of earthquakes and the difference in shockwaves/aftershocks
- describe and label formation of a river – from mountain to the sea
- name and sequence water cycle

Place Knowledge (connection of location and physical and or/human geography processes with personal experience)

- name and locate the world's mountains, volcanoes and earthquakes, concentrating on their key human and physical characteristics impact on settlements, trade, agriculture, ecology of place, impact
- understand why and how volcanoes and earthquakes happen, and their aftermath-on both the landscape (physical geographical impact) and the human geographical aspects affected.
- identify the effects of Volcanic eruptions eg rich soil nutrients, farming, homes (ie understand how people interact with this specific mountain environment, the different types of land use and how it can be beneficial, from geothermal energy to mineral extraction, tourism) impact and sustainability

Geographical Skills and fieldwork (eg using maps and globes; collecting first hand evidence)

- use of atlases to locate region, counties and cities
- interpretation of past and present land use through OS maps
- interpret a range of sources of geographical information including maps and aerial photographs
- methodology of fieldwork – data presentation, collection and analysis
- grid references, directions, symbols and key
- create maps of locations identifying some features using a key
- explain difference peak heights using maps /contour lines
- study of the River Aire, through fieldwork and observations eg visit to Leeds/Castleford and local area, mapping

- uses of a river – natural resource, power, trade, transport, food, settlement
- investigate (revisit prior learning) the importance of rivers to the first settlements, growth of cities

Year B Building of 7 key concepts

Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections

Space, Place, Scale

- develop fluency of where in the world locations are using a range of globes, atlas, maps and seek patterns, generalisations
- develop spatial awareness
- compare using maps geographical similarities and differences comparing topography and over time

Human and Physical processes

- understand geographical similarities and differences through the study of human and physical geographical features
- explains the processes that create and change natural and social environments – pro and cons
- understand land-use patterns; and understand how some of these have changed over time

Interconnections

- consider how different places 'fit' together links between features, places and events, people and impact on settlement
- interdependence – trade, physical features on trade/farming comparing and contrasting, asking geographical questions
- mountains and volcanoes have an extensive influence over many other physical geography aspects, including **vegetation belts, climate, rivers** and the **water cycle**, as well as human geography elements including **settlements, land use, trade links** and the **distribution of natural resources**
- understand process that give rise to key physical geographical features – how these are interdependent and how they bring special variation and change over time
- climate change is likely causing parts of the water cycle to speed **up as warming global temperatures increase the rate of evaporation worldwide**. More evaporation is causing more precipitation, on average Higher evaporation and precipitation rates are not evenly distributed around the world. We are already seeing impacts of higher evaporation and
 - precipitation rates, and the impacts are expected to increase over this century as climate warms.
- higher evaporation and precipitation rates are not evenly distributed around the world. Some areas may experience heavier than normal precipitation, and other areas may become prone to droughts, as the traditional locations of rain belts and deserts shift in response to a changing climate

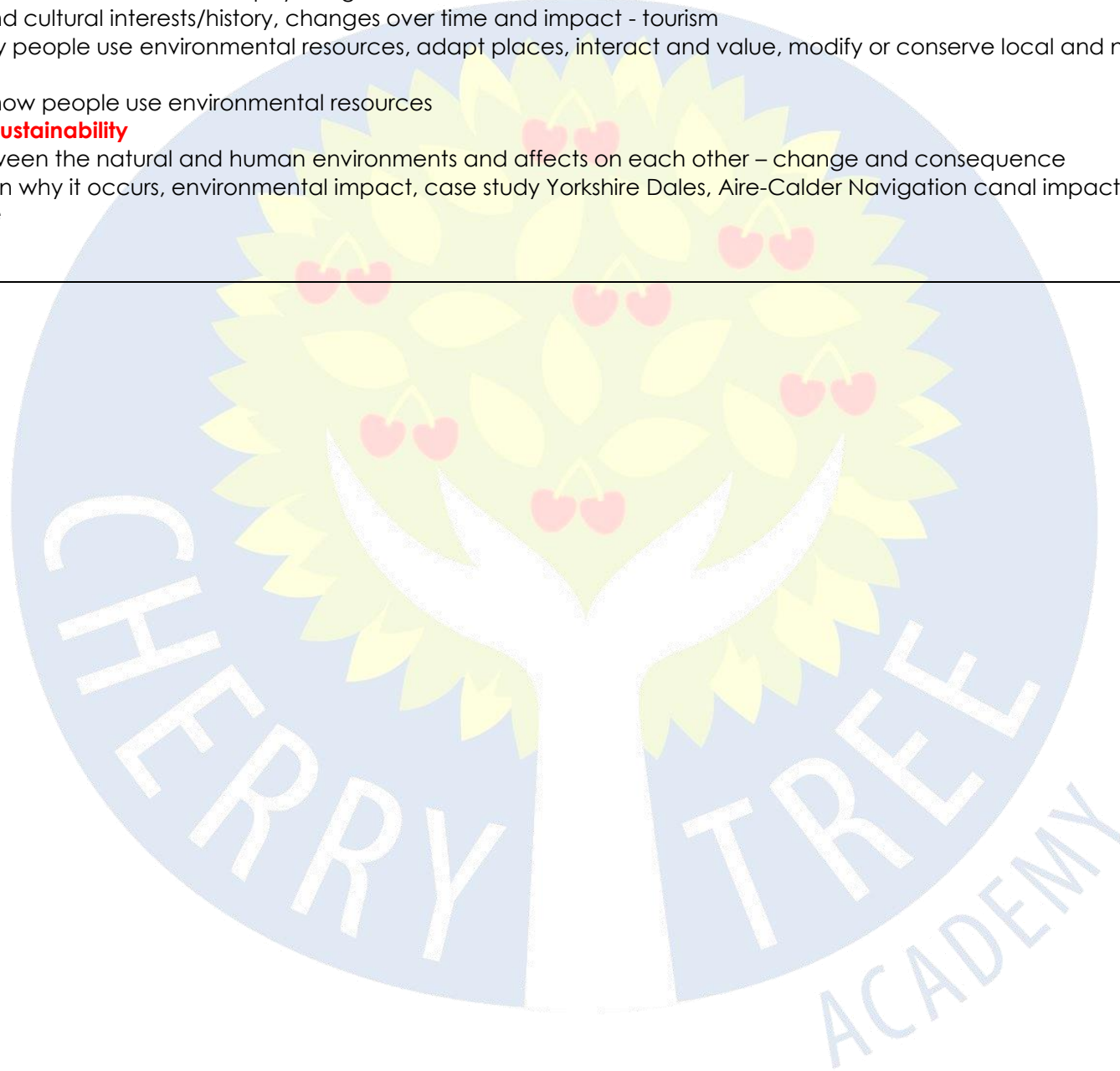
Cultural awareness and diversity

- diversity and disparity in and of people's lives living in area studied and connections to natural place they live in

- impact and affect climate, human and physiological features have
- identify social and cultural interests/history, changes over time and impact - tourism
- identify how/why people use environmental resources, adapt places, interact and value, modify or conserve local and national cultures, places and identities
- understanding how people use environmental resources

Environmental impact and sustainability

- interaction between the natural and human environments and affects on each other – change and consequence
- flooding – reason why it occurs, environmental impact, case study Yorkshire Dales, Aire-Calder Navigation canal impact on human, and impact on climate change



Year B – End Points			
The UK – Regions, Counties and Cities	<ul style="list-style-type: none"> name different regions of the UK locate regions of the UK on a map understand changes that have happened in different regions impact on environment and cultural diversity – agriculture, trade, settlements 		
Mountains, volcanoes and Earthquakes	<ul style="list-style-type: none"> how mountains are formed and locate world's largest mountains name and locate where key volcanoes and earthquakes have and are, occurring how volcanoes are formed and why volcanoes erupt how earthquakes are formed and where they occur why do people choose to live in volcanic/earthquake zones? Is location and severity changing? Why? 		
Rivers	<ul style="list-style-type: none"> know and label main features of a river know the name of and locate a number of the world's longest rivers and key rivers in UK explain the features of the water cycle begin to link water cycle and climate 		
Experiences River Study Queens Mill (Castleford) – river study South African visitor South African project – global goals Eco officers	SMSC Spiritual – developing a sense of place and belonging in the local area Spiritual – awe and wonder of physical geography – mountains, volcanoes, earthquakes, rivers Moral – effects of humans on the environment – agriculture, trade, settlements. Cultural/Social – why do people choose to live in volcanic/earthquake zones? Social – changes that have happened in different regions	British values Respect and tolerance of other cultures and their values by learning about places and people in the UK Respect for each other when working collaboratively. Rule of law – the importance when debating and discussing different viewpoints Individual liberty - children are taught to begin to express their feelings and understanding Respect is taught when children are working collaboratively together	school values Humility is taught when the children are working as part of a team Humility – listening to others viewpoints, being grateful for what you have and where you live Responsibility is taught when discussing how to care for the environment Responsibility – climate change, change and consequence, flooding

UKS2 Year A: Geography

KS2: PoS

Locational knowledge

- locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

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 America

Human and Physical Geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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
- 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

Year A Substantive Knowledge

Locational Knowledge : name and locate locations; positioning systems

- identify and locate where North America is on a world map.
- identify prime meridian and line of latitude and longitude
- locate where in the world resources are water, energy resources renewable and nonrenewable
- locate and name renewable energy sources – solar, wind, hydro, tidal, geothermal energy, biomass
- name and locate the 23 countries make up North America.
- understand time zones in North America and work out comparison to UK

Environmental, physical and human geography eg migration; glaciation; climate change

- describe and understand how natural resources and climate determine where food comes from
- describe how trade connects different countries and their populations – fair trade coffee and sugar distribution
- begin to understand global reliance on energy and that not all sources of energy can be relied on forever, and to consider how future energy can be **sustainable**
- name and understand non-renewable – (coal, oil, natural gas) and renewable energy sources (solar, wind, wave and tidal energy, biomass energy, geothermal energy) pro and con research
- basic understanding of global resources human and physical impact (access to clean water - **GLOBAL SUSTAIN ABILITY GOALS**)
- identify and explain the different environmental regions in North America (including adverse weather such as flooding, hurricanes and tornados) vegetation, settlement, biomes
- explain key human and physical characteristics of North America

Place Knowledge (connection of location and physical and or/human geography processes with personal experience)

- impact fair trade has on settlements and opportunities
- understand role of workers in supply chain and comparing wealth and impact of fair trade
- compare and contrast solar energy v's coal energy
- investigate pupils own use of 'energy' in a typical day to understand consumption of energy
- UN Sustainable Development Goals and focus in on
 - **Clean Water**
 - **Affordable Energy**
 - **Responsible consumption and production**
- as a vehicle to discuss why the UN picked these, prior learning should enable them to reflect inequality of resources and sustainability of the world's distribution of natural resources including energy, water, food, minerals. This investigative unit will build on prior knowledge and develop idea of being a global citizen i.e little changes big impact

Geographical Skills and fieldwork (eg using maps and globes; collecting first hand evidence)

- use maps and globes to locate less developed and more developed countries (North America)
- use research and enquiry skills to investigate trade
- use maps, atlases, globes to locate countries and describe features studies within North America
- use eight points on compass to describe the location of one North American country to another
- use six figure grid references to locate specific places within a North American country
- use digital computer mapping to calculate the distance travelled by specific products using map scales

Year A Building of 7 key concepts

Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections

Space, Place and Scale

- **Place:** what is in places and what happens there, ways places change and develop, their character and what they are like, how we conceive of and respond to places, whether we prefer them to stay the same or evolve. Place is multifaceted, involving cognitive and affective understandings of places.
- **Space** describes the formal layout of the natural and human environment and their fluidity and change. It enables us to recognise and explain the processes affecting them
- **Scale** enables many relationships to be identified and particular and wide-ranging patterns and connections to be recognised. Scale supports understanding environmental and place processes and making predictions.
- develop understanding of locations in world and how these are impacted by climate
- identify location of key resources in UK and across the world – **energy**, food, mineral, wood, **water** not equitable

Human and Physical Processes

- understand how trade is impacted by human and physical processes – types of farming determined by landmass and climate, vegetation belts, biomes, ease of transport availability
- connection between location, resources available and impact globally on sustainability and inequality
- identify links between features, place, events and people – vegetation, climate, settlement, changes over time

Interconnections

- understand trade at a local and global level and what human and physical features have enable comparison

Cultural Awareness and Diversity

- to understand the idea of a 'pattern' of global trade: that more developed countries export valuable manufactured goods and import less valuable, primary products.
- consider the geographical reasons behind this pattern, mainly related to human geography and how developed the country is
- understand the fairness of global trade and introduced the idea of 'global citizenship: our actions impacting others in other locations
- develop an understanding that energy resources are unequally distributed globally; their availability depends upon their geographic location and the financial wherewithal to exploit them
- competition for scarce or valuable natural resources can cause international conflict; some countries have gone to war to secure or safeguard the resources they need. The
- information here will give pupils an understanding of the world's resources, where they are found, and the importance of preserving our vital resources for the future generations
- local and global diversity and disparity in and of people's lives and communities and connections to natural world
- identify social and cultural similarities and difference

Environmental Impact and sustainability

- understand the definition of 'global supply chain' - 'the journey travelled by clothing, food items and other products through sustainability and impact
- begin to understand impact and sustainability of energy sources both renewable and non renewable
- investigate ways to build sustainable school/home

- the key messages are the importance of becoming more energy-efficient, and moving away from a disposable lifestyle. Using less of everything means less energy is used for creation, distribution and disposal



Year A – End Points			
Global Trade – North America	<ul style="list-style-type: none"> to recall and explain what global trade is and impact on human and physical features of this unique area – settlement, diversity, culture, fairness understand globalisation impact and sustainability understand what it means to be a 'global citizen' 		
Resources UN Sustainable Development Goals	<ul style="list-style-type: none"> earth has resources including – energy, food, mineral, water, wood impact of sustainability and equality of resources independent global responsibility and personal impact – Eco Team 		
North America Focus on USA	<ul style="list-style-type: none"> North American continent covers a vast area which huge similarities and differences in Human and Physical Geography why is the USA the most powerful country in North America even though it is not the largest? every biome can be found in North America what are the most significant landscapes and regions in North America? 		
Experiences Mayan workshop Chester zoo ignite project South African visitors South African project – global goals Eco officers	SMSC Spiritual – awe and wonder of human and physical geography in North America Moral – effects of humans on the environment – agriculture, trade, settlements Cultural/Social – global trade, equality of resources, more developed countries export valuable manufactured goods and import less valuable	British values Respect and tolerance of other cultures and their values by learning about places and people in North America Respect for each other when working collaboratively. Rule of law – the importance when debating and discussing different viewpoints Rule of law – competition and conflict in parts of the world compared to the UK. Individual liberty – children are taught to begin to express their feelings and understanding Respect is taught when children are working collaboratively together	School Values Humility is taught when the children are working as part of a team Humility – listening to others viewpoints, being grateful for what you have and where you live Responsibility – the importance of becoming more energy efficient and moving away from a disposable lifestyle Responsibility – global citizens – personal impact on the environment

UKS2 Year B: Geography

KS2: PoS

Locational Knowledge

- locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

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 South America

Human and Physical Geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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 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

Year B Substantive Knowledge

<p>Locational Knowledge: name and locate locations; positioning systems</p> <ul style="list-style-type: none"> • identify polar regions on a map and Antarctica • understand the difference between the Arctic, which is a large area of ice floating in the sea, and the Antarctic, which is a huge landmass covered in a thick layer of ice. (This difference is key to how each has a very distinct and separate role in global warming and its effects) • identify and name South American countries and territories – 12 countries and 2 separate territories 	<p>Environmental, Physical and Human Geography eg migration; glaciation; climate change</p> <ul style="list-style-type: none"> • understand reasons for glaciers melting and impact on specific ecology, climate change, biomes • identify key physical and human features in Antarctica and Arctic • explain the key human and physical characteristics of South America (focus study on Brazil) vegetation, biomes, climate, urbanisation • understand geographical similarities and differences through the study of human and physical geography of the Amazon rainforest compared to European and UK places studied
<p>Place Knowledge (connection of location and physical and or/human geography processes with personal experience)</p> <ul style="list-style-type: none"> • investigate how sea levels could rise, and the impact this would have on different places in Antarctica and Arctic • as the Arctic ice is already floating in the sea, its volume already contributes to the sea level: therefore, the water released by melting of this ice will not raise sea levels. The role the large area of Arctic ice plays is to reflect the rays from the sun. If the ice was not there to form a reflective barrier, the sun would shine instead onto the surface of the ocean, so warming the water. As water warms, it expands, so it is in this way the sea level would rise from the melting of the Arctic ice. • as the ice at the Antarctic is held on land, it is not already part of the volume of seawater; therefore, were this ice to melt, it would add to the amount of water in the sea and thus raise the sea level • understand geographical similarities and differences through the study of the climate and environmental regions in Brazil. Compare the climate of Brazil with that of the UK. • research the Amazon rainforest and Awa tribe or alternatively Inca cultural identities 	<p>Geographical Skills and Fieldwork (eg using maps and globes; collecting first hand evidence)</p> <ul style="list-style-type: none"> • 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 • 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 • use climate data to create climate graphs for a range of environmental regions in Brazil. Using the climate data and graphs, compare Brazil's climate with the UK. • use eight points on compass to describe the location of one country to another • use six figure grid references to locate specific places

Year B Building of 7 key concepts

Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections

Space, Place and scale

- **Place:** what is in places and what happens there, ways places change and develop, their character and what they are like, how we conceive of and respond to places, whether we prefer them to stay the same or evolve. Place is multifaceted, involving cognitive and affective understandings of places.
- **Space** describes the formal layout of the natural and human environment and their fluidity and change. It enables us to recognise and explain the processes affecting them
- **Scale** enables many relationships to be identified and particular and wide-ranging patterns and connections to be recognised.

Human and Physical process

- to help understand climate change geographers are utilising information constantly to try and predict timescales based on their understanding of human and physical processes etc
- describe and understand the key aspects of physical geography, including: biomes and vegetation belts, rivers and mountains
- describe and understand key aspects of: physical geography, including: climate zones.

Interconnections

- causes of rises in global temperature and impact
- key physical and human characteristics as they relate to urbanisation and how these are interconnected

Cultural awareness and diversity

- global responsibility, awareness, rights
- develop an understanding of cultural identity and what forms and develops it

Environmental impact and sustainability

- impact of climate change on biomes, vegetation, - research own area of impact or cause local to global scope
- examining human and physical 'push and pull' factors related to urbanisation and impact

Year B – End Points			
Climate Change Our world our responsibility		<ul style="list-style-type: none"> • impact of climate zones and effect on global warming • Understand life in the world's biomes is reliant on being adapted to cope with the climate and landscape. When considering how plants or animals might adapt to climate change, it is essential to have a clear understanding of how a change in global temperature could change landscapes around the world and their ecosystems 	
South America		<ul style="list-style-type: none"> • the continent of South America is one of the most bio diverse places in the world • know the names of, and locates, a number of South American Countries • know where the equator, tropic of cancer, tropic of Capricorn and Greenwich Meridian are on a world map • know key differences between living in the UK and a country in South America – climate, biomes, vegetation belts, urbanisation, settlement, cultural diversity • know what is meant by biomes and what are the features of a specific biome • label layers of a rainforest and know what deforestation is 	
<u>Experiences</u> Dunham Massey Pontefract museum – local study South African visitors South African project – global goals Eco officers		<u>SMSC</u> Spiritual – awe and wonder of human and physical geography in South America. Moral – effects of humans on the environment – agriculture, trade, settlements. Cultural/Social – urbanisation and impact. Cultural – comparing and contrasting the UK and South America.	<u>British values</u> Respect and tolerance of other cultures and their values by learning about places and people in South America. Respect for each other when working collaboratively. Rule of law – the importance when debating and discussing different viewpoints. Individual liberty - children are taught to begin to express their feelings and understanding. Respect is taught when children are working collaboratively together.
		<u>school values</u> Humility is taught when the children are working as part of a team. Humility – listening to others viewpoints, being grateful for what you have and where you live. Responsibility is taught when discussing how to care for the environment. Responsibility – global citizens – personal impact on the environment.	