



Curriculum Aims and Overview

The study of geography offers a uniquely powerful lens through which to see the world, helping them to see connections between places and scales that would otherwise be missed. Pupils are pushed beyond the confines of their everyday experience, to encounter places and landscapes that they would otherwise not meaningfully understand. Geography brings a sense of awe, wonder and curiosity about the world. We aim to increase care and compassion for the planet and its inhabitants, raising understanding of and tolerance and diversity in different ways of living. Geography also teaches pupils about their own local environment, compelling them to think critically and reconsider what they thought they knew in a wider context. The study of geography is also a matter of citizenship as it helps young people to encounter and engage with their world, find their place within it and offers them a stronger voice to discuss and collaborate with others, communicating their views on the issues that matter.

Scope and Sequencing

The sequence of learning starts with the world pupils know: their own local environment followed by the United Kingdom (Year 1). As they progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

In Key Stage 1, we expand the pupil's knowledge and understanding to the whole of the planet; they learn to locate and name the seven continents and the five oceans as well as focussing in on a contrasting location and comparing that with their own local area.

In Key Stage 2, pupils extend their knowledge and understanding beyond the local area. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils go on to study a specific area and some of the natural characteristics of the area, the impact humans are having upon the planet and significant Global challenges including climate change and deforestation.

Units are carefully scheduled so that they build on what has been taught before across History and Geography. For example, in Year 3, children will secure their knowledge of the geography of Europe before learning about Ancient Greece. This locational knowledge helps in making connections and deepening understanding.

There are four core pillars underpinning the discipline of geography:

1. Geographical enquiry exposes pupils to key questions and gives them the opportunity to ask their own questions.
2. Geographical enquiry relies on pupils acquiring sufficient substantive knowledge.
3. Alongside this knowledge, pupils are given the opportunity to develop disciplinary knowledge
4. Finally, pupils learn to communicate geographical findings in a sequenced, coherent manner both in verbal and written form.

Identifying and combining these core pillars work towards the overall goal of geography education – inspiring pupils with a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. The development of their knowledge of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes, ensures they understand and thrive in the world around them.

Substantive and Disciplinary Content in Geography

Every subject is unique and includes its own substantive content and disciplinary content. The INSPIRE curriculum is designed to ensure that pupils not only have broad and strong substantive knowledge but also understanding of the discipline of geography. Pupils learn both geographical 'facts' and how to make sense of them simultaneously. When pupils learn geography, they tackle these two closely linked types of content, each dependent on the other with each playing a vital part in securing **scope, coherence, rigour and sequencing**.

Substantive Knowledge

Geography is a cumulative and synoptic discipline. Pupils' knowledge of what we often call substantive concepts such as 'climate zone' 'migration' and 'continent' come up time and time again in the geography curriculum. We know if pupils are able to build up knowledge of these concepts, building richer and richer schemata of these concepts and terms over time, it can help them access increasingly complex material throughout the curriculum, which helps them to learn, understand and remember more – meaning they make more progress.

Disciplinary Knowledge

Learning geography involves the development of both substantive knowledge (the 'stuff' of geography) and familiarity with the 'second-order' or procedural disciplinary concepts, that shape the way in which the 'stuff' or 'substance' is understood, organised and debated, as well as the ways in which it is actually generated. We want pupils to develop as scholars within the discipline of geography – so pupils need to know how we arrived at established facts. How did we get there? How is it justified? How is it revised? What's the degree of certainty attached? They need to know the grammar of geography.

The simplest way to think about the difference is – the substantive knowledge is the '**what**' and the disciplinary knowledge is the '**how**'.

As we're teaching we need to interweave the **what** and the **how** for our children. Thinking geographically is vital. Simply 'knowing' the capital of Uzbekistan, or the location of Timbuktu is not, in itself, geographical thinking. The best we could say is that it enables geographical thinking. We need facts in order to think, but we also need concepts to enable us to group bits of information, or facts, together.

In geography, unlike some other subjects, there is not a commonly held view on what disciplinary knowledge is. Disciplinary knowledge can be viewed as the connection between the academic discipline and the school subject. As the scope of geography is complex, so the discipline is too. Broadly, disciplinary knowledge introduces pupils 'to specialised forms of knowledge, modes of thought and experience, which are the symbolic products of past human endeavours to better know the world and the people within it.

One way of doing this is through the 'powerful knowledge' approach. This approach emphasises pupils' need to learn about disciplinary knowledge, in particular that knowledge is 'open to debate, challenge and discussion by subject experts. We need to enable pupils to think hard about comparing and contrasting places, locations, physical and human features, processes, patterns, relationships, connections, environmental challenges, cause, effect and consequences as well as reasoning and explaining change.

Core Concepts

BIG IDEAS – SUBSTANTIVE CONCEPTS			
S.C. 1 – Locational Knowledge	S.C. 2 – Place Knowledge	S.C. 3 – Human and Physical Geography	S.C. 4 – Geography Skills and Fieldwork (Procedural)
Name	Global Space	Migration	Maps
Locations	Remoteness	Glaciation	Globes
Positioning Systems	Rural	Climate Change	Patterns
Order	Urban	Environment	Similar
Connection	Economic	Culture	Proximity
Region		Process	

THINKING AS A GEOGRAPHER – DISCIPLINARY CONCEPTS				
D.C.1 – Scale and Connection	D.C. 2 – Place and Space	D.C. 3 – Physical and Human Geography (Interdependence)	D.C. 4 – Environment and Sustainability	D.C. 5 – Culture and Diversity
Continents	Continents	Trade	Physical Features	Places and Identity
Maps	Oceans and Seas	Resources	Landscape	Values
Spatial Resolution (Urban, National, Global)	Regions	Sustainability	Biomes	Practices
		Settlement	Climate	
		Landform	Rivers	
		Fertile	Volcanoes	
		Population	Diversity	
			Landforms	

Whole School Overview

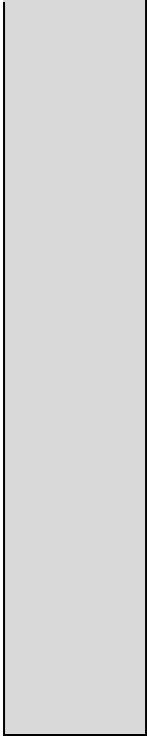
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>People Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussions, stories and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class Explain some similarities and difference between life in this country and life in other countries <p>The Natural World</p> <ul style="list-style-type: none"> Explore natural world around them, making observations and drawing pictures of animals and plants Know some similarities and difference between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<p>Local Area</p> <p><u>Significant People</u> Mayor of Wakefield Local MP (Yvette Cooper, Jon Trickett, Simon Lightwood)</p> <p><u>Dig Deeper</u> What would you change about your local area? Why?</p> <p><u>Recommended Texts</u> What We'll Build – Our Class is a Family Your local area: Homes Our local area (Ways into geography)</p>	<p>Planet Earth Continents and Oceans</p> <p><u>Significant People</u> Christopher Columbus Abraham Ortelius Marie Tharp</p> <p><u>Dig Deeper</u> Can you order the sizes of oceans and continents of the world?</p> <p><u>Recommended Texts</u> Oceans See inside oceans Continents This is how we do it</p>	<p>Villages, Towns and Cities</p> <p><u>Significant People</u> Zaha Hadid</p> <p><u>Dig Deeper</u> There are more advantages to living in a city than disadvantages, do you agree?</p> <p><u>Recommended Texts</u> Little people, big dreams, Zaha Hadid Let's Explore Britain The Town</p>	<p>Rivers</p> <p><u>Significant People</u> James Hutton Phillip Weller Marjory Stoneman Douglas</p> <p><u>Dig Deeper</u> Why should we protect rivers from pollution?</p> <p><u>Recommended Texts</u> River Stories A River The River Moon River I talk like a river Amazing Rivers</p>	<p>Slums</p> <p><u>Significant People</u> Ebba Brink Ban Ki-Moon Abisoye Ajayi-Akinfolarin</p> <p><u>Dig Deeper</u> How does stereotyping jeopardise the standard of living for those living in slums?</p> <p><u>Recommended Texts</u> The Growth of Cities Why Geography Matters: A Brief Guide to our Planet An Overcrowded World?</p>	<p>Biomes</p> <p><u>Significant People</u> Wangari Maathai John Hartley Lawton Frederic E. Clements</p> <p><u>Dig Deeper</u> Do we have a bigger collective responsibility for biomes around the world?</p> <p><u>Recommended Texts</u> Biomes Biome Explorer Understanding Biomes What a Wonderful World</p>

	<p>Countries of the UK</p> <p><u>Significant People</u> Prime Ministers and National Leaders of the UK countries King Charles III</p> <p><u>Dig Deeper</u> Why is it important to recognise and celebrate the different countries in the UK?</p> <p><u>Recommended Texts</u> Our World is a Family Maps of the United Kingdom Great Britain for Kids: People, Places and Cultures</p>	<p>Hot and Cold Places</p> <p><u>Significant People</u> Bear Grylls Wasfia Nazreen Eric Larson</p> <p><u>Dig Deeper</u> Would you rather live closer to the equator and why?</p> <p><u>Recommended Texts</u> 24 Hours in Antarctica Poles Apart The Equator The Coldest Tundra</p>	<p>Weather and Climate</p> <p><u>Significant People</u> Aisling Creevey</p> <p><u>Dig Deeper</u> Why does it rain so much in some places but less in others?</p> <p><u>Recommended Texts</u> A Climate in Chaos See Inside weather and Climate</p>	<p>Natural Resources</p> <p><u>Significant People</u> Julia Hill Rachel Carson</p> <p><u>Dig Deeper</u> 'Every country should stop mining natural resources.' Discuss.</p> <p><u>Recommended Texts</u> Changing World The Last Tree Our Planet: The one we call home</p>	<p>Energy and Sustainability</p> <p><u>Significant People</u> Peter Taylor James Hanson Eunice Foot</p> <p><u>Dig Deeper</u> Do we live through ethical choices?</p> <p><u>Recommended Texts</u> This book is not Rubbish: 50 ways to Ditch Plastic Reduce Rubbish and Save the World The Boy Who Harnessed the Wind</p>	<p>Globalisation</p> <p><u>Significant People</u> Susan Wojcicki Steve Jobs</p> <p><u>Dig Deeper</u> Has globalisation helped gender equality?</p> <p><u>Recommended Texts</u> Steve Job – Little People Big Dreams Women Leading the Way – Susan Wojcicki</p>
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	<p>Coastlines</p> <p><u>Significant People</u> Sir Martin Frobisher Kristal Ambrose Finlay Pringle</p> <p><u>Dig Deeper</u> How do you think coastlines will look in 10 years?</p> <p><u>Recommended Texts</u> The Storm Whale Stella and The Seagull A First Book of the Sea The Boy who Sailed the World</p>	<p>Brazil – Compare and Contrast the UK</p> <p><u>Significant People</u> Wangari Maathai David Livingstone</p> <p><u>Dig Deeper</u> How is Brazil similar and different to the UK?</p> <p><u>Recommended Texts</u> My name is River The Secret Explorers and the Rainforest Ranges The Great Kapok Tree From My Window</p>	<p>Earthquakes and Volcanoes</p> <p><u>Significant People</u> Katia Krafft (vulcanologist)</p> <p><u>Dig Deeper</u> Imagine you are in charge of a town. How would you plan for a volcanic eruption?</p> <p><u>Recommended Tests</u> Fantastically Great Women Scientists and their stories When the Giant Stirred</p>	<p>Migration</p> <p><u>Significant People</u> Kofi Annan?</p> <p><u>Dig Deeper</u> Every country should let in refugees: discuss.</p> <p><u>Recommended Texts</u> My Name is not Refugee Boy at the Back of the Class</p>	<p>Population</p> <p><u>Significant People</u> Seebohm Rowntree?</p> <p><u>Dig Deeper</u> Wealthier countries should do more to support ageing populations. Is this fair?</p> <p><u>Recommended Texts</u> If the World were 100 People Population and Settlement</p>	<p>Fieldwork Study Project</p> <p><u>Significant People</u> Peter Newman</p> <p><u>Dig Deeper</u> Is all data, good data?</p> <p><u>Recommended Texts</u> Let's get Mapping</p>
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EYFS

Specific Area of Learning – People, Culture and Communities and The Natural World	ELG People, Culture and Communities	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in EYFS	Geography KS1 National Curriculum
	<p>ELG:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> Geographer World Ocean Sea Land Country City Town Village Place Map Season Weather Forest Beach Mountain Countryside Hill Planet Space Earth Home House Shop Supermarket 	<ul style="list-style-type: none"> Become familiar with the local environment Explore school grounds Know about extended family Knowing about family members in other places Explore traditions and cultures Know about farms and animals Exploring world through texts Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...) Using a map to discuss where family members lives Construction (Place Knowledge) Role Play (Place Knowledge) Small World (Locational, Map Skills) 	<p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place knowledge</p> <ul style="list-style-type: none"> 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. <p>Human and physical geography</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
	<p>ELG The Natural World</p>			
<ul style="list-style-type: none"> Exploring the Natural World around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class. 	<p>Linked to communication and language pupils will: Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use new vocabulary in different contexts. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep</p>		<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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. <p>Geographical skills and fieldwork – Use of maps, atlases, and globes. Use directional language to describe locations.</p>	



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familiarity with new
knowledge and
vocabulary

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<p>Knowledge – Where I am and what else the world has to offer?</p> <p>Substantive Knowledge Concepts:</p> <ul style="list-style-type: none"> • Place and Locational • Human and Physical • Fieldwork 	<p>Every child should develop a sense of place in order to understand their status in the world and form a sense of self-identity. Sense of place becomes part of what adults need to be considered <i>geo-literate</i>—having the tools and knowledge to protect natural and cultural resources, reduce violent conflicts, and improve the quality of life worldwide. Through interactions with the environment and each other, children develop geo-literacy skills, become empowered, and see themselves as capable social beings.</p> <p>Why is identity important? Having an identity gives us a sense of belonging, which is important to our children’s wellbeing and confidence.</p>			
<p>Development Matters/Birth to Links</p> <p>Nursery</p> <ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos <p>Reception</p> <ul style="list-style-type: none"> • Draw information from a simple map • Recognise some similarities and differences between life in this country and life in other countries <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps • 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. • 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. 	<p>Nursery</p>	<p>Enquiry 1 Where do I go to School?</p> <p>Name and locate areas around Nursery and grounds and recognise features:</p> <ul style="list-style-type: none"> • name the nursery • group you belong to • name the different areas in nursery • name some features in our nursery. <p>Geographical concepts include:</p> <ul style="list-style-type: none"> • Place and Locational <p>Observe the weather:</p> <ul style="list-style-type: none"> • complete daily weather chart - discuss weather appropriate clothing • begin to observe some seasonal changes linked to weather changes <p>Geographical concepts include:</p> <ul style="list-style-type: none"> • Fieldwork 	<p>Enquiry 2 Where have I been?</p> <p>Know that there are different countries in the world using stories and discussions about holidays:</p> <ul style="list-style-type: none"> • to build awareness of different countries • to know how we could travel to different countries. • talk about where we have been on holiday and how we got there. • talk about the differences they have experienced or seen in photos. <p>Geographical concepts include:</p> <ul style="list-style-type: none"> • Place and Locational • Human and Physical 	<p>Enquiry 3 Where do people go all day/night?</p> <p>Begin to show an interest in different jobs people do, recognise places where people work:</p> <ul style="list-style-type: none"> • locate people who help us in school. • know some jobs of people who help us and where they work- our grown up • Locate places on a map (locally/ globally) <p>Geographical concepts include:</p> <ul style="list-style-type: none"> • Place and Locational • Human and Physical • Fieldwork
	<p>Reception</p>	<p>Enquiry 1 Where do I go to school and live?</p> <p>Name and locate areas around our school setting and the grounds. Discuss their immediate environment using knowledge from observation, discussion and maps:</p> <ul style="list-style-type: none"> • recognise and name the different areas and places in our school • Name, locate and recognise features and places in the local area: on local area walk, locate different features • Differentiate between human and physical geography <p>Geographical concepts include:</p> <ul style="list-style-type: none"> • Place and Locational • Human and Physical • Fieldwork 	<p>Enquiry 2 What is the capital of England like?</p> <p>Know some similarities and differences between contrasting environments in this country, Wakefield (specific school location) and London:</p> <ul style="list-style-type: none"> • introduce the city, London and that it is in England, • know some key features in London • know some similarities and differences to a city (London) and town (school specific) e.g., farms, buildings. • Where possible use own voices/ lived experiences people and books <p>Geographical concepts include:</p> <ul style="list-style-type: none"> • Place and Locational • Human and Physical • Fieldwork 	<p>Enquiry 3 What is it like in another country?</p> <p>Recognise some similarities and differences between contrasting environments in our country and other countries drawing on knowledge from stories, non- fiction texts and, when appropriate, maps (Wakefield and school specific town and Caribbean):</p> <ul style="list-style-type: none"> • show the location of Caribbean on the map and use maps/photographs to discuss and compare to local area • know about some places and landmarks in Caribbean • know how the weather is different in local area and Caribbean • use own voices/ lived experiences people and books <p>Geographical concepts include:</p> <ul style="list-style-type: none"> • Place and Locational • Human and Physical
<p>Discuss all of the above when reading stories – thinking about settings, characters and where events take place.</p>				

Each geographical enquiry has been broken down into a sequenced and spiraled progression from nursery to the national curriculum. Please see the Geography Early Years Curriculum for further detailed key knowledge, including significant figures, continuous provision opportunities, core texts and the discrete, instructional teaching of subject specific core knowledge and vocabulary.

Year Group and Unit Theme	Substantive Concept	Substantive Knowledge	Disciplinary Concept	Disciplinary Knowledge (Powerful Knowledge)	Previous Learning	Enquiry Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Year 1 Unit 1 Local Area	<p>Locational Knowledge</p> <p>Environmental</p> <p>Physical and Human Geography</p> <p>Skills and Fieldwork</p>	<p>Know where we go to school and what we have in our immediate local area</p> <p>Know what it is like in our local area including significant places</p> <p>Understand what make our local area unique – places and people</p> <p>Understand the difference between human and physical features</p> <p>Know the human features of the local area</p> <p>Know the physical features of the local area</p>	<p>Human Geography</p> <p>Space and Place</p>	<p>(Teacher model) simple geographical questions</p> <p>A plan view is the view of an object or Basic field sketch</p> <p>Look down on objects to draw a plan view of them</p> <p>Interpret and give locations using left and right</p> <p>Interpret and give directions using left and right</p> <p>Identify land and water on a map Identify country boundaries on a map</p> <p>Simple maps (Google maps) in a plan view Infant atlas</p> <p>Understand simple hazards and steps we can take to avoid them place from above</p> <p>A globe is a round map of the Earth</p> <p>Draw a route on a map and labelling features in correct order</p> <p>Use and interpret 2 compass points (N and S)</p>	<p>Know that we are part of a wider community</p> <p>Know some features of our local area, e.g. own house, school, park etc.</p> <p>Know where you live, e.g. town or address</p> <p>Know there is different types of buildings for different purposes</p> <p>Know basic natural features in your environment, e.g. tree, hill, river</p> <p>Know some features of our school grounds and be able to name these, e.g. playground, pavilion, main entrance</p>	<p>Learning Point 1: Where is my local area?</p> <p>Learning Point 2: What are physical and human features?</p> <p>Learning Point 3: What features are surrounding my school?</p> <p>Learning Point 4: What are the physical and human features in my area?</p> <p>Learning Point 5: What significant places and features do we have in our area?</p> <p>Learning Point 6: Why are these significant places important to different people?</p> <p>Assessment What is it like to live in my local area?</p>	<p>Town</p> <p>Village</p> <p>City</p> <p>Factory</p> <p>House</p>	<p>Human feature</p> <p>Physical feature</p> <p>Landmark</p> <p>Postcode</p> <p>Route</p>

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<p>Year 1</p> <p>Unit 2 Countries in the UK</p>	<p>Locational Knowledge</p> <p>Environmental, Physical and Human Geography</p> <p>Skills and Fieldwork</p>	<p>Know that the United Kingdom is made up of 4 countries</p> <p>Know some capital cities of the countries in the UK</p> <p>Name and locate some of the surrounding seas of the UK</p> <p>Know that the UK is an island</p> <p>Know some important landmarks in the UK</p> <p>Know similarities and differences between the countries in the UK</p>	<p>Human Geography</p> <p>Place and Space</p>	<p>(Teacher model) simple geographical questions</p> <p>A plan view is the view of an object or Basic field sketch</p> <p>Look down on objects to draw a plan view of them</p> <p>Interpret and give locations using left and right</p> <p>Interpret and give directions using left and right</p> <p>Identify land and water on a map Identify country boundaries on a map</p> <p>Simple maps (Google maps) in a plan view Infant atlas</p> <p>Understand simple hazards and steps we can take to avoid them place from above</p> <p>A globe is a round map of the Earth</p> <p>Draw a route on a map and labelling features in correct order</p> <p>Use and interpret 2 compass points (N and S)</p>	<p>Know what a physical feature is</p> <p>Know what a human feature is</p> <p>Know that our community is part of a wider country</p> <p>Understand that different places have different features</p> <p>Know what an important feature is, e.g. why is school an important feature</p> <p>Know what similarities and differences are</p> <p>Name some key features of a surrounding environment</p>	<p>Learning Point 1: Where is the United Kingdom?</p> <p>Learning Point 2: What are the countries in the United Kingdom?</p> <p>Learning Point 3: What are the surrounding seas of the United Kingdom?</p> <p>Learning Point 4: What are the capital cities of the countries in the United Kingdom?</p> <p>Learning Point 5: How are the countries in the UK similar or different?</p> <p>Learning Point 6: What are the key landmarks of the UK?</p> <p>Assessment: Where would you want to live in the United Kingdom and why?</p>	<p>Similar</p> <p>Different</p> <p>Significant</p>	<p>Island</p> <p>Sea</p> <p>Ocean</p> <p>Country</p> <p>England</p> <p>Wales</p> <p>Scotland</p> <p>Northern Ireland</p> <p>United Kingdom</p>

Year Group and Unit Theme	Substantive Concept	Substantive Knowledge	Disciplinary Concept	Disciplinary Knowledge (Powerful Knowledge)	Previous Learning	Enquiry Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Year 1 Unit 3 Coastlines	Locational Knowledge Environmental, Physical and Human Geography Skills and Fieldwork	Understand the difference between human and physical features Know what a coastline is and name and describe key features Name and locate the seas that surround the United Kingdom Identify environmental challenges coastlines are facing Compare key features of the two types of beaches Know the human features of a coastline Know the physical features of a coastline	Human Geography Place and Space	(Teacher model) simple geographical questions A plan view is the view of an object or Basic field sketch Look down on objects to draw a plan view of them Interpret and give locations using left and right Interpret and give directions using left and right Identify land and water on a map Identify country boundaries on a map Simple maps (Google maps) in a plan view Infant atlas Understand simple hazards and steps we can take to avoid them place from above A globe is a round map of the Earth Draw a route on a map and labelling features in correct order Use and interpret 2 compass points (N and S)	Know that our local area is a part of a wider country and a wider world. Where is Wakefield in relation to the UK and its coastline. Know what a beach is and where you would find one. Understand similarities and differences and begin to be able to compare. Some geographical knowledge about the United Kingdom, and its countries.	Learning Point 1: What is a coastline and what are the key features? Learning Point 2: What is the difference between physical and human geography? Learning Point 3: Can you name and locate the seas that surround the UK? Learning Point 4: Which coastline is closest to us and what sea is it connected to? Learning Point 5: Can you compare the two types of beaches? Learning Point 6: What are the environmental challenges coastlines are facing? Assessment What does it look like at the seaside?	Beach Cliff Sea Ocean Coast	Port Harbour Dock Coastline

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<p>Year 2</p> <p>Unit 1 Planet Earth Continents and Oceans</p>	<p>Locational Knowledge</p> <p>Environmental</p> <p>Physical and Human Geography</p> <p>Skills and Fieldwork</p>	<p>To recognise and know the names of the seven continents.</p> <p>To recognise and know the names of the five oceans of the world.</p> <p>Know the location and significance of the equator.</p> <p>Know what a compass is and the use for it.</p> <p>Know what directional language means</p>	<p>Human Geography</p> <p>Place and Space</p>	<p>Draw routes between locations on playground on squared paper using scale 1 square: 1 pace</p> <p>Draw a sketch map of a route with some approximate scale and features in correct order</p> <p>Use and interpret 4 compass points Identify patterns</p> <p>Identify similarities and differences between two non - local places</p> <p>Satellite image (Google Earth) in a plan view</p> <p>Photographs of places in a plan view</p>	<p>To have knowledge of the local area.</p> <p>Four UK countries, surrounding seas and capital cities.</p> <p>Understand and apply knowledge of what a physical and human feature is.</p> <p>Know where they live within the UK and the world.</p> <p>To have knowledge and experience of making a sketch map of a place of interest.</p> <p>To have knowledge and experience of using an atlas to be able to locate and identify places of interest.</p> <p>To use the four compass points.</p>	<p>Learning point 1: What and where are the seven continents located in the world?</p> <p>Learning point 2: What and where are the oceans located in the world?</p> <p>Learning point 3: Where are the continents and oceans located in the world?</p> <p>Learning point 4: How can we locate the continents and oceans using the four compass points?</p> <p>Learning point 5: What are the features of the continents and oceans of the world?</p> <p>Assessment What are the continents and oceans of the world called? Can you locate them?</p>	<p>Location</p> <p>Tropical</p>	<p>Continent</p> <p>Ocean</p> <p>Polar</p> <p>Equator</p> <p>Temperature</p> <p>Compass</p>

Year Group and Unit Theme	Substantive Concept	Substantive Knowledge	Disciplinary Concept	Disciplinary Knowledge (Powerful Knowledge)	Previous Learning	Enquiry Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Year 2 Unit 2 Hot and Cold Places	<p>Locational Knowledge</p> <p>Physical and Human Geography</p> <p>Skills and Fieldwork</p>	<p>To know the different types of weather.</p> <p>To understand and identify which parts of the world are hot or cold.</p> <p>To know that places closer to the equator are hotter compared to those further away.</p> <p>Know the Earth's Equator is the imaginary line that runs around the centre of the globe at equal distance between the North and South Poles</p> <p>Know the North Pole (Arctic)-very top of the Earth, is not a country or a continent. It is actually mostly a frozen ocean.</p> <p>Know that the Arctic Circle includes parts of the following countries- Norway, Finland, Sweden, Russia, the USA, Canada, Denmark and Iceland.</p> <p>Know South Pole (Antarctica) is a continent. It is the coldest and windiest place on Earth.</p>	<p>Human Geography</p> <p>Place and Space</p>	<p>Draw routes between locations on playground on squared paper using scale 1 square: 1 pace</p> <p>Draw a sketch map of a route with some approximate scale and features in correct order</p> <p>Use and interpret 4 compass points Identify patterns</p> <p>Identify similarities and differences between two non-local places</p> <p>Satellite image (Google Earth) in a plan view</p> <p>Photographs of places in a plan view</p>	<p>Seasonal changes</p> <p>To be able to read a simple sketch map of the school building.</p> <p>To know the difference between hot and cold.</p> <p>To know where continents of the world are.</p>	<p>Learning point 1: What are the different types of weather?</p> <p>Learning point 2: How hot or cold is our school?</p> <p>Learning point 3: What parts of the world are hot and cold?</p> <p>Learning point 4: What are the differences and similarities between hot and cold places?</p> <p>Learning point 5: Which features does an animal need to live in a hot or cold place?</p> <p>Learning Point 6: How have animals adapted to live in hot or cold places?</p> <p>Assessment Where are hot and cold places?</p>	<p>Map</p> <p>Weather</p> <p>Freezing</p> <p>Scorched</p>	<p>Equator</p> <p>Continent</p> <p>Temperature</p>

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<p>Year 2</p> <p>Unit 3 Brazil – compare and contrast to the UK.</p>	<p>Locational Knowledge</p> <p>Physical and Human Geography</p> <p>Skills and Fieldwork</p>	<p>To know how to locate Brazil and the UK using an atlas.</p> <p>Know that life in cities can be different in different countries.</p> <p>Know that the weather patterns in Brazil and UK are different.</p> <p>Know that populations in Brazil are moving from urban to rural areas.</p> <p>Know that Brasilia is the capital city of Brazil.</p> <p>Know that in many parts of Brazil, they are still incredibly rural.</p> <p>Know that people travel to different countries for different reasons including culture and scenery.</p> <p>Know the push and full factors causing migration.</p>	<p>Human Geography</p> <p>Place and Space</p>	<p>Draw routes between locations on playground on squared paper using scale 1 square: 1 pace</p> <p>Draw a sketch map of a route with some approximate scale and features in correct order</p> <p>Use and interpret 4 compass points Identify patterns</p> <p>Identify similarities and differences between two non-local places</p> <p>Satellite image (Google Earth) in a plan view</p> <p>Photographs of places in a plan view</p>	<p>To know the difference between hot and cold.</p> <p>To know where continents of the world are.</p> <p>Know human and physical features.</p> <p>Know where and what the equator line is.</p>	<p>Learning point 1: Where is Brazil and why do people go there?</p> <p>Learning point 2: What is life like in Brazilian cities?</p> <p>Learning point 3: How are populations moving in Brazil?</p> <p>Learning point 4: What is the weather like in Brazil compared to the UK?</p> <p>Learning point 5: What are the similarities and differences between UK and Brazil? Human and Physical Features Study.</p> <p>Learning Point 6: What are the similarities and differences between London and Brasilia?</p> <p>Assessment: How are the UK and Brazil both similar and different?</p>	<p>Contrast</p> <p>Inspiring</p> <p>Breath-taking</p> <p>Striking cityscape</p> <p>Spectacular</p>	<p>Landmark</p> <p>Country</p> <p>Capital</p> <p>Climate</p> <p>Feature</p> <p>Rural</p> <p>Urban</p>

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<p>Year 3</p> <p>Unit 1 Villages, Towns and Cities</p>	<p>Locational Knowledge</p> <p>Place Knowledge</p> <p>Human and Physical Geography</p>	<p>Know how many people live on our planet.</p> <p>Understand what sparsely populated and densely populated mean.</p> <p>Know which countries in the world are densely populated.</p> <p>Know how early humans began to settle and farm.</p> <p>Know which natural resources are useful for a settlement.</p> <p>Know about the positive and negative factors that can affect a settlement.</p> <p>Know what different types of settlements are.</p>	<p>Interdependence</p> <p>Environment and Sustainability</p> <p>Culture and Diversity</p>	<p>(Teacher model) more searching geographical questions</p> <p>Say whether a map is at the local, national or global scale</p> <p>Spatially match locations on maps of different scales</p> <p>Explain similarities and differences, using geographical knowledge</p> <p>Give and interpret standard OS symbols OS map</p>	<p>Know that our school is in Gawthorpe, an area of the city of Wakefield, which is in England in the United Kingdom (both countries) and the continent of Europe.</p> <p>Know that in the world there are things that are made by people and these are called human features.</p> <p>Know that in the world there are things that are not made by people and these are called physical features.</p> <p>Understand that parts of our local area are different, depending on the human and physical features present.</p> <p>Know that areas are often described as either urban or rural; know that urban areas, like towns and cities, are densely populated with lots of buildings and amenities like shops, government buildings, sports facilities and homes; know that rural areas are sparsely populated with fewer buildings and amenities, and that rural areas are characterised by farmland and countryside.</p>	<p>Learning Point 1: Where do people live?</p> <p>Learning Point 2: What is a settlement?</p> <p>Learning Point 3: What affects where people live?</p> <p>Learning Point 4: How are settlements shaped?</p> <p>Learning Point 5: What makes up a city?</p> <p>Learning Point 6: How do different settlements differ?</p> <p>Assessment: Where do people live?</p>	<p>Population</p> <p>Positive</p> <p>Negative</p> <p>Factors</p> <p>Natural resources</p> <p>Features</p>	<p>Sparse population</p> <p>Dense population</p> <p>Settlement</p> <p>Megacities</p>

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<p>Year 3</p> <p>Unit 2 Water, Weather and Climate</p>	<p>Human and Physical Geography</p>	<p>Know where most of the water is located on Earth.</p> <p>Know how water turns from a liquid into a solid or a gas.</p> <p>Know what the water cycle is and the process of this.</p> <p>Know what the seasons are and why we have them.</p> <p>Know why the seasons are different in the northern and southern hemispheres.</p> <p>Know how the tilt of the Earth affects the seasons.</p> <p>Know what types of weather we experienced in the UK.</p> <p>Know why the weather changing matters to us all.</p>	<p>Interdependence</p> <p>Environment and Sustainability</p>	<p>(Teacher model) more searching geographical questions</p> <p>Say whether a map is at the local, national or global scale</p> <p>Spatially match locations on maps of different scales</p> <p>Explain similarities and differences, using geographical knowledge</p> <p>Give and interpret standard OS symbols OS map</p>	<p>Know the names of the seven continents and name on a world map and globe: Europe, North America, South America, Africa, Asia, Australia and Antarctica.</p> <p>Know the location of the North and South Poles and know that they are the cold parts of the Earth.</p> <p>Know that there are imaginary lines of latitude and longitude on the Earth.</p> <p>Know that the UK does not usually experience extremely cold winters or summers, and is thus a temperate country.</p> <p>Know that temperature can be measured using a thermometer.</p> <p>Know that particular types of precipitation are more common in different seasons (e.g. snow and ice in winter; rain in the summer).</p>	<p>Learning Point 1: Where is Earth's water?</p> <p>Learning Point 2: What makes up the weather?</p> <p>Learning Point 3: Why does it rain?</p> <p>Learning Point 4: Why is the UK weather unpredictable?</p> <p>Learning Point 5: Why do we have seasons?</p> <p>Learning Point 6: Why is the world's weather changing?</p> <p>Assessment: To what extent is the UK's weather to be expected?</p>	<p>Solid</p> <p>Liquid</p> <p>Gas</p> <p>Forecast</p> <p>Weather</p> <p>Tilt</p>	<p>Northern hemisphere</p> <p>Southern hemisphere</p> <p>Water cycle</p> <p>Air Mass</p>

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<p>Year 3</p> <p>Unit 3 Earthquakes and volcanoes</p>	Human and Physical Geography	<p>Know what the four main layers of the Earth are.</p> <p>Know what the different types of crust are.</p> <p>Know where the major tectonic plates are.</p> <p>Know what fold mountains are.</p> <p>Know how earthquakes and volcanic eruptions happen.</p> <p>Understand what people can do to deal with earthquakes.</p> <p>Understand what people can do to deal with volcanic eruptions.</p> <p>Know what the benefits of living near a volcano are.</p> <p>Know what the risks of living near a volcano are.</p> <p>Know that tectonic plates are surface and sea floors of earth. Major tectonic plates are Australian plate, Antarctic plate, African Plate, Eurasian Plate, Indian Plate, Pacific Plate, North American Plate and South American Plate</p>	<p>Interdependence</p> <p>Environment and Sustainability</p>	<p>(Teacher model) more searching geographical questions</p> <p>Say whether a map is at the local, national or global scale</p> <p>Spatially match locations on maps of different scales</p> <p>Explain similarities and differences, using geographical knowledge</p> <p>Give and interpret standard OS symbols OS map</p>	<p>Know that there are three kinds of rocks: igneous, sedimentary and metamorphic.</p> <p>Know that the Earth has a solid crust made up of tectonic plates with molten rock beneath.</p> <p>Know that granite and basalt are types of igneous rock and that igneous rocks form from molten rock below the Earth's crust.</p> <p>Know that marble and slate are types of metamorphic rock which form when rocks in Earth's crust get squashed and heated in processes such as when tectonic plates press against each other.</p>	<p>Learning Point 1: What is the Earth made of?</p> <p>Learning Point 2: What are fold mountains?</p> <p>Learning Point 3: How are volcanoes formed?</p> <p>Learning Point 4: How does an earthquake occur?</p> <p>Learning Point 5: How does a volcano erupt?</p> <p>Learning Point 6: What are the effects of earthquakes and volcanic eruptions?</p> <p>Assessment: Do the benefits of living near a volcano outweigh the risks?</p>	<p>Layers</p> <p>Core</p> <p>Fold</p> <p>Benefits</p> <p>Risks</p>	<p>Tectonic</p> <p>Plate</p> <p>Volcano</p> <p>Magma</p> <p>Mantle</p> <p>Eruption</p>

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Year 4 Unit 1 Rivers	Locational Knowledge Geography Skills and Fieldwork	<p>Know one of the major rivers in the world and where it is.</p> <p>Understand that rivers can shape the land through erosion and deposition (interlocking spur/v-shaped valley)</p> <p>Understand why rivers meander and how ox bow lakes are formed</p> <p>Understand how rivers can be used by humans</p> <p>Know that rivers cause floods and understand what that means for surrounding areas</p> <p>Know the following features – source, upper course, middle course and lower course</p>	<p>Scale and Connection</p> <p>Physical and Human Geography</p> <p>Environment and Sustainability</p>	<p>(Teacher model) geographical questions that relate to cause and effect (how, why?)</p> <p>Draw an object to scale</p> <p>Locate places and features using letter and number coordinates on a map</p> <p>Recognise that people have differing opinions about environmental issues</p>	<p>Understand and apply knowledge of what a physical and human feature is.</p> <p>Understanding of the continents of the world.</p> <p>Understand that heavy rainfall can cause flooding.</p> <p>To have knowledge and experience of using an atlas to be able to locate and identify places of interest.</p> <p>Understand that mountains are located at higher altitudes.</p> <p>Understanding of sedimentary rocks and how they are formed by compaction and concretion of deposited sediments.</p> <p>Know that plants and agriculture need water to grow.</p> <p>Know that different modes of transport can be used to travel over land, air and water.</p>	<p>Learning Point 1: Where are the World's rivers?</p> <p>Learning Point 2: How do rivers shape the land?</p> <p>Learning Point 3: how are landforms created?</p> <p>Learning Point 4: Why are rivers important to people?</p> <p>Learning Point 5: What happens when a river floods?</p> <p>Assessment: What impact do rivers have on people's lives?</p>	<p>Raging</p> <p>Tumble</p> <p>Cascading</p> <p>Precipice</p> <p>Iconic</p> <p>Turbulent</p>	<p>Rivulet</p> <p>Estuary</p> <p>Flood plain</p> <p>Tributary</p> <p>Confluence</p> <p>Channel</p>

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<p>Year 4</p> <p>Unit 2 Natural Resources</p>	<p>Locational Knowledge</p> <p>Human and Physical Geography</p>	<p>Know what natural resources are and that these may differ in different countries.</p> <p>Know that natural resources are valuable for lots of different reasons.</p> <p>Know that as the world's population has changed, so has the world's use of natural resources.</p> <p>Understand that burning fossil fuels cause climate change and pollution.</p> <p>Know what the UK's natural resources are and that coal mining has been important for the UK's economy.</p> <p>Know what the world's most important natural resources are.</p> <p>Know that the circular economy will benefit people and the place.</p>	<p>Interdependence</p> <p>Environment and Sustainability</p>	<p>(Teacher model) geographical questions that relate to cause and effect (how, why?)</p> <p>Draw an object to scale</p> <p>Locate places and features using letter and number coordinates on a map</p> <p>Recognise that people have differing opinions about environmental issues</p>	<p>Understand and apply knowledge of what a physical and human feature is.</p> <p>Understanding of the continents of the world.</p> <p>To have knowledge and experience of using an atlas to be able to locate and identify places of interest.</p> <p>Understanding of sedimentary rocks and how they are formed by compaction and concretion of deposited sediments.</p> <p>Know that plants and agriculture need water to grow.</p> <p>Know that different modes of transport can be used to travel over land, air and water.</p>	<p>Learning Point 1: What are the world's natural resources?</p> <p>Learning Point 2: How has the use of natural resources changed?</p> <p>Learning Point 3: What resources does Chile have?</p> <p>Learning Point 4: What resources does the UK have?</p> <p>Learning Point 5: How does resource exploitation cause problems?</p> <p>Learning Point 6: What is the circular economy?</p> <p>Assessment: To what extent is the use of our natural resources sustainable?</p>	<p>Consumption</p> <p>Scarcity</p> <p>Abundance</p> <p>Extraction</p>	<p>Non-renewable</p> <p>Renewable</p> <p>Fossil fuels</p> <p>Natural resources</p> <p>Mining</p>

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<p>Year 4</p> <p>Unit 3 Migration</p>	<p>Locational Knowledge</p> <p>Human and Physical Geography</p>	<p>Know the different types of migration including animals, food and people.</p> <p>Know there are different reasons for people migrating.</p> <p>Know what push and pull factors are.</p> <p>Know what positive and negative impacts are for migration in source and host countries.</p> <p>Know why economics have an impact on migration.</p> <p>Know what a refugee is and why someone might be a refugee.</p> <p>Know what climate change is and the way this may affect migration.</p> <p>Know why people migrated from the Caribbean and understand what happened to the Windrush Generation.</p>	<p>Interdependence</p> <p>Environment and Sustainability</p>	<p>(Teacher model) geographical questions that relate to cause and effect (how, why?)</p> <p>Draw an object to scale</p> <p>Locate places and features using letter and number coordinates on a map</p> <p>Recognise that people have differing opinions about environmental issues</p>	<p>Know that some animals migrate, which means they travel and live in other places at different times of the year.</p> <p>Know the continents of the world.</p> <p>Understand that natural disasters can cause long lasting negative effects for surrounding areas and settlements.</p> <p>Know the different climate zones.</p> <p>Know that people migrate to different places for different reasons.</p>	<p>Learning Point 1: What is migration and why do people migrate?</p> <p>Learning Point 2: How does migration affect people and places?</p> <p>Learning Point 3: What is economic migration?</p> <p>Learning Point 4: What is a refugee?</p> <p>Learning Point 5: How will climate change affect migration?</p> <p>Learning Point 6: What is the Windrush Generation?</p> <p>Assessment: 'All migrants are forced to leave their home' to what extent do you agree?</p>	<p>Climate Change</p> <p>Migration</p> <p>Persecution</p> <p>Location</p>	<p>Migrant</p> <p>Economic Migrant</p> <p>Source Country</p> <p>Host Country</p> <p>Refugee</p>

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Year 5 Unit 1 Slums	Human and Physical Geography	<p>Know what a slum is and how they are formed.</p> <p>Know the physical and human features of Rocinha and Dharavi.</p> <p>Know what life can be like in slums like Rocinha, Kibera and Dharavi.</p> <p>Know what a quality of life and standard of living is.</p> <p>Know why crime is a serious issue in slums.</p> <p>Know what the key challenges of living in a slum are.</p>	<p>Culture and Diversity</p> <p>Interdependence</p>	<p>Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units)</p> <p>The Mercator projection is what is commonly used but distorts continents to make European countries look larger.</p> <p>Peters projection shows continents on a more accurate scale</p> <p>Locate places using 4-figure grid references Interpret and construct climate graphs</p> <p>Express opinions about environmental issues with reasons</p> <p>Thematic maps (showing climate zones and population density)</p>	<p>Know why people migrate and move to different places, including moving to cities.</p> <p>Know what human and physical features are.</p> <p>Know what a government is.</p> <p>Know what a settlement is.</p> <p>Know what push and pull factors are and the influence they have.</p>	<p>Learning point 1: What is a slum?</p> <p>Learning point 2: Why do slums develop?</p> <p>Learning point 3: How are Rocinha and Dharavi similar and different?</p> <p>Learning point 4: What challenges do people face living in slums?</p> <p>Learning point 5: How can life in the slums be improved?</p> <p>Learning point 6: How can crime be tackled in slums?</p> <p>Assessment: How can governments improve living conditions in slums?</p>	<p>Settlement</p> <p>Push factors</p> <p>Pull factors</p> <p>Services</p>	<p>Slum</p> <p>Densely populated</p> <p>Urbanisation</p> <p>Quality of life</p> <p>Inequality</p>

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Year 5 Unit 2 Energy and Sustainability	Human and Physical Geography	<p>Know what being sustainable is.</p> <p>Know that sustainability is when something is good for people, the environment and the economy.</p> <p>Know that by not being harmful to the environment or depleting natural resources, we are protecting the earth for people in the future.</p> <p>Know that single use plastics, such as plastic bags, straws, coffee stirrers, bottles and most food packaging are an example of unsustainable practice because these items can only be used once before being thrown away.</p> <p>Know that the nature of some types of disposable plastic makes it difficult to recycle and that there are a limited number of ways in which recycled plastic can be used.</p> <p>Know what non-renewable and renewable energy sources are.</p> <p>Know how renewable energy is produced and examples of this.</p> <p>Know about sustainable communities in the world.</p>	<p>Environment and Sustainability</p> <p>Interdependence</p>	<p>Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units)</p> <p>The Mercator projection is what is commonly used but distorts continents to make European countries look larger.</p> <p>Peters projection shows continents on a more accurate scale</p> <p>Locate places using 4-figure grid references Interpret and construct climate graphs</p> <p>Express opinions about environmental issues with reasons</p> <p>Thematic maps (showing climate zones and population density)</p>	<p>Know what natural resources are and that these may differ in different countries.</p> <p>Know that natural resources are valuable for lots of different reasons.</p> <p>Know that as the world's population has changed, so has the world's use of natural resources.</p> <p>Understand that burning fossil fuels cause climate change and pollution.</p> <p>Know what the UK's natural resources are and that coal mining has been important for the UK's economy.</p> <p>Know what the world's most important natural resources are.</p> <p>Know that the circular economy will benefit people and the place.</p>	<p>Learning point 1: 5</p> <p>Learning point 2: How do we produce energy?</p> <p>Learning point 3: What is special about Curitiba?</p> <p>Learning point 4: What is special about Freiburg?</p> <p>Learning point 5: What does the future of energy and sustainability hold?</p> <p>Learning Point 6: How sustainable is my community?</p> <p>Assessment: "Humans are not capable of living sustainably." To what extent do you agree?</p>	<p>Technology</p> <p>Economic</p> <p>Fossil fuels</p>	<p>Sustainable</p> <p>Unsustainable</p> <p>Biodegradable</p> <p>Renewable energy</p> <p>Non-renewable energy</p>

Year Group and Unit Theme	Substantive Concept	Substantive Knowledge	Disciplinary Concept	Disciplinary Knowledge (Powerful Knowledge)	Previous Learning	Enquiry Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Year 5</p> <p>Unit 3 Population</p>	<p>Geography Skills and Fieldwork</p> <p>Human and Physical Geography</p>	<p>Know how many people live on the planet.</p> <p>Know how global population has changed.</p> <p>Know what a population pyramid is.</p> <p>Know the challenges with population density.</p> <p>Know what an ageing population is.</p> <p>Know what challenges an ageing population brings.</p> <p>Know what the challenges of food production and distribution are.</p>	<p>Interdependence</p> <p>Environment and Sustainability</p>	<p>Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units)</p> <p>The Mercator projection is what is commonly used but distorts continents to make European countries look larger.</p> <p>Peters projection shows continents on a more accurate scale</p> <p>Locate places using 4-figure grid references Interpret and construct climate graphs</p> <p>Express opinions about environmental issues with reasons</p> <p>Thematic maps (showing climate zones and population density)</p>	<p>Know which countries in the world are densely populated.</p> <p>Know what natural resources are needed for settlements.</p> <p>Know what life is like in slums and other parts of the country and world.</p> <p>Know what quality and standard of living is and looks like in different places around the world.</p>	<p>Learning point 1: Where are the world's people located?</p> <p>Learning point 2: Why does population change?</p> <p>Learning point 3: What is a population pyramid?</p> <p>Learning point 4: What challenges can a growing population present?</p> <p>Learning point 5: What challenges can an ageing population present?</p> <p>Learning Point 6: How can we make sure there is enough food for everyone on Earth?</p> <p>Assessment: "A lack of food is the biggest population challenge of our time." To what extent do you agree?</p>	<p>Birth Rate</p> <p>Death Rate</p> <p>Inequality</p>	<p>Life Expectancy</p> <p>Population distribution</p> <p>Population density</p> <p>Sparsely populated</p> <p>Densely populated</p>

Year Group and Unit Theme	Substantive Concept	Substantive Knowledge	Disciplinary Concept	Disciplinary Knowledge (Powerful Knowledge)	Previous Learning	Enquiry Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Year 6 Unit 1 Biomes	Locational Knowledge Human and Physical Geography	<p>Know that biomes are large regions of the world that share similar plant and animal species.</p> <p>Know that biomes are linked to climate zones.</p> <p>Know that plants and animals in each biome are suited to life there.</p> <p>Know that humans have adapted biomes to make their own lives easier.</p> <p>Know the different biomes are: - Tundra (treeless and cold) - Taiga (cold conifer forest) - Steppe (dry grassland further away from the equator) - Desert (large, dry and sometimes arid region, includes Antarctica) - Mixed forest (evergreen and deciduous) - Tropical (hot climate, wet) - Savanna (dry grassland + a few trees nearer the equator) - Montane (colder, mountains + trees)</p> <p>Know that biomes are being threatened by change in climate and human activity.</p> <p>Know of ways that biomes are being protected and preserved.</p>	Interdependence Environment and Sustainability	(Teacher model) geographical questions that relate the past to the future 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 Locate places using 6-figure grid references Evaluate responses to environmental issues	Know that a biome is a community of plants and/or animals that share characteristics based on the environment in which they live (e.g. evolved to survive in hot conditions) Understand lines of latitude and how the Earth can be divided into polar, temperate, sub-tropical and tropical zones and that each tend to have different climates and biomes. Recognise the names of the seven continents and name on a world map and globe (as a class using a labelled map/globe): Europe, North America, South America, Africa, Asia, Australia and Antarctica. Know about the North and South Poles and know that they are the cold parts of the Earth Know that when areas of land that are usually dry become covered with water, this is called a flood; floods can be caused by heavy rainfall and storms that lead to temporarily higher sea levels along a coast; floods can lead to destruction of property and even death.	Learning Point 1: What are the Earth's biomes? Learning Point 2: What affects an ecosystem? Learning Point 3: What is the tundra? Learning Point 4: What is the taiga? Learning Point 5: What is the savanna? Learning Point 6: How are biomes being damaged? Assessment: Are the Earth's biomes fragile environments?	Arid Fertile Densely Scenery	Biome Ecosystem Deforestation Temperate Tropics

Year Group and Unit Theme	Substantive Concept	Substantive Knowledge	Disciplinary Concept	Disciplinary Knowledge (Powerful Knowledge)	Previous Learning	Enquiry Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Year 6 Unit 2 Globalisation	Human and Physical Geography	<p>Know what globalisation is.</p> <p>Know why the development of transport has been important for globalisation.</p> <p>Know how communication has changed.</p> <p>Know how trade has changed and the advantages and disadvantages of trade for different people.</p> <p>Know what 'fast fashion' is.</p> <p>Know the key trends in inequality between countries.</p> <p>Know how globalisation has made the world better and worse.</p>	<p>Interdependence</p> <p>Scale and Connection</p>	<p>(Teacher model) geographical questions that relate the past to the future</p> <p>Risk assessment</p> <p>Create questionnaires and survey</p> <p>Draw a field sketch</p> <p>Draw a basic map to scale (1 unit: 1, 2, 4, 5 or 10 units)</p> <p>Locate places on a world map using longitude and latitude</p> <p>Locate places using 6-figure grid references</p> <p>Evaluate responses to environmental issues</p>	<p>Know that there are inequalities between different countries.</p> <p>Know how transport has changed and developed over history.</p> <p>Know why we trade and what the key areas of trade are for the UK.</p> <p>Describe ways places are changing and why.</p> <p>Describe similarities and difference between different areas/regions.</p>	<p>Learning Point 1: What is globalisation?</p> <p>Learning Point 2: How has globalisation changed the way we communicate?</p> <p>Learning Point 3: How does globalisation affect trade?</p> <p>Learning Point 4: What does globalisation have to do with fashion?</p> <p>Learning Point 5: What does globalisation have to do with food?</p> <p>Learning Point 6: Where will globalisation lead us?</p> <p>Assessment: "Globalisation has made the world a better place" How much do you agree?</p>	<p>Culture</p> <p>Technology</p> <p>Economy</p> <p>Politics</p>	<p>Globalisation</p> <p>Imports</p> <p>Exports</p> <p>Trade</p> <p>International Trade</p> <p>Revenue</p>

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Year 6 Unit 3 Fieldwork Study	Geographical Skills and Fieldwork	<p>Know why geographers do fieldwork and the importance of this.</p> <p>Know the different types of fieldwork geographers do.</p> <p>Know what tools are used for fieldwork.</p> <p>Know what presenting data is important as a geographer.</p> <p>Know what we use maps for and why they are important.</p> <p>Know how geographers gather data.</p>	Scale and Connection	<p>(Teacher model) geographical questions that relate the past to the future</p> <p>Risk assessment</p> <p>Create questionnaires and survey</p> <p>Draw a field sketch</p> <p>Draw a basic map to scale (1 unit: 1, 2, 4, 5 or 10 units)</p> <p>Locate places on a world map using longitude and latitude</p> <p>Locate places using 6-figure grid references</p> <p>Evaluate responses to environmental issues</p>	<p>know where latitude and longitude meet (intersect) we can get an accurate position.</p> <p>Know that a 4-figure grid reference gives a location of a 1km x 1km square.</p> <p>Know that a 6-figure grid reference gives a location within a 100m x 100m square.</p> <p>Know what an Ordnance Survey Map is.</p>	<p>Learning Point 1: Why do geographers do fieldwork?</p> <p>Learning Point 2: What tools do geographers use?</p> <p>Learning Point 3: How do geographers collect data?</p> <p>Learning Point 4: How do geographers present their data?</p> <p>Learning Point 5: What do geographers do with their data?</p> <p>Learning Point 6: Local Fieldwork Study</p> <p>Assessment: What is the importance of fieldwork for geographers?</p>	<p>Parallel</p> <p>Horizontal</p> <p>Reference</p> <p>Degrees</p> <p>Co-ordinates</p> <p>Intersect</p>	<p>Latitude</p> <p>Longitude</p> <p>Meridian</p> <p>Hemisphere</p> <p>Northings</p> <p>Eastings</p>