# United Curriculum

## Primary Geography

# United Curriculum Principles

**Building on the Framework for Excellence, The United Learning Primary Curriculum has six core principles:**

- **Entitlement**
  *All pupils have the right to learn what is in the United Learning curriculum, and schools have a duty to ensure that all pupils are taught the whole of it*
- **Coherence**
  *Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects*
- **Mastery**
  *We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts*
- **Adaptability**
  *The core content – the 'what' – of the curriculum is stable, but schools will bring it to life in their own local context, and teachers will adapt lessons – the 'how' – to meet the needs of their own classes*
- **Representation**
  *All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience*
- **Education with character**
  *Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and 'hidden curriculum' of the school – is intended to spark curiosity and to nourish both the head and the heart*

**Subject-specific rationales are built on these six principles.**

# United Curriculum Principles: Geography

**The United Curriculum for geography provides all children, regardless of their background, with:**

- **Relevant** and **coherent substantive knowledge** of the world that is built gradually from EYFS to Year 6 and beyond through the lens of geographical **vertical concepts**:
    - **Location and place**
      *The location of the world's continents, countries and places, and the key physical and human characteristics of each*
    - **Geographical scale**
      *Considering the local, national and global scale and understanding how causes and effects occur at all scales*
    - **Interconnections**
      *How are the human and physical worlds connected? How are different locations connected at different scales?*
- A balanced view of the countries of the world, to address misconceptions and negative stereotypes
- Grounding in core **disciplinary knowledge**, and the ability to approach challenging, geographically-valid questions. Geographical enquiry skills have been sequenced across the year groups and, where appropriate, review and build on relevant knowledge that is **first taught in mathematics or science**, such as interpreting line graphs or setting hypotheses.
- Opportunities to undertake **fieldwork**, outside the classroom and virtually. Fieldwork is **purposeful**, and either gives pupils the opportunity to explicitly practise relevant disciplinary knowledge or to reinforce substantive knowledge.

# EYFS

| | Geography | |
|---|---|---|
| **Development Matters N3/4** | • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | |
| **Development Matters Reception** | • Recognise some environments that are different to the one in which they live.<br>• Draw information from a simple map. | |
| **ELG** | • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.<br>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. | |
| **Nursery** | **Marvelous Me**<br>Talk about their home and where they live.<br>**Bears**<br>Where do different bears live? Discuss habitats around the world.<br><br>**All Creatures Great and Small 1**<br>Find out about African grasslands. Look at where Africa is on a map or globe. Look at photographs of African villages. Describe what they notice. | **Milestones**<br>**Children will:**<br>• Tell you something about where they live ***e.g the number of their house, the street where they live, something that is near their house.***<br>• Talks about features of their immediate environment.<br>• Talk about how different environments are different when looking at photographs and books.<br>• Show an interest in looking at maps and globes. |
| **Reception** | **Where We Live**<br>• Local area study: Walk around locality, find features on maps.<br>• Find out about a different part of the world and discuss how it is similar or different to their own.<br>• Learn geographical words for physical features e.g. ***beach, hill, forest, river, sea, mountain.***<br>**Science Detectives**<br>• Contrasting environments | **Milestones**<br>**Children will:**<br>• Talk about their own immediate environment and how environments in other parts of the world differ ***e.g. are hotter or colder.***<br>• Use geographical words e.g. ***forest, beach, mountain*** when looking at physical features of different landscapes.<br>• Understand that a map is a drawing from above.<br>• Draw imaginary maps as part of their play.<br>• Find features of their environment on a simple map or oblique aerial photograph. |
| **Y1 Links** | **Year 1 autumn 1**<br>**Here I am**<br>• ***Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork*** | **Curriculum Goals**<br>• Talk about and compare their immediate environment and different environments they have been taught about, using some accurate geographical vocabulary. |

# Year 1: Autumn

## Here I am (new)

| | Required prior knowledge | Knowledge to be explicitly taught | How knowledge will be built upon |
|---|---|---|---|
| **Substantive knowledge** | • Name of our school and local area | • We live on the **Earth**.<br>• My home, our school and our community is at the **local scale**.<br>• Human settlements can be a **city**, **town**, or **village**, depending on their size.<br>• **Human** features are man-made, **physical** features are those that would be there without humans<br>• Human features in my local area include: [dependent on school]<br>• Physical features in my local area include: [dependent on school] | • Mapping our local area (Y2 Aut)<br>• Countries of the UK (Y1 Spr)<br>• Settlements can be hamlets, villages, towns or cities (Y3 Spr) |
| **Disciplinary knowledge** | • A map is a drawing of a place from above<br>• Draw around objects to make a plan view of them (EYFS)<br>• Look at and identify objects from a plan view<br>• Observe using senses (EYFS)<br>• Interpret and give locations and directions using prepositional language (not left and right)<br>• Identify familiar features<br><br>*Using map types:*<br>• *Photographs of objects in elevation view (EYFS)*<br>• *Photographs of objects in a plan view (EYFS)*<br>• *Picture map (EYFS)*<br>• *Photographs of places in an oblique view (EYFS)* | • A plan view is the view of an object or place from above<br>• Look down on objects to draw a plan view of them<br>• Draw a route on a map and label features in correct order<br>• Interpret and give locations and directions using left and right<br>• Recognise simple hazards and steps we can take to avoid them<br>• Draw a basic fieldsketch of one area<br>• Observe and name features in the environment<br><br>*Using map types:*<br>• *Simple map (Google maps) in a plan view* | • Draw a route on a map to simple scale (using 1 square : 1 pace) (Y2)<br>• Interpret and give locations using 4 compass points (Y2)<br><br>*Using map types:*<br>• *Satellite image (Google Earth) in plan view (Y2)*<br>• *Photographs of places in a plan view (Y2)* |
| **Vertical concepts** | | • **Geographical scale**: Our community is at the local scale | • **Geographical scale:** Our country is at the national scale (Y1)<br>• **Geographical scale:** Continents are at the national scale (Y1)<br>• **Geographical scale:** Recognise maps at the local, national and global scale, and select the most appropriate one (Y3) |

# Year 1: Spring

## Where we are

| | Required prior knowledge | Knowledge to be explicitly taught | How knowledge will be built upon |
|---|---|---|---|
| **Substantive knowledge** | • We live on the Earth (Y1 Aut)<br>• My home, our school and our community is at the local scale (Y1 Aut)<br>• Human settlements can be a city, town or village, depending on their size (Y1 Aut)<br>• Human features are man-made, physical features are those that would be there without humans (Y1 Aut)<br>• Human features in my local area include: [dependent on school] (Y1 Aut)<br>• Physical features in my local area include: [dependent on school] (Y1 Aut) | • My home, our school and our community is at the local scale, UK and countries are at the **national scale**<br>• The UK is made of four **countries**: England, Scotland, Wales and Northern Ireland<br>• **Rural** means countryside, **urban** means towns and cities<br>• The **capital cities** of the four countries in the UK are **London** (England), **Edinburgh** (Scotland), **Cardiff** (Wales) and **Belfast** (Northern Ireland)<br>• Features in rural areas include **farm**, **hill**, **mountain**, **forest** and **river**<br>• Features in urban areas include **office**, **shop**, **house**, **factory**<br>• **Coastal** areas are areas of land that are near the sea. They can be rural or urban<br>• Features in coastal areas include **beach**, **cliff**, **harbour** and **port** | • The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2 Sum)<br>• UK, Great Britain, British Isles (Y3 Aut)<br>• The UK is spit into regions and counties (Y3 Aut)<br>• Features around rivers include valleys, mountains, hills and vegetation (Y2 Sum)<br>• There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales) (Y3 Aut)<br>• The three longest rivers in the UK are the Severn, Thames and Trent (Y3 Aut) |
| **Disciplinary knowledge** | *Using maps types:*<br>• *Simple map (Google maps) in a plan view*<br>• *Photographs of places in an oblique view* | • Identify land and water on a map<br>• Identify country boundaries on a map | • Identify county boundaries on a map (Y3) |
| **Vertical concepts** | • **Geographical scale**: Our community is at the local scale (Y1) | • **Geographical scale:** Our country is at the national scale<br>• **Location & place:** Countries and capital cities of the UK; some human and physical features of the UK<br>• **Interconnections:** Humans are affected by physical features everyday (e.g. weather) | • **Geographical scale:** Continents are at the national scale (Y1)<br>• **Geographical scale:** Recognise maps at the local, national and global scale, and select the most appropriate one (Y3)<br>• **Location & place:** Rivers of the UK; seas surrounding the UK (Y2)<br>• **Interconnections**: Human features are often shaped by physical features (Y2) |

# Year 1: Summer

## There you are

| | Required prior knowledge | Knowledge to be explicitly taught | How knowledge will be built upon |
|---|---|---|---|
| **Substantive knowledge** | • We live on the Earth (Y1 Aut)<br>• Human features are man-made, physical features are those that would be there without humans (Y1 Aut)<br>• My home, our school and our community is at the local scale, UK and countries are at the national scale (Y1 Spr)<br>• Rural means countryside; urban means towns and cities (Y1 Spr)<br>• Features in rural areas include farm, hill, mountain, forest and river (Y1 Spr)<br>• Features in urban areas include office, shop, house, factory (Y1 Spr) | • There are seven **continents** in the world, six of which people live on.<br>• There are countries within each continent (except Antarctica)<br>• While the school and community are at the local scale, and countries are at the national scale, continents are at the **global scale**<br>• The **equator** is an imaginary line **across** the earth<br>• The **North Pole** and the **South Pole** are at the top and bottom of the Earth<br>• Kenya is a country in Africa<br>• There are poorer and wealthier areas in every city<br>• Human and physical features of Nairobi and local city in UK<br>• Human and physical features of Naro Maru and local rural area in UK | • The are five oceans (Y2)<br>• Lines of longitude and latitude are imaginary lines that help us locate places on Earth (Y4)<br>• Lines of longitude run north to south. The main one is called the Prime Meridian (Y4)<br>• Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (Y4)<br>• The Equator splits the Earth into the Northern and Southern Hemispheres (Y4)<br>• The Prime Meridian splits the Earth into the Eastern and Western Hemispheres (Y4) |
| **Disciplinary knowledge** | • Identify similarities between my local area and another place (EYFS)<br>• Identify country boundaries on a map (Y1 Spr)<br>• **Science:** Use a Venn diagram to classify items into two or three sets based on properties (Y1 Sum)<br><br>*Using map types:*<br>• *Simple map (Google maps)*<br>• *Photographs of places in an oblique view* | • Use an atlas to find the right map<br>• A globe is a round map of the Earth<br>• Use and interpret 2 compass points (N and S)<br><br>*Using map types:*<br>• *Infant atlas*<br>• *Globe* | • Use and interpret 4 compass points (Y2)<br><br>*Using map types:*<br>• *Junior atlas (Y3)* |
| **Vertical concepts** | • **Geographical scale:** Our community is at the local scale; our country is at the national scale (Y1) | • **Location & place:** Seven continents; Equator, North Pole and South Pole<br>• **Location & place:** Comparison of areas in UK with areas in contrasting non-European country (Kenya)<br>• **Geographical scale:** Continents are at the global scale<br>• **Geographical scale:** When making comparisons, the two places need to be at the same scale | • **Location & place:** Five oceans (Y2)<br>• **Geographical scale:** Recognise maps at the local, national and global scale, and select the most appropriate one (Y3) |

# Year 2: Autumn

# Mini mappers

| | Required prior knowledge | Knowledge to be explicitly taught | How knowledge will be built upon |
|---|---|---|---|
| **Substantive knowledge** | • Types of weather include sunny, rainy, and windy (EYFS)<br>• **Science:** The weather can change rapidly in one day (e.g. sunny morning and rainy afternoon) (Y1 Aut)<br>• Human features are man-made, physical features are those that would be there without humans (Y1 Aut)<br>• Rural means countryside; urban means towns and cities (Y1 Spr)<br>• While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale (Y1 Sum) | • The UK and our local area have **daily weather patterns**.<br>• Examples of weather include sunny, rainy, windy, warm, cold, cloudy, drizzle, snow, stormy (with thunder and lightning)<br>• Weather is a description of what the conditions are like in a particular place.<br>• We can gather information about the weather in a particular place. | • The weather is short-term. Climate is long-term summary of the weather conditions (Y2)<br>• Precipitation is the fall of water as rain, sleet, snow or hail (Y2) |
| **Disciplinary knowledge** | • **Mathematics:** Use words to describe volume, lengths/heights (Y1)<br>• **Science:** Record numerical and/or descriptive observations in a table (Y1 Aut)<br>• **Science:** Scientists look for patterns in the world around them (Y1 Aut)<br>• **Science:** Make simple statements about the result of an investigation (Y1 Spr)<br>• **Science:** It is important that we keep as much as we can the same, apart from the one thing we measure and the one thing we change (Y1 Spr)<br>• Give and interpret their own or basic symbols and key (EYFS)<br>• Know that drawings are not the same size of features in real life (EYFS)<br>• Look down on objects to draw a plan view of them (Y1 Aut)<br>• Draw a route on a map and label features in the correct order (Y1 Aut)<br>• Recognise simple hazards and steps we can take to avoid them (Y1 Aut)<br>• Use and interpret 2 compass points (NS) (Y1 Sum)<br>*Using maps:*<br>• *Simple maps (Google maps) in a plan view*<br>• *Photographs of places in oblique view* | • Identify patterns (in the weather)<br>• Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (*or 1 metre, if pupils have learned this in maths by this stage in Y2*)<br>• Draw a sketch map of a route with some approximate scale and features in correct order<br>• Use and interpret 4 compass points | • Draw an object to scale (Y4)<br>• Use an interpret 8 compass points (Y3)<br>*Using map types:*<br>• *Photographs of places a plan view* |
| **VCs** | • **Geographical scale:** Our community is at the local scale, our country is at the national scale, continents are at the global scale (Y1) | | • **Geographical scale:** Recognise maps at the local, national and global scale, and select the most appropriate one (Y3) |

# Year 2: Spring

# Hot and cold deserts

| | Required prior knowledge | Knowledge to be explicitly taught | How knowledge will be built upon |
|---|---|---|---|
| **Substantive knowledge** | • **Science:** The weather can change rapidly (e.g. sunny morning and rainy afternoon) within and across days (Y1 Aut)<br>• Human features are man-made, physical features are those that would be there without humans (Y1 Spr)<br>• There are seven continents in the world, six of which people live on (Y1 Sum)<br>• There are countries within each continent except Antarctica (Y1 Sum)<br>• The equator is an imaginary line across the earth (Y1 Sum)<br>• The North Pole and the South Pole are at the top and bottom of the Earth (Y1 Sum) | • The weather is short-term. **Climate** is long-term summary of the weather conditions<br>• **Precipitation** is the fall of water as rain, sleet, snow or hail<br>• **Deserts** are places where there is very little precipitation<br>• **Hot deserts** have a very hot and dry climate<br>• **Cold deserts** have a very cold and dry climate<br>• Hot and cold deserts are found in all **continents** and vary in size<br>• Hot deserts are usually found near the **Equator**<br>• Cold deserts are usually found near the **North** and **South Poles**<br>• There are similar and different **physical** features in hot and cold deserts<br>• There are few **human** features in hot and cold deserts | • Climate zones share long-term weather patterns. There are six main climate zones: polar, temperate, arid, tropical, Mediterranean and mountains (Y5)<br>• Biomes are areas of the world that, because of similar climates, have similar landscapes, animals and plants (Y5)<br>• **Science:** Adaptations of animals and plants in hot and cold deserts: Arctic fox, shrubs, camels and cacti (Y2 Sum) |
| **Disciplinary knowledge** | • Identify similarities and differences between my local area and one other place (Y1 Sum)<br>• **Science**: Use a Venn diagram to classify items into two or three sets based on properties (Y1 Sum)<br><br>*Using map types:*<br>• *Simple map (Google maps)*<br>• *Photographs of areas in an oblique view*<br>• *Globe* | • Identify similarities and differences between two non-local places<br><br>*Using map types:*<br>• *Satellite image (Google Earth) in a plan view* | • Explain similarities and differences, using geographical knowledge (Y3) |
| **Vertical concepts** | • **Location & place:** Seven continents; Equator, North Pole, South Pole (Y1)<br>• **Geographical scale:** Our community is at the local scale, our country is at the national scale, continents are at the global scale (Y1) | • **Location & place:** Locating hot and cold deserts across the world<br>• **Geographical scale:** Some physical features – like rivers or deserts – span local, national and even global scales<br>• **Interconnections:** Human features are often shaped by physical features | • **Location & place:** Locating climate zones and biomes (Y5)<br>• **Geographical scale:** The effects of physical features – like volcanoes – can be felt at the local, national and global scale (Y3)<br>• **Interconnections:** Physical features are affected by human activities (Y4) |

# Year 2: Summer

# Rivers, seas and oceans

| | Required prior knowledge | Knowledge to be explicitly taught | How knowledge will be built upon |
|---|---|---|---|
| **Substantive knowledge** | • Human features are man-made, physical features are those that would be there without humans (Y1 Aut)<br>• The UK is made of four countries: England, Scotland, Wales and N Ireland; their capital cities are London, Edinburgh, Cardiff and Belfast (Y1 Spr)<br>• Rural means countryside; urban means towns and cities (Y1 Spr)<br>• Features in rural areas include farm, hill, mountain, forest and river (Y1 Spr)<br>• Features in urban areas include office, shop, house, factory (Y1 Spr)<br>• Coastal areas are areas of land that are near to the sea. They can be rural or urban (Y1 Spr)<br>• Features in coastal areas include beach, cliff, harbour, and port (Y1 Spr)<br>• **History:** The Thames river flows through London (and people used water to put out the Great Fire) (Y2 Spr) | • **Rivers**, **lakes**, **seas** and **oceans** are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans<br>• Rivers travel from **highland** areas (the **source**) to **lowland areas** (the **mouth**)<br>• Human features around rivers include **valleys**, **mountains**, **hills** and **vegetation**<br>• The seas that surround the UK are the **North** Sea, the **Irish Sea** and the **English Channel**<br>• There are five **oceans** in the world. These are larger than seas<br>• The seas around the UK flow into the **Atlantic Ocean**<br>• **Land use** is how land is used by humans.<br>• Land use is often different around rivers and **coastal** areas | • The three longest rivers in the UK are the Severn, Thames and Trent (Y3)<br>• A river has three courses: upper, middle and lower (Y5)<br>• The three river processes are: erosion, transportation and deposition; these help form waterfalls, meanders and floodplains (Y5)<br>• Comparing human and physical features around the rivers Sever, Mississippi and Danube (Y5)<br>• The water cycle (**Science** Y4; Y5) |
| **Disciplinary knowledge** | • A map is a drawing of a place from above (EYFS)<br>• A plan view is the view of an object from above (Y1 Aut)<br>• Use and interpret 4 compass points (Y2 Aut)<br>• Identify familiar features (EYFs)<br>• **Science:** Use a Venn diagram to classify items into two or three sets based on properties (Y1 Sum)<br><br>*Using map types:*<br>• *Simple maps (Google maps) in plan view*<br>• *Photographs of places in oblique view*<br>• *Globe*<br>• *Satellite image (Google Earth) in plan view* | *Using map types:*<br>• *Photographs of places in a plan view* | *Using map types:*<br>• *OS maps (Y3)*<br>• *Physical vs political maps (Y3)* |
| **Vertical concepts** | • **Location & place:** Countries and capital cities of the UK; some human and physical features (Y1)<br>• **Location & place:** Seven continents (Y1)<br>• **Interconnections:** Human features are often shaped by physical features (Y2) | • **Location & place:** Seas surrounding the UK<br>• **Location & place**: Five oceans | • **Location & place:** Rivers of the UK (Y3) |

# Year 3: Autumn

# UK

| | Required prior knowledge | Knowledge to be explicitly taught | How knowledge will be built upon |
|---|---|---|---|
| Substantive knowledge | • Human settlements can be a city, town or village, depending on their size (Y1 Aut)<br>• Human features are man-made, physical features would be there without humans (Y1 Aut)<br>• The UK is made of four countries: England, Scotland, Wales and N Ireland; their capital cities are London, Edinburgh, Cardiff and Belfast (Y1 Spr)<br>• Rural means countryside; urban means towns and cities (Y1 Spr)<br>• Features in rural areas include farm, hill, mountain, forest and river (Y1 Spr)<br>• Features in urban areas include office, shop, house, factory (Y1 Spr)<br>• Features in coastal areas include beach, cliff, harbour, and port (Y1 Spr)<br>• Rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans (Y2 Sum)<br>• Features around rivers include valleys, mountains, hills and vegetation (Y2 Sum)<br>• The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2 Sum)<br>• Land use is how land is used by humans (Y2 Sum) | • The **UK** is made of four countries: England, Scotland, Wales and N Ireland; **Great Britain** is made up of England, Scotland and Wales; **British Isles** is made up of England, Scotland, Wales, Northern Ireland and Ireland<br>• England and the UK are split into **regions**<br>• Regions in England and the UK are split into **counties**<br>• There are several **mountain ranges** in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales)<br>• The three longest rivers in the UK are the Severn, Thames and Trent<br>• Settlements can be **hamlets**, **villages**, **towns** and **cities**, depending on their size<br>• Physical features of the North West (or other region) include **mountains**, **hills**, **forests**, **cliff**, **beach**, **river**, and **valley**<br>• Human features of the North West (or other region) include **national parks**, **hamlets**, **villages**, **towns** and **cities**, **factories**, **offices**<br>• **Land use** in the North West has changed over time (green space is filled; towns have become larger) | • The Lake District is a National Park in England (Y3)<br>• Bournemouth is located on the south coast of England, and there are a variety of human and physical features there (Y3)<br>• Many people in the Amalfi Coast, the Alps, Bournemouth and the Lake District rely on tourism, and there are ways that it can be managed responsibly (Y3)<br>• Comparing human and physical features around the river Severn with rivers Danube and Mississippi (Y5) |
| Disciplinary knowledge | • Use and interpret 4 compass points (Y2 Aut)<br>• Identify land and water on a map (Y1 Spr)<br>• Identify country boundaries on a map (Y1 Spr)<br><br>*Using map types:*<br>• *Simple maps (Google maps)*<br>• *Satellite images (Google Earth)*<br>• *Photographs of areas in oblique view*<br>• *Photographs of areas in plan view* | • Use and interpret 8 compass points<br>• Identify county boundaries on a map<br>• Give and interpret standard OS symbols<br>• Political maps show human boundaries and features; physical maps show physical boundaries and features<br><br>*Using map types:*<br>• *OS maps*<br>• *Physical maps* | *Using map types:*<br>• *Thematic maps* |
| VCs | • **Location & place:** Countries and capital cities of the UK, and some human and physical features (Y1); seas surrounding the UK (Y2) | • **Location & place**: Rivers of the UK; UK, Great Britain, British Isles; counties and regions in the UK; land use in the UK | • **Location & place:** In depth study of the River Severn (Y5) |

# Year 3: Spring

# Mountains & volcanoes

| | Required prior knowledge | Knowledge to be explicitly taught | How knowledge will be built upon |
|---|---|---|---|
| **Substantive knowledge** | • We live on the Earth (Y1 Aut)<br>• **Science:** Living things grow, need air and nutrients, react to their surroundings, move, get rid of their waste, reproduce (Y2 Spr)<br>• **Science:** Substances can exist as solids, liquids and gases (Y2 Sum)<br>• **Science:** Liquids take the shape of the container they are in. When you move the liquid into a different container the shape will change (Y2 Sum)<br>• **Science**: The Earth's crust is it's the outermost layer of our planet. It is made of rocks and minerals (Y3 Aut)<br>• **Science:** Igneous rock is formed when magma cools down (Y3 Aut)<br>• **Science:** Soil is a mixture of pieces of rock, dead plants and animals, air and water (Y3 Aut)<br>• Agriculture is the farming of plants (arable) and animals (pastoral) to eat<br>• **Science:** Plants need air (oxygen and carbon dioxide), water, light, nutrients from the soil, space, and a suitable temperature to grow (Y3) | • The Earth is made of four main layers: the **inner core** (solid), the **outer core** (liquid), the **mantle** (semi-liquid) and the **crust** (solid)<br>• The upper part of the mantle and the crust combine to make the **lithosphere**. The lithosphere is split into **tectonic plates**. Because the **mantle** is semi-liquid, these big plates move over each other<br>• Tectonic plates can be **oceanic** or **continental**. They meet at a **plate boundary**<br>• **Fold mountains** are formed when two **continental** plates move towards each other and collide<br>• **Volcanoes** are formed when two plates move away from each other, or when an oceanic plate and a continental plate move toward each other<br>• There are two main types of volcano: **shield volcano** (two plates move away) and **composite volcano** (oceanic and continental plates move together), which each have different features<br>• Shield and composite volcanoes can be **active**, **dormant** or **extinct**<br>• Products of volcanoes include **lava**, **pyroclastic flows**, **ash clouds**, **lahars**<br>• Volcanoes can also be **tourist** attractions; provide **nutrients** in the soil; and the heat can be used to heat water<br>• **La Soufriere** is a volcano in St Vincent that erupted in early 2021, causing much of the Caribbean island to be covered in ash. The eruption has many negative effects. **Etna** is a volcano on the island of Sicily, in Italy. It is very active but living near it has lots of benefits | • Tectonic activity causes earthquakes (Y4 Sum)<br>• **History:** St Vincent is an island in the Caribbean, and was home to the Garifuna people (Y5 Sum) |
| **DK** | • A plan view is the view of an object from above (Y1)<br>• Identify similarities and differences between two non-local places (Y1 Sum)<br>• Political maps show human boundaries and features; physical maps show physical boundaries and features<br>• **Science:** Make a prediction based on substantive knowledge (Y2 Aut)<br>*Using maps:*<br>• *Globe*<br>• *Satellite images (Google Earth)*<br>• *Photographs of places in oblique view*<br>• *Photographs of places in plan view* | • World maps can be drawn from different perspectives, including the Pacific-centred map<br>• An elevation view is the view of an object or place from the front or side<br>• An oblique view is the view of an object or place from diagonally above<br>• Explain similarities and differences, using geographical knowledge | • The Mercator projection is what is commonly use but distorts continents to make European countries look larger. Peters projection shows continents on a more accurate scale (Y5) |
| **VCs** | • **Location & place:** Seven continents and five oceans; Equator, North Pole, South Pole (Y1)<br>• **Geographical scale:** Some physical features can span local, national and even global scales (Y2) | • **Location & place:** Locating volcanoes across the world; location and effects of eruption at La Soufriere (Saint Vincent) and Etna (Italy)<br>• **Geographical scale:** The effects of physical features – like volcanoes – can be felt at the local, national and even global scale | • **Geographical scale:** While physical effects are felt most predominantly at the local or national scale, the response can be at the global scale (Y4) |

# Year 3: Summer

# Looking at Europe

| | Required prior knowledge | Knowledge to be explicitly taught | How knowledge will be built upon |
|---|---|---|---|
| **Substantive knowledge** | • Coastal areas are areas of land that are near to the sea. They can be rural or urban (Y1 Spr)<br>• Features in coastal areas include beach, cliff, harbour, and port (Y1 Spr)<br>• The weather is short-term. Climate is long-term summary of the weather conditions (Y2 Spr)<br>• Land use is how land is used by humans, and could include homes, shops, roads and open spaces (Y2 Sum)<br>• Physical features of the North West (or other region) include mountains, hills, forests, cliff, beach, river and valley (Y3)<br>• Human features of the North West (or other region) include national parks, hamlets, villages, town and cities, factories and offices (Y3) | • **Europe** is made up of 50 countries; **Russia** is split across Asia and Europe<br>• The **Alps** stretch across France, Italy, Switzerland, Austria and other countries. The **Lake District** is a National Park in England<br>• The **Amalfi Coast** is located in Italy and there are a variety of human and physical features along the Amalfi Coast. **Bournemouth** is located on the south coast of England, and there are a variety of human and physical features there<br>• We can categorise effects into **social**, **economic** and **environmental**<br>• **Tourism** is the business of supporting and encouraging people to visit a place for fun<br>• The four locations experience positive impacts (social and economic) and negative (environmental and social) from tourism Many people in the four locations t rely on tourism, and there are ways that it can be managed **responsibly** | • Comparing human and physical features in around a local river in the UK, the Danube in Europe, Mississippi in North America and the Amazon river in South America (Y5)<br>• Categorising effects of earthquakes into social, economic and environmental (Y4) |
| **Disciplinary knowledge** | • **Science:** Use a Carroll diagram to classify items based on their properties (Y1 Spr)<br>• Identify country boundaries on a map (Y1 Spr)<br>• Interpretation: Use an atlas to find the right map (Y1 Sum)<br>• Identify similarities and differences between two non-local places (Y2 Spr)<br>• Political maps show human boundaries and features; physical maps show physical boundaries and features (Y3 Aut)<br>*Using map types:*<br>• *Satellite images (Google Earth)*<br>• *Photographs of places in oblique and plan view*<br>• *OS maps* | • Say whether a map is at the local, national or global scale<br>• Spatially match locations on maps of different scales<br>• Identify a range of political and physical boundaries<br><br>*Using map types:*<br>• *Junior atlas* | *Using map types:*<br>• *Thematic maps* |
| **Vertical concepts** | • **Location & place:** Human and physical features in the UK (Y1, Y3)<br>• **Interconnections:** Human features are often shaped by physical features (Y2)<br>• **Geographical scale:** Our community is at the local scale, our country is at the national scale, continents are at the global scale (Y1) | • **Location & place:** Locating countries (including Russia) in Europe; Human and physical features of the Amalfi Coast and the Alps<br>• **Interconnections:** There are similarities and differences between places, even if they have similar physical and/or human features<br>• **Geographical scale:** Recognise maps at the local, national and global level and select the most appropriate one | • **Location & place:** Human and physical features around the Danube River (Y5)<br>• **Interconnections:** There are similarities and differences between HICs, MICs and LICs (Y4) |

# Year 4: Autumn

# Brazil

| | Required prior knowledge | Knowledge to be explicitly taught | How knowledge will be built upon |
|---|---|---|---|
| **Substantive knowledge** | • Names of common human and physical features (Y1-3)<br>• While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale (Y1 Sum)<br>• There are seven continents in the world, six of which people live on (Y1 Sum)<br>• There are five oceans in the world (Y2 Sum)<br>• The equator is an imaginary line across the earth (Y1 Sum)<br>• The North Pole and the South Pole are at the top and bottom of the Earth (Y1 Sum)<br>• There are poorer and wealthier areas in every county and city (Y1 Sum)<br>• **History:** Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather (Y3 Aut)<br>• Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y3) | • Lines of **longitude** and **latitude** are imaginary lines that help us locate places on Earth. Lines of longitude run north to south. The main one is called the **Prime Meridian**. Lines of latitude run east to west. The main ones are called the **Equator**, **Tropics of Cancer** and **Capricorn**, **Arctic** and **Antarctic Circle**<br>• The Equator splits the Earth into the **Northern** and **Southern Hemispheres**; the Prime Meridian splits the Earth into the **Eastern** and **Western Hemispheres**<br>• **South America** is made up of 12 countries. Brazil is located in South America; it is the largest country on the continent. The **Andes Mountains** are found along the entire western coast of South America, covering 7 countries<br>• Brazil's physical geography is split into three main regions: the **Amazon rainforest**, the **Cerrado** and the **Brazilian highlands**<br>• **Indigenous** people are the first people who lived in the place and the generations of people who came after. The Kayapo are indigenous people who live in the Amazon rainforest. They clear small patches of rainforest for **agriculture**, but are also **hunter-gatherers**<br>• **Rio de Janeiro** is one of the largest cities in the Brazilian highlands, Some of its population live in **favelas** (makeshift settlements), but there are also wealthy areas that are popular with tourists | • Lines of longitude are important for considering time zones (Y5)<br>• Lines of latitude are important for considering climate zones (Y5)<br>• Rainforest have particular features, and unique flora and fauna that have adapted to the habitat (Y4)<br>• **History:** People have lived in the Amazon rainforest for millions of years, and populations fell quickly when Spanish and Portuguese explorers brought diseases and forcibly took control of the lands (Y5) |
| **DK** | • **Mathematics:** Identify horizontal/vertical lines and pairs of perpendicular /parallel lines (Y3)<br>• Use and interpret 8 compass points (Y3 Aut)<br>• Identify country boundaries on a map (Y1 Spr)<br>• Political maps show human boundaries and features; physical maps show physical boundaries and features (Y3 Aut)<br>• Identify a range of political and physical boundaries (Y3 Sum)<br>*Using map types:*<br>• *Simple maps (Google maps); Satellite images (Google Earth); infant atlas*<br>• *Photographs of places in plan/oblique view* | *Using map types:*<br>• *Junior atlas* | *Using map types:*<br>• *Thematic maps* |
| **VCs** | • **Location & place:** Seven continents, five oceans; Equator, North Pole and South Pole (Y1) | • **Location & place:** Locating countries in South America<br>• **Location & place:** Physical and human features of Brazil<br>• **Location & place:** Lines of longitude and latitude | • **Location & place:** Climate, time zones and biomes across the world (Y5) |

# Year 4: Spring

# Rainforests

| | Required prior knowledge | Knowledge to be explicitly taught | How knowledge will be built upon |
|---|---|---|---|
| **Substantive knowledge** | • **Science:** Trees are a type of plant that have a tall stem made of wood (Y1 Aut)<br>• **Science**: Habitats are the places that living things live. Animals and plants depend on each other in their habitats (Y2)<br>• **Science:** Living things have adapted to their environment. This means they may not be able to survive in other habitats (Y2 Spr)<br>• The weather is short-term. Climate is long-term summary of the weather conditions. Precipitation is the fall of water (Y2 Spr)<br>• **Science:** Requirements for life vary from plant to plant and they are adapted to their environment (Y3 Spr)<br>• **Science:** Roots absorb nutrients from the soil and help anchor the plant (Y3 Spr)<br>• **Science:** Leaves use sunlight, carbon dioxide, and water to make their own food (Y3 Spr)<br>• Lines of latitude run east to west (Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle) (Y4 Aut)<br>• The Amazon rainforest is located in Brazil<br>• Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y3) | • **Rainforests** are forests that are found in places with **high temperatures** and lots of **precipitation**<br>• They are found between the **Tropics of Cancer** and **Capricorn**, in the area known as the **Tropics**<br>• Rainforests are found in five continents: Oceania (Australasian); Asia (Southeast Asian); Africa (Congo Basin); South America (Amazon) and North America (Central American)<br>• Rainforests are made of four main layers of different heights: the **emergent**, the **canopy**, the **understory** and the **forest floor**<br>• Each layer of the rainforest has different types of plants and animals that live there<br>• A **symbiotic relationship** is a long-term relationship between one or more species, in which both species receive benefits<br>• Animals and plants have **adapted** to life in the rainforest (**buttress roots**, **lianas**, **spider monkey**, **toucan**, **fig wasp** and **fire ants**)<br>• Rainforests provide the Earth with many benefits, including releasing lots of **oxygen**, having plants that can be used to make medicine, and they are the only home to lots of **species**<br>• Chopping down trees is called **deforestation**<br>• **Deforestation** of the Amazon rainforest in Brazil is making way for **agriculture**, to improve Brazil's economy | • Tropical rainforests are one type of biome; there are several others in the world (Y5)<br>• Flora and fauna have adapted to hot deserts, tundra, temperate forests and coral reefs (Y5)<br>• **Science:** Adaptations can be behavioural, physiological or structural (Y6)<br>• **Science:** Adaptations that provide an organism with an advantage are more likely survive and reproduce. This is how species evolve (Y6)<br>• Deforestation has serious effects: it increases the likelihood of flooding and contributes to global warming (Y5) |
| **DK** | • **Mathematics**: Measure length and height (mm/cm/m) (Y3)<br>• Draw routes around school on squared paper using 1 square : 1 pace (Y2 Aut)<br>*Using maps:*<br>• *Simple maps (Google maps)*<br>• *Satellite images (Google Earth)*<br>• *Photographs of places in oblique and plan views*<br>• *Globe* | • Draw an object to scale<br>• Recognise that people have differing opinions about environmental issues | • Calculate distances on a map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y5)<br>• Draw a basic map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y6)<br>• Express opinions about environmental issues with reasons (Y5) |
| **Vertical concepts** | • **Geographical scale:** The effects of physical features can be felt at the local, national and global scale (Y3)<br>• **Interconnections:** Human features are often shaped by physical features (Y2) | • **Interconnections:** Human activity can affect physical features (e.g. deforestation of Amazon) | • **Geographical scale:** Actions at the local or national scale can have a huge impact on the global scale<br>• **Interconnections:** Many places at the local, national and even global scale rely on trading with other places across world (Y5) |

# Year 4: Summer

# Earthquakes and settlements

| | Required prior knowledge | Knowledge to be explicitly taught | How knowledge will be built upon |
|---|---|---|---|
| **Substantive knowledge** | • The Earth is made of four main layers: the inner core (solid), the outer core (liquid), the mantle (semi-liquid) and the crust (solid) (Y3 Spr)<br>• The upper part of the mantle and the crust combine to make the lithosphere (Y3 Spr)<br>• The lithosphere is split into pieces called tectonic plates. Because the mantle is semi-liquid, these big plates move around each other (Y3 Spr)<br>• Tectonic plates can be oceanic or continental (Y3 Spr)<br>• Tectonic plates meet at a plate boundary (Y3 Spr)<br>• We can categorise effects into social, economic and environmental (Y3 Sum) | • An **earthquake** is the sudden shaking of the Earth's surface. They are caused by movements of the **tectonic plates**. Minor earthquakes can occur anywhere; major earthquakes usually occur at **plate boundaries**<br>• Earthquakes usually occur at boundaries where the plates are sliding past each other, or where an **oceanic** plate is being forced under the **continental** plate (where some volcanoes are formed)<br>• The **focus** is the point inside the **lithosphere** where the earthquake came from; the **epicentre** is the point on the Earth's surface above<br>• The size of an earthquake is measured on the **Richter scale**, which goes from 1-10. Those measuring 7 or higher cause major damage<br>• Countries in the world can be classified as **low- medium- or high-income countries** (LIC, MIC, HICs). They appear in all continents<br>• Humans can minimise the effects of earthquakes with earthquake-proof buildings, evacuations and having earthquake survival kits<br>• Haiti is a LIC in North America that experienced an earthquake in 2010. Tohoku is in Japan, a HIC in Asia, and it experienced an earthquake and tsunami in 2011<br>• Primary effects are those that happen immediately that are the direct result; secondary effects are a result of primary effects<br>• The responses to earthquakes in HICs and LICs differ | • Forced migration occurs when people can no longer live safely in their home (Y6)<br>• Natural disasters in KS3 |
| **DK** | • **(Mathematics:** Numbers written as decimals correct to one decimal place Y4-5 – **optional**, Richter scale)<br>• **Mathematics:** Coordinates in the first quadrant (Y4)<br>• Identify similarities and differences between two non-local places (Y2 Spr)<br>• Explain similarities and differences, using geographical knowledge (Y3 Spr)<br>*Using maps:*<br>• *Simple maps (Google maps)*<br>• *Photographs of places in oblique and plan views*<br>• *Globe* | • Locate places and features using letter and number coordinates on a map | • Interpret and locate places and features using 4-figure grid reference (Y5) |
| **VCs** | • **Geographical scale:** The effects of physical features can be felt at the local, national and global scale (Y3)<br>• **Interconnections:** Human features are often shaped by physical features (Y2) | • **Location & place:** Location and effects of earthquakes in Haiti/Japan<br>• **Geographical scale:** While physical effects are felt most at the local or national scale, the response can be at the global scale<br>• **Interconnections:** Humans adapt to living in earthquake-prone areas<br>• **Interconnections:** There are similarities and differences between LICs, MICs and HICs | • **Location & place:** Locating countries in North America (Y5)<br>• **Geographical scale:** Actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth's climate (Y6) |

# Year 5: Autumn

# World trade

| | Required prior knowledge | Knowledge to be explicitly taught | How knowledge will be built upon |
|---|---|---|---|
| **Substantive knowledge** | • While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale (Y1 Sum)<br>• The weather is short-term. Climate is long-term summary of the weather conditions (Y2 Spr)<br>• **Science:** A fossil is physical evidence of an ancient plant or animal (Y3 Aut)<br>• Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y3 Aut)<br>• Countries in the world can be classified as low, medium or high-income countries (LIC, MIC, HIC) (Y4 Sum) | • **Natural resources** are substances that occur naturally in the environment, like **wood**, **food**, **water** and **fossil fuels**.<br>• **Fossil fuels** are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items<br>• **Natural resources** are unevenly distributed across the world, and can be renewable or non-renewable<br>• **North America** is made up of 23 countries, across **Northern America**, **Central America** and the **Caribbean**. It is surrounded by the Arctic, Atlantic; Pacific.<br>• There are five regions of North America: **Mountainous West**, **Great Plain**, **Canadian Shield**, **Eastern Region** and **Caribbean**<br>• **Trade** is the process of buying and selling goods. **Imports** are goods that are brought into the country. **Exports** are goods that are traded out of the country<br>• UK imports food from across the world.<br>• There have been changes in what is grown where, how it is farmed, how it is transported and how it is sold. **Agriculture** has moved from **subsistence** to **commercial** so that food can be traded<br>• **Fair trade** is a way of making sure that farmers are paid a fair price for the food they grow | • Burning fossil fuels is contributing to global warming and climate change (Y5 Sum)<br>• Distribution of the world's water (Y5 Spr)<br>• **Science:** fossil fuels are a non-renewable energy store (Y6 Aut) |
| **DK** | • **Mathematics:** Coordinates in the first quadrant (Y4)<br>• **Science:** Design a table to collect data with the appropriate number of rows and columns and correct headings (Y3 Spr)<br>• Recognise simple hazards and plan steps we can take to reduce them (Y1 Aut)<br>• Give and interpret standard OS symbols (Y3 Aut)<br>• Locate places and features using letter and number coordinates on a map (Y4 Sum)<br>*Using maps:*<br>• *Simple maps (Google maps); Satellite images (Google Earth); OS maps* | • Locate places using 4-figure grid references<br>• Express opinions about environmental issues with reasons | • Locate places using 6-figure grid references (Y6)<br>• Locate places using longitude and latitude coordinates (Y6) |
| **Vertical concepts** | • **Geographical scale:** Our community is at the local scale, our country is at the national scale, continents are at the global scale (Y1)<br>• **Interconnections:** Human features are shaped by physical features (Y2) | • **Location & place:** Locating countries in North America<br>• **Geographical scale:** Trade takes place at the local, national and global scale; over time, trade has tended to become more and more global<br>• **Interconnections:** Many places at the local, national and global scale rely on trading with other places across the world | • **Location & place:** Human and physical features around the Mississippi River (Y5); migration from Northern Triangle to USA (Y6)<br>• **Geographical scale:** Actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth's climate (Y6) |

# Year 5: Spring

# Investigating water

| | Required prior knowledge | Knowledge to be explicitly taught | How knowledge will be built upon |
|---|---|---|---|
| **Substantive knowledge** | • Key human and physical features (Y1-4)<br>• Rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans. Rivers travel from highland areas (the source) to lowland areas (the mouth) (Y2 Sum)<br>• Land use is how land is used by humans, and could include homes, shops, roads and open spaces (Y2 Sum)<br>• The three longest rivers in the UK are the Severn, Thames and Trent (Y3 Aut)<br>• Russia is split across Asia and Europe (Y3 Sum)<br>• Tourism is the business of supporting and encouraging people to visit a place for fun (Y3 Sum)<br>• **Science:** The water cycle relies on evaporation and condensation. Water is collected in the oceans from rivers and seas; it evaporates and then condenses to form clouds; it then precipitates and the cycle begins again (Y4 Spr)<br>• **Science:** When a solute dissolves in a solvent, a solution is formed. A solution is a mixture (Y5 Aut) | • The amount of water on Earth is constant<br>• Water cycle: Evaporation from the air, and **transpiration** from trees means that water vapour rises into the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. **Surface runoff** is where water collects in lakes or rivers and is taken back to sea<br>• **Saltwater** is a **solution** of salt **dissolved** in water. **Freshwater** has little or no salt dissolved in it. The majority of Earth's water is saltwater. Of the remaining freshwater, almost 70% is frozen in ice caps or glaciers near the North and South Poles<br>• The distribution of freshwater is uneven across Earth, and some continents receive more precipitation than others<br>• **Mississippi** River is the second longest river in USA, North America; **Danube** River is the second longest in Europe and flows through central and southeastern European countries; **Severn** River is the longest river in the UK<br>• A river has three **courses**: **upper**, **middle** and **lower**<br>• Three river processes : **erosion**, **transportation**, **deposition**<br>• **Waterfalls** in the upper course, when the water erodes soft rock<br>• **Meanders** form in the middle course, by erosion and deposition<br>• **Floodplains** form in the lower course, by deposition<br>• Land use includes **agriculture** (including fishing), **recreational** (including tourism), **residential**, **industry**, **defence** and **transport**<br>• There are similar and different **land uses** along different stretches of the rivers Mississippi, Danube and Severn (including **poor/wealthy**, **rural/urban** areas) | • Carrying out fieldwork around a river (Y6)<br>• Formation of other river features (KS3) |
| **Disciplinary knowledge** | • **Mathematics:** Read scales/ number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts (Y3); Convert between units of measure, including m to km (Y4); Recognise % and know it means parts per 100 (Y5)<br>• Explain similarities and differences, using geographical knowledge (Y3 Spr)<br>*Using maps:*<br>• *Satellite images (Google Earth)*<br>• *Photographs of places in oblique /plan views*<br>• *OS maps*<br>• *Junior atlas* | • Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units) | • Draw a basic map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y6) |
| **VCs** | • **Location & place:** Locating countries in Europe (Y3), North America (Y5) and South America (Y4)<br>• **Location & place:** Rivers of the UK (Y3) | • **Location & place:** Human and physical features around a local river and Danube, Mississippi and Severn rivers<br>• **Location & place:** Distribution of the world's water | • **Location & place:** Building locational knowledge of Asia and Africa (KS3) |

# Year 5: Summer

# Climate across the world

| | Required prior knowledge | Knowledge to be explicitly taught | How knowledge will be built upon |
|---|---|---|---|
| **Substantive knowledge** | • **Science:** Daytime happens when we are facing the sun; nighttime happens we are facing away from the sun (Y1)<br>• The North Pole and the South Pole are at the top and bottom of the Earth (Y1 Spr)<br>• **Science:** Animals and plants have adapted to life in a hot desert: **camels** and **cacti** (Y2 Spr)<br>• **Science:** Animals and plants have adapted to life in a cold desert: **Arctic fox** and **shrubs** (Y2 Spr)<br>• The weather is short-term. Climate is long-term summary of the weather conditions (Y2)<br>• Hot deserts have a very hot and dry climate; cold deserts have a very cold and dry climate (Y2 Spr)<br>• Lines of longitude and latitude are imaginary lines that help us locate places on Earth: Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle; Prime Meridian; Northern and Southern and Eastern and Western Hemispheres (Y4 Aut)<br>• A symbiotic relationship is a long-term relationship between one or more species, in which both species receive benefits (Y4 Spr)<br>• Fossil fuels are materials made from fossils of organisms over millions of years, like coal and oil (Y5)<br>• Rainforests provide the Earth with many benefits, including releasing lots of oxygen, having plants that can be used to make medicine, and they are the only home to lots of species. Chopping down trees is called deforestation (Y4 Spr) | • Vertical lines called **meridians** split the Earth is split into 24 different **time zones**. Each time zone is a number of hours ahead or behind London, at the **Prime Meridian**. Some countries are too large for one zone and operate in multiple time zones<br>• **Climate zones** share long-term weather patterns. Six main ones: **polar**, **temperate**, **arid**, **tropical**, **Mediterranean** and **mountains**<br>• Climate zones are usually found in more than one continent; and continents of Europe, North America and South America have several climate zones Some climate zones (e.g. temperate) usually have a much higher **population density** than others<br>• **Biomes** are areas of the world that, because of similar climates, have similar landscapes, animals (**fauna**) and plants (**flora** or **vegetation belt**): **tundra**, **tropical rainforests**, **coral reefs**, **temperate forests** and **hot deserts**<br>• Flora and fauna that have adapted to life in the tundra (Arctic hare, polar bear) hot desert (cactus, camel, Saharan silver ant, cape ground squirrel) temperate forest (deciduous and coniferous trees with thick bark, red squirrels, hedgehogs, brown long-eared bats southern wood ants) coral reefs (soft coral, pistol shrimp & goby fish, reef sharks)<br>• **Global warming** relates to an increase in Earth's temperature only; it causes **climate change** which relates to a broader set of changes. Global warming and climate change both happen naturally but both have been accelerated by **human activity**<br>• Global warming is caused by too many **greenhouse gases** in the atmosphere from burning **fossil fuels**, **agriculture**, **deforestation** We can prevent further climate change by using less electricity, **reforestation** and **afforestation**, and by using less and **recycling more**. If humans do not act now, global warming and climate change will continue and have major impacts. | • In addition to global warming, plastic waste and pollution are damaging habitats across the world (Y6 Aut)<br>• **Science:** Adaptations can be behavioural, physiological or structural (Y6 Aut)<br>• **Science:** Adaptations that provide an organism with an advantage are more likely survive and reproduce. This is how species evolve (Y6 Aut)<br>• **Science:** The Earth's tilt creates seasons, and different day lengths and different times of the year (KS3) |
| **DK** | • **Mathematics:** Number of mins in an hour; hours in a day (Y2); Interpret and construct bar graphs (Y3) and line graphs (Y4)<br>• World maps can be drawn from different perspectives, including the Pacific-centred map (Y3)<br>• Use an atlas to find the right map (Y1 Sum)<br>• Explain similarities and differences, using geographical knowledge (Y3 Spr)<br>• Express opinions about environmental issues with reasons (Y5)<br>*Using maps:*<br>• *Satellite images (Google Earth); range of photographs*<br>• *Junior atlas*<br>• *Globe* | • The Mercator projection is what is commonly use but distorts continents to make European countries look larger. Peters projection shows continents on a more accurate scale<br>• Interpret and construct climate graphs<br>*Using maps:*<br>• *Thematic maps (showing climate zones and population density)* | • Using a wider range of thematic maps (KS3)<br>• Recognise other map projections (KS3) |
| **VCs** | • **Location & place:** 7 continents, 5 oceans **Location & place:** Longitude/latitude | • **Location & place:** Locating climate zones and biomes across the world; time zones | • **Location & place:** Building locational knowledge of Asia and Africa (KS3) |

# Year 6: Autumn

# Improving the environment

| | Required prior knowledge | Knowledge to be explicitly taught | How knowledge will be built upon |
|---|---|---|---|
| **Substantive knowledge** | • There are five oceans in the world. These are different to seas (Y1 Spr)<br>• **Science:** Fossil fuels, batteries and the Sun are all examples of chemical energy stores (Y5 Aut)<br>• Fossil fuels are materials made from fossils of organisms over millions of years, like coal and oil (Y5 Aut)<br>• Global warming relates to an increase in Earth's temperature only; it causes climate change which relates to a broader set of changes. Global warming and climate change both happen naturally but both have been accelerated by human activity (Y5 Sum)<br>• We can prevent further climate change by using less electricity, reforestation and afforestation, and by using less and recycling more. If humans do not act now, global warming and climate change will continue and have major impacts (Y5 Sum)<br>• **Science:** A non-renewable energy source is one where we have a fixed amount of the source, and where it would take too long for more to be formed. Burning fossil fuels to transfer electrical energy is an example of a non-renewable energy source (Y6 Aut)<br>• **Science:** Renewable energy sources quickly refill replenish themselves, meaning that we can use them again and again/Wind, solar, geothermal and hydrological power are all examples of renewable energy sources<br>• **Science:** Power stations can use both renewable and non-renewable sources of energy | • Some locations are better suited to some renewable energy sources than others, based on their **physical** and **climate** features<br>• **Plastics** take hundreds of years to break down. They can kill **organisms** directly or indirectly by destroying **habitats**<br>• Plastic waste is created across the world, and often ends up in oceans<br>• The **Great Pacific Garbage Patch** is an area of plastic waste in the Pacific Ocean, three times the size of Spain and Portugal combined<br>• Plastic **pollution** can be reduced by using less single-use plastic (e.g. plastic bags, straws) and **recycling** more plastic<br>• **Sustainable cities** limit damage to their environment<br>• Sustainable cities are found across the world including: Beddington (UK, Europe); Curitiba (Brazil, South America); Dongtan City (China; Asia); Melbourne (Australia, Oceania); Vancouver (Canada, North America); and Cape Town (South Africa, Africa) | • Carrying out fieldwork (Y6)<br>• The Earth's changing climate from the Ice Age to now (KS3) |
| **DK** | • **Mathematics:** Coordinates in the first quadrant (Y4)<br>• Location: Locate places and features using 4-figure grid references (Y5 Aut)<br>• Express opinions about environmental issues with reasons (Y5 Aut)<br>*Using maps:*<br>• *Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps* | • Locate places on a world map using longitude and latitude<br>• Evaluate responses to environmental issues | • Use Geographical Information Systems (GIS) to view, analyse and interpret places and data (KS3) |
| **VCs** | • **Geographical scale:** While physical effects are felt most predominantly at the local or national scale, the response can be at the global scale (Y4) | • **Geographical scale:** Actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth's climate | • **Geographical scale:** Use scales more mathematically, measuring and carefully calculating distances (KS3) |

# Year 6: Spring

# On the move

| | Required prior knowledge | Knowledge to be explicitly taught | How knowledge will be built upon |
|---|---|---|---|
| **Substantive knowledge** | • There are poorer and wealthier areas in every county and city (Y1 Sum)<br>• We can categorise effects into social, economic and environmental (Y3 Sum)<br>• Rio de Janeiro is one of the largest cities in the Brazilian highlands (Y4 Aut)<br>• Some of Rio de Janerio's population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists (Y4 Aut)<br>• Countries in the world can be classified as low-, middle- or high-income countries. HICs, MICs and LICs appear in all continents (Y4 Sum)<br>• North America is made up of 23 countries, across Northern America, Central America and the Caribbean (Y5 Aut)<br>• North America is surrounded by the Arctic, Atlantic and Pacific Ocean (Y5 Aut) | • **Maslow's hierarchy of needs** show what humans need to survive and thrive<br>• **Migration** is the process of moving from one place to another. It does not have to be between countries, but where it is it is called **immigration** (in) or **emigration** (out)<br>• People migrate because of **push** and **pull factors**<br>• Case study: El Salvador, Guatemala, Honduras (Northern Triangle) to USA<br>• Push factors encouraging people to emigrate from the **Northern Triangle** include violent crime and poverty<br>• Pull factors encouraging people to migrate to USA include lower rates of violent crime, prospect of higher-paid jobs and family reunification. 'The American Dream' does not come true for a lot of immigrants<br>• **Forced migration** occurs when people can no longer live safely in their country. When people are forced to leave their country, they **seek asylum** in another country<br>• Case study: Syria to countries in Europe<br>• **Asylum seekers** make up a very small proportion of **immigrants** to the UK<br>• The UK has benefitted from immigration in many ways (economic, social and cultural) | • Further case studies of migration, exploring push and pull factors in more depth (KS3) |
| **DK** | • Identify country boundaries on a map (Y1 Spr)<br>• Identify similarities and differences between two non-local places (Y2 Spr)<br>• Explain similarities and differences, using geographical knowledge (Y3 Spr)<br>• Interpretation: Express opinions about environmental issues with reasons (Y5 Aut)<br>*Using maps:*<br>• *Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps* | | |
| **Vertical concepts** | • **Interconnections:** There are similarities and differences between HICs, MICs and LICs (Y4)<br>• **Location & place:** Europe (Y3) and North America (Y2) | • **Location & place:** Migration from Syria to countries in Europe; and Northern Triangle to USA<br>• **Interconnections:** Migration is usually the result of a related set of push and pull factors | • **Location & place:** Pupils build locational and place knowledge in KS3 by revisiting Europe, North America and South America, and expanding this to Asia and Africa (KS3) |

# Year 6: Summer

# I am a geographer

Disciplinary knowledge

## Required prior knowledge

- Recognise simple hazards and plan steps we can take to reduce them (Y1 Aut)
- Draw a basic fieldsketch of what can be seen (Y1 Aut)
- Draw an object to scale (Y4 Sum)
- Use and interpret 8 compass points (Y3 Aut)
- Locate places and features using 4-figure grid references (Y4 Sum)
- Locate places on a world map using longitude and latitude (Y5 Aut)
- Give and interpret standard OS symbols (Y3 Aut)

**Science:**

- **A&P:** There are four main stages of enquiry: Planning; Measuring & Observing; Recording & Presenting; Analysing & Evaluating (Y2 Spr)
- **A&P:** Scientists look for patterns in data to try to identify correlations (Y5 Spr)
- **A&P:** Set a hypothesis to test (Y2 Aut)
- **A&P:** Select most appropriate equipment to measure (the variables) that will give you the best chance of an accurate result (Y3 Spr)
- **A&P:** A dependent variable is what you measure; an independent variable is what you change; controlled variables are things that stay the same (Y3 Aut)
- **A&P:** Scientists must work out if the factor is the cause of the outcome in a correlation (Y5 Sum)
- **A&P:** Write an appropriate method (Y3 Aut)
- **A&P:** Draw diagram of the investigation (Y4 Sum)
- **M&O:** Anomalous results should be discarded and rerecorded (Y3 Sum)
- **M&O:** Data is repeatable if the same person repeats the investigation and gets the same results; data is reproducible if the investigation is repeated by a different person and the results are the same (Y3 Sum)
- **M&O:** Taking multiple readings allows you to see if your data is repeatable, helps identify outliers and allows a mean to be calculated (Y6 Sum)
- **R&P:** Design a table to collect data with the appropriate number of rows and columns and correct headings (Y3 Spr)
- **R&P:** Record numerical or descriptive observations in a table (Y1 Aut)
- **R&P:** Decide which graph is most appropriate for the enquiry (Y6 Aut)
- **A&E:** Draw conclusions (e.g. 'the greater the… , the greater the…') (Y3 Sum)
- **A&E:** Suggest ways to improve practical procedures to obtain more accurate measurements **(Y3 Sum)**
- **A&E:** Ask further questions that could be explored to extend findings (Y2 Spr)

*Using maps:*

- *Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps*

## Knowledge to be explicitly taught

- Draw a basic map to scale (1 unit : 1, 2, 4, 5 or 10 units)
- Create questionnaires and surveys
- Locate places and features using 6-figure grid references
- Produce a detailed risk assessment

## How knowledge will be built upon

**KS3:**

- Plan and undertake complete investigations undertaken in contrasting locations
- Carry out fieldwork independently from the teacher
- Calculate distances on a map using a range of scales
- Recognise and select the most appropriate projection
- Draw accurate maps using a range of scales
- Use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- Interpret contours as a representation of height

# Vertical concepts

| | Location and place | | | | | Geographical scale | Interconnections |
|---|---|---|---|---|---|---|---|
| | UK | Europe | North America | South America | Wider world | | |
| **Y1** | •Countries and capital cities of the UK<br>•Some human and physical features of the UK | | | | •Seven continents<br>•Equator, North Pole, South Pole<br>•Comparison of areas in UK with non-European country (Kenya) | •Our community is at the local scale, our country is at the national scale, continents are at the global scale<br>•When making comparisons, the two places need to be at the same scale | •Humans are affected by physical features everyday (e.g. weather) |
| **Y2** | •Seas surrounding the UK | | | | •Five oceans<br>•Locating hot and cold deserts across the world | •Some physical features – like rivers or deserts – span local, national and even global scales | •Human features are often shaped by physical features (e.g. settlements and other human features around rivers) |
| **Y3** | •Rivers of the UK<br>•UK, Great Britain, British Isles<br>•Counties and regions in the UK<br>•Land use in the UK | •Location and effects of Etna, Italy<br>•Locating countries (including Russia) in Europe<br>•Human and physical features of Amalfi Coast and Alps | •Location and effects of eruption at La Soufriere, St Vincent | | •Locating volcanoes across the world | •The effects of physical features – like volcanoes – can be felt at the local, national and global scale<br>•Recognise maps at the local, national and global scale, and select the most appropriate one | •There are similarities and differences between different places, even if they have similar physical and/or human features (e.g. tourism on UK coast and Amalfi Coast) |
| **Y4** | | | •Location and effects of earthquake in Haiti | •Locating countries in South America<br>•Physical and human features of Brazil | •Lines of longitude and latitude<br>•Location and effects of earthquake in Japan | •While physical effects are felt most predominantly at the local or national scale, the response can be at the global scale | •Human activity can affect physical features (e.g. deforestation of Amazon)<br>•Humans have adapted to living in areas prone to earthquakes<br>•There are similarities and differences between HICs, MICs and LICs |
| **Y5** | •Human and physical features around local river | •Human and physical features around the Danube river | •Locating countries in North America<br>•Human and physical features around the Mississippi river | | •Distribution of the world's water<br>•Locating climate zones/biomes across and within continents<br>•Time zones | •Trade takes place at the local, national and global scale<br>•Over time, trade has tended to become more and more global | •Many places at the local, national and even global scale rely on trading with other places across world |
| **Y6** | | •Migration from Syria to countries in Europe | •Migration from Northern Triangle to USA | | | •Actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth's climate | •Migration is usually the result of a related set of push and pull factors |
| **KS3** | Pupils build locational and place knowledge in KS3 by revisiting Europe, North America and South America, and expanding this to Asia and Africa. | | | | | •Use scales more mathematically, measuring and carefully calculating distances | •Make more sophisticated connections between across cause and effect, human and physical and different places |

# Disciplinary knowledge (EYFS-KS1)

The below tables outlines where disciplinary knowledge is **first taught** and deliberately practised in KS1 or KS2. The curriculum has been sequenced so that the content is also reviewed in subsequent units (and may also be reviewed in other subject areas like science and history), but to keep the table readable, we have only set out where it is first taught. The Mathematics Programmes of Study have been considered so that pupils never need to apply mathematical skills (e.g. calculating mean, rounding to an appropriate degree, constructing graphs) until they have first been taught in mathematics lessons.

| | **Attitudes & Planning** (A&P) | **Measuring & Observing** (M&O) | | **Recording & Presenting** (R&P) | | **Analysing & Evaluating** (A&E) | | | **Using a range of maps** |
|---|---|---|---|---|---|---|---|---|---|
| | Geographical attitudes & planning | Fieldwork | Using scale | Perspectives | Scale drawing | Location | Directions | Interpretation | |
| **R** | Show care and concern for living things in the environment | Observe and name features in the local environment<br>Observe using senses | Use propositional vocabulary (e.g. bigger, smaller; nearer, further)<br>Know that drawings are not the same size of features in real life | A map is a drawing of a place<br>Look at and identify objects from a plan view | Draw around objects to make a plan view of them | Interpret and give locations using prepositional language | Interpret and give directions using directional language (not left and right) | Identify familiar features<br>Relate familiar features on a map to everyday life<br>Identify similarities and differences between my local area and a new place<br>Give and interpret their own or basic symbols and key | Photographs of objects in an elevation view<br>Photographs of objects in a plan view<br>Simple picture maps<br>Photographs of places in an oblique view |
| **Y1** | (Teacher model) simple geographical questions<br>Understand simple hazards and steps we can take to avoid them | | | A plan view is the view of an object or place from above<br>A globe is a round map of the Earth | Basic fieldsketch<br>Look down on objects to draw a plan view of them<br>Draw a route on a map and labelling features in correct order | Interpret and give locations using left and right | Interpret and give directions using left and right<br>Use and interpret 2 compass points (N and S) | Identify land and water on a map<br>Identify country boundaries on a map<br>Use an atlas to find the right map | Simple maps (Google maps) in a plan view<br>Infant atlas |
| **Y2** | | | | | Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (or 1 metre, if your class have learned this in maths)<br>Draw a sketch map of a route with some approximate scale and features in correct order | | Use and interpret 4 compass points | Identify patterns<br>Identify similarities and differences between two non-local places | Satellite image (Google Earth) in a plan view<br>Photographs of places in a plan view |

# Disciplinary knowledge (KS2)

| | **Attitudes & Planning** (A&P) | **Measuring & Observing** (M&O) | | **Recording & Presenting** (R&P) | | **Analysing & Evaluating** (A&E) | | | **Using a range of maps** |
|---|---|---|---|---|---|---|---|---|---|
| | Geographical attitudes & planning | Fieldwork | Using scale | Perspectives | Scale drawing | Location | Directions | Interpretation | |
| **Y3** | (Teacher model) more searching geographical questions | | Say whether a map is at the local, national or global scale<br>Spatially match locations on maps of different scales | World maps can be drawn from different perspectives, including the Pacific-centred map<br>An elevation view is the view of an object or place from the front or side<br>An oblique view is the view of an object or place from diagonally above | | | Use and interpret 8 compass points | Explain similarities and differences, using geographical knowledge<br>Identify county boundaries on a map<br>Political maps show human boundaries and features; physical maps show physical boundaries and features<br>Identify a range of political and physical boundaries<br>Give and interpret standard OS symbols | OS map<br>Physical maps (rather than political) maps |
| **Y4** | (Teacher model) geographical questions that relate to cause and effect (how, why?) | | | | Draw an object to scale | Locate places and features using letter and number coordinates on a map | | Recognise that people have differing opinions about environmental issues | Junior atlas |
| **Y5** | | | Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units) | The Mercator projection is what is commonly used but distorts continents to make European countries look larger.<br>Peters projection shows continents on a more accurate scale | | Locate places using 4-figure grid references | | Interpret and construct climate graphs<br>Express opinions about environmental issues with reasons | Thematic maps (showing climate zones and population density) |
| **Y6** | (Teacher model) geographical questions that relate the past to the future<br>Risk assessment | Create questionnaires and survey | | Draw a field sketch | Draw a basic map to scale (1 unit : 1, 2, 4, 5 or 10 units) | Locate places on a world map using longitude and latitude<br>Locate places using 6-figure grid references | | Evaluate responses to environmental issues | |
| **KS3** | Plan and undertake complete investigations undertaken in contrasting locations | Carry out fieldwork independently from the teacher | Calculate distances on a map using a range of scales | Recognise and select the most appropriate projection | Draw accurate maps using a range of scales | | | Use Geographical Information Systems (GIS) to view, analyse and interpret places and data<br>Interpret contours as a representation of height | GIS<br>Wider range of thematic maps |

# Books to read if you are interested in Geography...

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| Autumn | Here I am | Mini Mappers | United Kingdom | Brazil | Investigating world trade | Improving the environment |
| Spring | Where we are | Hot and cold deserts | Investigating mountains and volcanoes | Rainforests | Investigating water | On the move |
| Summer | There you are | Rivers, seas and oceans rivers | Looking at Europe | Earthquakes and human settlements | Climate across the world | I am a geographer |

# Alignment to the National Curriculum (KS1)

The below tables outlines where the statutory content from the National Curriculum is first taught across KS1 or KS2. The curriculum has been sequenced so that much of the content is reviewed in subsequent units.

| | |
|---|---|
| **Locational knowledge** | |
| Name and locate the world's seven continents and five oceans | **Y1 Sum:** There you are |
| Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | **Y1 Spr:** Where we are |
| **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 | **Y1 Sum:** There You Are |
| **Human and physical geography** | |
| Identify seasonal and daily weather patterns in the United Kingdom | **Y2 Aut:** Minimappers |
| Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | **Y2 Spr:** Hot and cold deserts |
| Use basic geographical vocabulary to refer to:<br>• Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br>• Key human features, including: city, town, village, factory, farm, house, office, port, harbour and port | **Y1 Aut:** Here I am<br>**Y1 Spr:** Where we are<br>**Y2 Sum:** Rivers, seas and oceans |
| **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 | **Y1 Sum:** There you are<br>**Y2 Sum:** Rivers, seas and oceans |
| Use simple compass directions (North, South, East and West) | **Y2 Aut:** Minimappers |
| Use locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map | **Y1 Aut:** Here I am |
| Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features | **Y2 Sum:** Rivers, seas and oceans |
| Devise a simple map; use and construct basic symbols in a key | **Y2 Aut:** Minimappers |
| 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 | **Y1 Aut:** Here I am<br>**Y2 Aut**: Minimappers |

# Alignment to the National Curriculum (KS2)

| | |
|---|---|
| **Locational knowledge** | |
| Locate the world's countries, using maps to concentrate on their environmental regions, key physical and human characteristics, countries and major cities:<br>• Europe<br>• North America<br>• South America | **Y3 Sum:** Looking at Europe<br>**Y5 Aut:** World trade<br>**Y4 Aut:** Brazil |
| Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | **Y3 Aut:** UK<br>**Y5 Spr:** Investigating water |
| Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Topics of Cancer and Capricorn, Artic and Antarctic Circle, the Prime Meridian | **Y4 Aut**: Brazil |
| Identify the position and significance of the time zones (including day and night) | **Y5 Sum:** Climate across the world |
| **Place knowledge** | |
| Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America | **Y5 Spr:** Investigating water |
| **Human and physical geography** | |
| Describe and understand key aspects of physical geography including:<br>• Climate zones, biomes and vegetation belts<br>• Rivers<br>• Mountains and volcanoes<br>• Earthquakes<br>• The water cycle | **Y5 Sum:** Climate across the world<br>**Y5 Spr:** Investigating water<br>**Y3 Spr** Mountains & volcanoes<br>**Y4 Sum:** Earthquakes<br>**Y5 Spr:** Investigating water |
| Describe and understand key aspects of human geography including:<br>• Types of settlement and land use<br>• Economic activity including trade links<br>• Distribution of natural resources including energy, food, minerals and water | **Y3 Aut:** UK<br>**Y5 Aut:** World trade<br>**Y5 Sum:** World trade; **Y5 Spr**: Water |
| **Geographical skills and fieldwork** | |
| Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | *[See the last column in Disciplinary Knowledge to see when each map type is introduced]* |
| Use the eight compass points | **Y3 Aut:** UK |
| Four-figure grid references | **Y5 Aut:** World trade |
| Six-figure grid-references | **Y6 Sum:** I am a geographer |
| Symbols and key (including OS maps) | **Y3 Aut:** UK |
| 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 | **Y2 Aut**: Minimappers;<br>**Y6 Sum**: I am a geographer |

# Impact

Assessing impact is assessing how well pupils have learned the required knowledge from the implemented curriculum. It is not about lots of tests, or meticulously comparing pupils' outcomes at the start and end of each unit.

**If pupils can keep up with a well-sequenced curriculum that has progression built in, they are making progress!**

The United Curriculum has this progression built in, and so teachers and subject leads just need to be confident that pupils are keeping up with it.

This can be done through:

- **Formative assessment in lessons**

  *There are opportunities for formative assessment in the lesson slides provided, and teachers should continually adapt their lesson delivery to address misconceptions and ensure that pupils are keeping up with the content.*

- **Low-stakes summative assessment**

  *A post-learning quiz is provided for every unit. These questions usually take the form of multiple-choice questions, and aim to assess whether pupils have learned the core knowledge for that unit. These should also be used formatively, and teachers should plan to fill gaps and address misconceptions before moving on.*

- **Books and pupil-conferencing**

  *Talking to pupils about their books allows you to assess how much of the curriculum content is secure. These conversations are used most effectively to determine whether pupils have a good understanding of the vertical concepts, and if they can link recently taught content to learning from previous units. (They should not be used to assess whether pupils can recall information, as low-stakes quizzes can gather this information more efficiently).*