Barnfields Primary School

Geography Curriculum Knowledge and Skills Progression Map

EYFS Framework
Understanding the World **ELG: People, Culture and Communities** 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. **ELG: The Natural World** 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.

Subject Content	
KS1	**KS2**
Pupils should develop knowledge about: • the world • the United Kingdom • their locality **They should:** • understand basic subject-specific vocabulary relating to human and physical geography. • begin to use geographical skills, including first-hand observation, to enhance their local awareness.	**Pupils should** • extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, north and south America • this will include the location 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

Geography National Curriculum Strands			
Locational Knowledge	**Place Knowledge**	**Human and Physical Geography**	**Skills and Fieldwork**
Each aspect (key knowledge and skill) of the Barnfields Primary School Geography Curriculum is colour-coded to show progression within and across year groups. If the aspect supports progress in more than one of the geography strands, it is followed by ** to indicate the multiple strands.			

EYFS (Reception)					
EYFS ELG Understanding the World	**Development Matters (Reception)**		**Autumn**	**Spring**	**Summer**
<u>People, Culture and communities</u> **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.** **<u>The Natural World</u>** 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.	Draw information from a simple map. ** Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. **	**Key Knowledge**	• To begin to know and talk about what they see using some new vocabulary. • Know what a map is used for. • Know the names of features that could be shown on a map eg grass, trees, buildings, roads, pond. • Know that our school is in Wildwood in Stafford. • Know that our country is called England. • Know that the weather here changes throughout the year and is linked to our seasons. • Know that people live in different types of homes. eg bungalow, caravan, flat • Know that some people live in the countryside or towns or cities. • To begin to understand that things change over time.	• To know and talk about what they see using new vocabulary with independence. • Know that explorers used maps. • Begin to know how to use a basic map. • To know the difference between farm animals and wild animals. • Know that different places in the world are different to our country. • To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from.	• Know that we live in England. • Know that seaside places and beaches are where the sea meets the land. • To know that there are different countries in the world. • To know that there are many countries around the world. • To know that people in other countries may speak different languages. • Know that sometimes people go on holiday to other countries. • Know that we will need to cross the sea by aeroplane or boat to get to other countries. • Know that some countries are similar to ours. • Know that different places in England have different features eg- coastal towns have a beach, London is a big city.
	Draw information from a simple map. ** Recognise some environments that are different to the one in which they live. **	**Key Skills**	• Recognise a map. • Attempt to draw own simple maps. • Describe where they live. • To talk about the changes they observe in their environment (seasons). • To discuss daily weather/ seasons. • To talk about some features of the areas where I live.	• Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. • Recognise that a globe shows the Earth. • Ask questions about their familiar world (where they live or the natural world). • Know that blue areas are the sea and green areas are the land.	• Label some features on maps. • To explain why geographic changes occur. • To understand and use positional language. • Make observations and express their views of the environment.

			• Discuss features of my own immediate environment and how environments may vary from one another.					
Examples of Fieldwork in Practice.			**In School** Map work – recognising maps, creating a simple map of their learning environment. Look at how weather changes over the year and link to seasons (Leads into Y1) Use photographs and walks to discuss features of the School site and its immediate vicinity,	**Out of School** Potential to walk round the Wildwood to identify features for discussion – I know this is early in the year	**In School** Map work – making treasure maps, identifying blue and green areas as sea and land. Questioning about their local area.	**Out of School** Farm visit – difference between farm animals and wild animals/looking after our environment. (I know you go around Christmas time? Could learning link with this?)	**In School** Understanding seaside places and beaches are where the sea meets the land (Photographs and maps to show differences of seaside and non-seaside places (LONDON)) Culture of other countries – speaking different languages/holidays Looking at a country that is similar to the UK and discussing this. Photographs for comparison or short film clips.	**Out of School**

Year 1				
KS1 Knowledge End Points (NC)		**Autumn**	**Spring**	**Summer**
	Unit	**Barnfields and Wildwood**	**Weather Patterns**	**Discover the United Kingdom**
KS1 Knowledge End Points: **Locational Knowledge:** Can name and locate the world's seven continents and five oceans. Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Place Knowledge:** Understands geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. **Human and Physical Geography:** Can 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. Can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,	**Key Knowledge**	• Every house and street in our country has a name and a postcode. The name of the street is usually on a wall or a sign at the beginning of the street.** • Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a postcode. This is how the postal workers know where to bring your letters. • An aerial photograph is a photograph taken from above. It allows you to see lots of roads at once, like on a map. • Maps have symbols on them to show us important buildings and other features of the area. • Human features are characteristics of a place that were made by humans, for example shops and roads • Physical features are characteristics of a place that are naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants). • The estate of Wildwood was once a farm; the main house was located where the Co-Op is now situated. • The housing estate was built over fifty years ago. • Wildwood is situated in the town of Stafford.	• Knows and can name 4 types of weather that happen in the UK. • Knows and can explain what the weather is like in our country. • Knows that weather changes throughout the year and can name the seasons. • Knows and can explain how the weather can affect us. • Knows and understands some of the dangers of weather and the effect that 'extreme' weather can have on our surroundings. • Knows and can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do. • Knows and understands what weather forecasts show. • Knows three or more weather symbols and can explain what they show. • Knows what hot and countries might look like and how their weather differs to the UK. • Knows what cold countries (North and South Poles) look like and how their weather differs to the UK.	• London is the capital city of England. • England is one of four countries in the U.K. • The four countries in the U.K are: England, Scotland, Wales and Northern Ireland. • The capital cities of each country in the U.K. are: London, Edinburgh, Cardiff and Belfast. • The seas surrounding the U.K are: The English Channel, North Sea, Irish Sea and the Atlantic Ocean. • Key physical features of the U.K include, rivers, valleys, sea, mountains, hills, forests, cliffs and beaches. • Key human features of the U.K. include villages, towns, cities, harbours, factories, offices, farms, ports, houses and shops. • Towns and countryside have similar and different geographical features.

season and weather and; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		• There is a nature reserve situation on Wildwood and is home to many different species.					
Geographical skills and fieldwork Use world maps, atlases and globes. Use simple compass directions. Use aerial photos and construct simple maps Undertake simple fieldwork within the school.	**Key Skills**	• Name and give examples of some of the key features of their local area. • Use observational skills to sort physical and human features using aerial photographs. • Construct a map of the classroom using fieldwork observations. • Use and recognise some basic map symbols, and begin to understand how these can be used in a key.		• Record observations in a weather diary. • Describe what weather forecasts show. • Observe the weather. • Use five new key words to talk about the different types of weather and can explain what these words mean to my partner. • Begin to locate a hot and cold county on a world map. • Use map skills to locate hot and cold places on a world map or globe. • Begin to locate other places such as the North Pole, South Pole and Antarctic.		• Use globes, maps and atlases to locate the countries and capital cities of the U.K. • Locate the UK on a world map. • Use a growing range of subject specific vocabulary. • Compare geographical features of towns and the countryside using their existing observations, maps and photographs. • Use aerial photographs to begin to locate countries. • Use basic geographical vocabulary to refer to human and physical features.	
Examples of Fieldwork in Practice		**In School** Human and Physical features of the school area. (Practical activity with photographic evidence) Sketch map of the classroom. (Scales and N arrow included by teacher, key created by children) All map work involving the location of Barnfields and the enquiry question "How has the land changed over time?" "Why do you think this happened?"	**Out of School** Walk to the nature reserve, create a tally of what animals you can see and communicate findings. "Why might these animals live in the nature reserve?" (Why don't other animals live there?)	**In School** Map work – hot and cold countries. Investigating the different types of weather and why it changes through the year and seasons. "Why do the seasons have different types of weather?" Compare extreme weather with the weather they have in Stafford – video clips/create a class enquiry answer.	**Out of School**	**In School** Map work locating countries and capital cities of the U.K and locating the UK on world maps. Geographical features of towns and the countryside using observations, maps and photographs. Enquiry questioning – How are towns and the countryside different?	**Out of School**

Year 2				
KS1 Knowledge End Points (NC)		**Autumn**	**Spring**	**Summer**
	Unit	**Seven Continents and the Five Oceans**	**Comparing Places: UK and India**	**Fieldwork: Local Area – A study of Stafford**
KS1 Knowledge End Points: **Locational Knowledge:** Can name and locate the world's seven continents and five oceans. Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Place Knowledge:** Understands geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. **Human and Physical Geography:** Can 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. Can use basic geographical vocabulary to refer: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,	**Key Knowledge**	• There are borders that separate different parts of the world. • A continent is a land mass and an ocean is a large body of water (and the names of each). • There seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia. • The majority (71%) of the world's surface is covered by water. • The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic. • The climate is different across continents (and to be able to give examples of contrast, e.g. Asia and Antarctica). • The equator is the hottest part of the world and it relates to the Earth's orbit around the sun.	• To know that most countries have a capital city and that London is the capital city of the UK. • To know that there are human and physical features within an area. • To know to follow a route on an aerial map and be able to describe features on a map • To know the compass points and how to use these to navigate. • To know that India is a country in Asia and be able to locate it on world map. • To know that India is above the equator and that the distance from the equator affects weather • To know what life is like for people living in India.	• To know that Wildwood is part of a town and develop understanding of the countryside having different geographical features. • Know that Stafford is a market town, located in the county of Staffordshire. • Know that Stafford is located in the West Midlands. • Know some of the surrounding towns around Stafford (e.g. Rugeley, Stoke-on-Trent). • Name and locate some of the human features of Stafford (e.g. Stafford Castle, Ancient High House, Shire Hall, Stafford Railway, St. Mary's Church). • Name and locate some of the physical features of Stafford (e.g. River Sow, River Penk). • The compass directions are North, South, East, West) • Develop knowledge of map symbols (river, church, roads etc) by using them on their own map keys, as well as identifying on others' • To know the term 'land use' and know some ways that land use is different in the countryside, towns and cities

river, soil, valley, vegetation, season and weather and; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop							
Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of Barnfields and its surrounding area.	**Key Skills**	• Use world maps, atlases and globes to identify the locations of the United Kingdom and its countries, continents and oceans of the world • Make comparisons between different continents and oceans (animals, temperature, clothing, jobs, houses) ** • Use basic geographical vocabulary e.g. north, south, east and west • Research and write facts about a country, continent and ocean**		• To be able to locate India on a world map and relate the concept of north, south, east and west to a map of the world and a globe. • To be able to recognise geographical similarities and differences between their local area and a non-European small area through the analysis of photographs, maps, aerial photographs and film clips. • To be able to use basic geographical vocabulary to refer to human and physical features. •		• Use simple compass directions. • Plot and navigate a simple route on a map. • Recognise basic map symbols and use these in a key. • Use a growing range of subject specific vocabulary • To identify and recognise human and physical features of their locality from aerial photographs and relate these to maps (includes using google maps and satellite images). • To use simple fieldwork and observational skills to study their local environment by drawing symbols on an ordinance survey map, plotting a route from one local destination to another and identifying human and physical features of a place of study.	
Examples of Fieldwork in Practice		**In School** All map work and use of directional language. **VIRTUAL FIELDWORK** when looking at the climate of the seven oceans. Use videos/live streams to immerse the children and then the	**Out School**	**In School** Map work – following a route on an aerial map and describe features. Know compass points and use these to navigate. (routes around school?)	**Out School**	**In School** All map work. Constructing a map with a scale and a key. Compare the characteristics of school to the local	**Out School** Map work, directional language, health and safety to complete a walk to the local park. Creating map of the route from school to the park using

		enquiry question, "How do the climates differ in the seven oceans?"		Recognise geographical similarities and differences between Wildwood/Stafford and a non-European small area using photographs, maps, film clips.		area. "What are the similarities and differences and why do you think that is?"	symbols and human/physical features.

Year 3				
LKS2 Knowledge End Points (NC)		**Autumn**	**Spring**	**Summer**
	Unit	**South America: The Amazon Rainforest**	**Counties of the United Kingdom**	**Settlements: Where and Why People Live**
Locational Knowledge Can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and	**Key Knowledge**	• There are 12 countries in South America and almost 400 million people live there. • Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA. • South America's largest river is the Amazon, which is the second longest river in the world. The Amazon carries more water than any other river in the world. • Nearly two-thirds of the Amazon rainforest is found in Brazil. • The Amazon rainforest is so vast that if it were a country, it would be the ninth largest in the world. • Sao Paulo is the largest city with more than 20 million people living there. • Spanish is the most popular language in South America even though Brazilians speak Portuguese. • The Incas were the largest group of indigenous people in South America when the Europeans arrived. • The Amazon Biome, is defined as the area covered predominantly by dense moist tropical forest, with relatively small inclusions	• The United Kingdom is divided into regions called counties (there are 48 in England). • The counties of England are areas of land, cities and towns that are used for different purposes. • Counties are split up to make it easier for government to rule. • Know and can name the home counties (and consider Staffordshire as their home). • Population and topographical features for Staffordshire (natural formations: hills, rivers, lakes, valleys and manmade features: roads and cities). • Know the meanings of these words and learn where and how these are measured. • That the human and physical features of Staffordshire vary and correlate with other geographical features (such as population/topography) to inform focus of own research on the county.	• To know what a settlement is and the different types: rural, suburban, and urban. • To understand why people choose to live in different types of settlements based on factors like work, amenities, transport, and environment. • To know key features of rural, suburban, and urban settlements, including size, population, buildings, and services. • To understand how settlements develop and change over time. • To know how human activities shape settlements and the surrounding environment. • To understand how location affects the function and character of settlements. • To know how to use maps to locate different types of settlements in the UK.

Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Place Knowledge** Understands 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. **Human and Physical geography** Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Can describe and understands key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		of several other types of vegetation such as savannas, floodplain forests, grasslands, swamps, bamboos, and palm forests. • Biomes are regions of the world with similar climate (weather, temperature) animals and plants. There are terrestrial biomes (land) and aquatic biomes, both freshwater and marine. • The Incas were the largest group of indigenous people in South America when the Europeans arrived. • The statue of Christ the Redeemer is a religious monument which can be found at the top of Corcovado Mountain • Sugarloaf Mountain is one of the most famous natural landmarks. The top can be reached by cable car. • Copacabana Beach is one of the most famous and beautiful beaches in the world. It is 4km long.		
Geographical Skills and Fieldwork: Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Is able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their	**Key Skills**	• Use an atlas to identify countries, states and regions of geographical interest. • Understand the necessity of a key and use this to help read maps of increasing complexity. • Use computer/digital mapping to locate countries and regions, as part of own research to support description of features studied. • Understands how aspects of the human and physical features of Rio are similar and different to London and the wider UK.	• Research, find and organise facts about Staffordshire. • Locate counties on a map of the United Kingdom.	• Use maps, atlases, and digital mapping tools to identify and compare settlements. • Use basic fieldwork skills to observe and record features of local settlements. • Compare and contrast different settlements by identifying similarities and differences. • Ask geographical questions about where and why settlements are located.

knowledge of the United Kingdom and the wider world.						• Use geographical vocabulary to describe and explain settlement features and patterns. • Present findings through discussions, drawings, charts, and written explanations. • Use simple compass directions and locational language to describe settlement locations.	
Examples of Fieldwork in Practice		**In school** All map work. Locating Brazil and the Amazon Rainforest. Comparison of Sao Paulo and Stafford – **VIRTUAL FIELDWORK OPPORTUNITY**. Use videos/live streams of the two places to compare the human and physical features. Think about how socially and culturally the places would be different. Complete the enquiry question "Why would going to school in Sao Paulo in Brazil be different to going to Barnfields in Stafford ?" – This will then include ideas regarding climate, human and physical features of the	**Out of School** **POSSIBILITY** – Links to Y2 planning a route. Could be done as a stand-alone retrieval and progression lesson at the beginning of term before the visit. Tanglewood – could use aerial photographs to plan the route – progress from Y2 to add a road closure and find an alternative route. Take the route and report back on direction they travelled	**In School** Topography, population and features of Staffordshire. Locating counties on a map of the UK. Researching Staffordshire	**Out of School**	**In School** Pupils use a large map or aerial photo of the local area displayed in the classroom. Discuss what types of buildings, roads, and services they can see and why these might be there. In the school grounds or playground, pupils look for and record features such as types of buildings, green spaces, paths, roads, or signs of human activity. Pupils take photos or draw sketches to document features.	**Out of School** A guided walk around the local neighbourhood. Pupils observe and record types of houses, shops, public spaces, roads, and transport. Use tally charts or simple surveys to gather data on features like green spaces, shops, or traffic. Pupils count vehicles, pedestrians, or types of transport on a busy street or near a local park. Discuss how transport impacts the settlement type. Visit a nearby town, village, or suburb.

		route to and from school, transport, differences in schools and school days, social and economic differences.				Using craft materials, pupils create models representing rural, suburban, and urban settlements.	Pupils compare what they see with their own local area, noting differences in building types, services, and population density. Pupils use simple compass directions and maps to navigate around the local settlement. Record locations of key features (e.g., shops, schools, parks) using directions and map symbols.

Year 4				
LKS2 Knowledge End Points (NC)		**Autumn**	**Spring**	**Summer**
	Unit	**Earthquakes and Volcanoes**	**The United Kingdom**	**Local Area Study: The Potteries**
Locational Knowledge Can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Can name and locate counties and cities of the United Kingdom,	**Key Knowledge**	• The Earth has three layers – the crust at the very top, then the mantle, then the core at the very middle of the planet. • The Earth's crust is made up of huge slabs called tectonic plates, which fit together like a jigsaw puzzle. · These tectonic plates slowly move over a long period of time. • Earthquakes are caused by different types of movement in the earth's tectonic plates.	• England is surrounded by coastline to the east (North Sea), south (English Channel) and west (Irish Sea), while its northern side borders Scotland. • England has a temperate climate, which means it is warm and wet in summer and cool and wet in winter. • Knows the location of UK cities, beyond the capitals, and their identifying human and physical characteristics.	• **Stoke-on-Trent** is a unique city in England. • It made up of six distinct towns: Tunstall, Burslem, Hanley, Stoke, Fenton and Longton - collectively known as "THE POTTERIES" • The Potteries, a region in the north of the geographic county of Staffordshire, England, is the country's main producer of china and earthenware.

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. Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Place Knowledge** Understands 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 **Human and Physical geography** Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Can describe and understands key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of		• Earthquakes are most likely to happen in the Ring of Fire around the edge of the Pacific plate. • An earthquake is the shaking and vibration of the Earth's crust due to movement of the Earth's plates (plate tectonics). • Earthquakes can happen along any type of plate boundary. Earthquakes occur when tension is released from inside the crust. • Plates do not always move smoothly alongside each other and sometimes get stuck. When this happens, pressure builds up. When this pressure is eventually released an earthquake tends to occur. • The Richter scale measures earthquake magnitudes. • Volcanoes are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the surface, and it eventually explodes. • Volcanoes have long vents that go all the way down through the Earth's first layer, the crust, to magma in between the crust and the mantle (the Earth's second layer). It's so hot there that rocks melt into liquid. This is called magma, which travels up through volcanoes and flows out as lava. • There are three ways to describe a volcano and explain what it's doing – active, erupting, and dormant. • There are no volcanoes in the UK. The largest volcano in Europe is Mount Etna in Sicily (Italy).	• Knows the relative locations of UK's capital cities (within the countries of the UK) and can identify these on a map. • Knows what defines a city as opposed to a town (i.e. cities must have a cathedral). • Can name significant rivers of the UK and the seas that some rivers flow into. • Knows and can name some of the mountain regions in the UK. • Knows and can name significant human characteristics and physical features of UK, including the statues of the Angel of the North, Bridges (including Clifton suspension bridge), Forest of Dean and mountains (including Ben Nevis). • England has relatively few mineral resources but has large deposits of non-renewable resources like coal and iron ore. Natural gas and oil are also drilled for in the North Sea. Due to concerns about climate change, and competition from cheaper production of iron ore in other countries, mining and exporting of coal and steel have reduced rapidly since the 1970s. This has had a significant economic impact on industrial areas in the north of England. • Agriculture uses around 70% of the UKs land, but the UK only produces around 60% of the food it consumes.	• It is centred on the city and unitary authority of Stoke-on-Trent and includes areas in the neighbouring borough of Newcastle-under-Lyme. • The industry developed using coal from the north Staffordshire coalfield and the local coarse clay. • The red clay found in the local area was used to make pottery. • The canal network was developed and linked to rivers. • Increased factories and social housing resulted in significant changes to land use.

natural resources including energy, food, minerals and water.							
Geographical Skills and Fieldwork: Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Is able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	**Key Skills**	• Use ordnance survey resources to verify predications about the climate in a specific location according to its geographical location. • Label the different climate zones and biomes around the world using geographical knowledge to identify which countries are in which zones/biomes. • Use atlases to identify where the Andes and other mountain ranges are and predicted what their climate will be. • Compare and contrasted the two ways of measuring earthquakes - the Richter and Mercalli scales. • Identify and describe which countries are most likely to experience earthquakes based on their geographical knowledge. • Made connections between their geographical understanding and their knowledge of scientific changes of state. • To give the location of places of geographical interest (including those represented by maps with symbols) using four and six figure grid references.		• Distinguish between physical and human geography in using photographs, and maps • Used geographical vocabulary to describe the physical attributes of an area. • Use atlases and Google Maps to identify and label capital city, mountain range, significant rivers and regions. • Use the 8-point compass points to describe a location relative to another place. • Use a legend to find areas of higher ground on a map. • Interpret symbols and keys to develop knowledge of the United Kingdom. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		• Use maps, atlases, globes and digital/computer mapping to locate towns and geographically significant land features • To use a map scale to understand the significance of the size of Britain in comparison to the size of a different place.	
Examples of Fieldwork in Practice		**In School** All map work. Working with basic longitude and latitude. **VIRTUAL FIELDWORK OPPORTUNITY.** Watch videos/streams of volcanic eruptions or Earthquakes and look into the climates of these eruptions/quakes to support the enquiry question "Does the	**Out of School**	**In School** All map work. 8-point compass directions and language. Use of longitude and latitude to locate the capital cities. Enquiry: "What do you notice about the location of the mountain ranges and	**Out of School** Agricultural climate change visit? Local farm? Lower Drayton Farm – Farm to Fork Day? Packington Free Farm – Tailored to our curriculum. (Farmlink) Go onto the Wildwood and conduct research to observe, measure,	**In School** All map work – locating towns and significant geographical land feature. Using scaled maps to understand the significance of Britain in comparison to a different place. (American states, Australia etc)	**Out of School**

		climate that a volcano/earthquake is situated in effect its eruption/destruction?"		rivers in the United Kingdom?"	record and present human and physical features in the local area. (sketch maps, plans, graph, digital technologies)		

Year 5				
KS2 Knowledge End Points (NC)		**Autumn**	**Spring**	**Summer**
	Unit	**North America: Mexico!**	**Rivers and The Water Cycle**	**Globalisation and Trade**
Locational Knowledge Can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the	**Key Knowledge**	• There are 23 countries in North America, with Canada being the biggest. Some geographical areas in North America belong to European countries. • Knows and is able to identify the relative locations of Canada, USA, Mexico, Caribbean islands and central America on a map of North America. • There are 50 states in the USA. • Mexico City is the largest city with more than 9 million people living there. • That Mexico, geographically speaking, is located in North America, however it's history and culture have much in common with many South American countries (e.g. language and religion). • Mexico has two coasts (Pacific Ocean, Gulf of Mexico and Caribbean Sea) and is bordered by the United States to the north, and Belize and Guatemala to the south. • It is largely mountainous but the north of the country is mostly desert and the south, which is close to the equator, has a tropical climate and is covered by rainforest. • The United States is Mexico's main trading partner.	• Develop knowledge of the water cycle in the context of the water cycle in a geographical context and the processes, including condensation, evaporation, percolation, run-off and precipitation. • To relate the formation and continuum of rivers to their knowledge of the water cycle. • To know that upper course river features include the source, V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges. • That middle course river features include wider, shallower valleys, meanders, and oxbow lakes. • That lower course river features include wide flat-bottomed valleys, floodplains and deltas at the estuary or river mouth. • To know that rivers erode in four ways: Abrasion - when large pieces of bed load material wear away the river banks and bed; Attrition – when the bed itself is eroded when sediment particles knock against the bed or each other and break, becoming more rounded and smaller; hydraulic action – when the force of the water erodes softer rock; Solution or Corrosion – when acidic water erodes rock.	• Understand that globalisation has made the world a more connected place but has resulted in an uneven distribution of materials and resources across the world. • No single country has everything it needs and so countries need to trade with each other. • Knows and can explain what trading is and the difference between imports and exports. • Knows and can list some goods exported from the UK. • Knows and can list some goods imported to the UK. • Knows and can name some countries the UK exports goods to; • Knows and can name some countries that the UK imports goods from. • Knows that the UK's biggest trading partners are the USA, Germany and China. • Knows and can list some products that are fairly traded (Fairtrade). • Knows and can describe how goods can be the product of more than one country;

Prime/Greenwich Meridian and time zones (including day and night). **Place Knowledge** Understands 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. **Human and Physical geography** Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Can describe and understands key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		• Mexico has many natural resources including; gold, silver, copper, lead, natural gas and petroleum – the mineral industry generates a lot of money for the country. • Around 55% of Mexico is used for agriculture and Mexico imports around 45% of the food it consumes.	• That the River Dove runs through Dovedale and is 45 miles in length. • The limestone rock that forms the geology of Dovesale is the fossilised remains of sea creatures that loved in a shallow sea in the area about 350 million years ago. • To know major rivers around the world and where they are located (revisiting the River Sow, River Penk, Amazon River, The Nile).	• Knows and can describe how trade takes place today. • To know that the single market makes trade • between European countries easier and that trade within the single market can involve countries beyond Europe (for example, Canada. • The United Kingdom left the EU in 2020, impacting on trade deals.
Geographical Skills and Fieldwork: Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Is able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their	**Key Skills**	• Use maps, atlases, globes and digital/computer mapping to locate countries, states and geographically significant land features. • To use a map scale to understand the significance of the size of Britain in comparison to the size of the USA and Mexico. • To identify the flags of countries in North America using an atlas.	• Explain what a river is and locate the world's longest rivers on a map, using coordinate grids and referring to map features such as lines of longitude and latitude. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Use a compass correctly to map the direction/location of our local canals and the direction water flows in.	• Use an atlas to find countries on a world map; • Analyse evidence and draw conclusions, considering the impact and influence on people/ everyday life • Describe route and direction, location linking 8 points of compass to degrees on compass. • Reflect on the impact trade has on an area and generate ideas for cause and effect.

knowledge of the United Kingdom and the wider world.				• Locate local canals on a range of maps, including ordnance survey.			
Examples of Fieldwork in Practice		**In School** All map work. Use of maps and scales to compare the size of Britain and Mexico and explain what the difference is and why this may be. Looking into the topography of Mexico and why certain areas would be better for certain activities e.g. agriculture, tourism etc **VIRTUAL FIELDWORK OPPORTUNITY**. Videos and live streams of Mexico City and Edinburgh to compare the human and physical features of both places and climate, along with the social, economic and culture factors. Answer the enquiry question, "How would your life be different if you were to live in Mexico City?" Further by would it be as different if you lived in Edinburgh?	**Out of School**	**In School** All mapwork locating rivers using longitude and latitude. Locating local canals and their water lfow directions/	**Out of School** Visit to the River Dove or Wolseley River Studies. (Another Possibility) Learning at Carding Mill Valley | Shrops | National Trust Fieldwork opportunities there - conduct research to observe, measure, record and present human and physical features in the river area. (sketch maps, plans, graph, digital technologies) Map water flow.	**In School** All map work (Locating countries on a world map) Analyse evidence and draw conclusions on the impact and influence globalisation has on everyday life. Reflect on impact of trade.	**Out of School** Routes and directions using 8 points of the compass. – Plan their own route around the Wildwood and carry out these routes. (This will need to be done in small groups and utilise multiple adults to allow the children to create their own routes from point A to point B and back again. If all children follow the same route, this would not have the desired impact.)

Year 6

KS2 Knowledge End Points (NC)		Autumn	Spring	Summer
	Unit	Study of Europe	This is Our World	Our Changing World
Locational Knowledge Can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Place Knowledge** Understands 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	**Key Knowledge**	• Europe is in the northern hemisphere (and be able to give examples of countries that are in the north, east, south and west of Europe, including the location of Russia). • The Atlantic Ocean is to the west of the continent. • Europe is above the Equator and the very north of the continent is within the Arctic Circle. • The Prime Meridian passes through London in the United Kingdom. • To know the location of the meridian line and to have an understanding of the extent to which times vary across the continent. • Europe is the second smallest continent in the world. It has over 40 countries. The world's largest country by area is Russia. Its land area spans across both Europe and Asia. • Europe's longest river is the Volga, which flows through Russia. Europe's second longest river, the Danube, flows through ten countries. Norway has the longest coastline in Europe, stretching over 50,000km in length. • Much of Europe has a temperate climate, meaning there are warm summers and colder winters. • Some northern areas have a polar climate like Norway and Sweden, and some southern areas are much warmer. For example, Greece and Spain have warmer climates. • Italy is a hotspot for active volcanoes due to its location on the boundary of the African and Eurasian tectonic plates • Iceland also has a lot of intense volcanic activity. It sits directly across the North	• The Equator is an imaginary circle around Earth. It divides Earth into two equal parts: The Northern Hemisphere and the Southern Hemisphere. • The lines of latitude run parallel to the Equator and show how far north or south a place is. • The lines of longitude run from the top of the Earth to the bottom and show how far east or west a place is. • The Tropic of Cancer is in the Northern hemisphere and the Tropic of Capricorn is in the Southern hemisphere. • The imaginary line that circles around the top of the globe is called the Arctic Circle and the line that circles the bottom of the globe is called the Antarctic Circle. • A climate is the average weather condition of a place over a long period of time. • Climate zones are sections of the earth that are divided according to their climate. • There are six different climate zones: polar (extremely cold), temperate (mild • summers and mild winters), arid (extremely dry), tropical (hot and humid), • Mediterranean (hot summers and cold winters) and mountainous (the weather • gets colder, the higher up the mountain). • A biome is a natural area with a similar climate and similar types of plants and • animals that have adapted to suit a particular environment. • The world is divided into lots of different biomes and they are all different • depending on their climate. • GMT stands for Greenwich Mean Time.	• Understand that climate change has occurred naturally over millions of years but is now being influenced negatively by human activities. • Climate change (or global warming) is the process of our planet heating up. • Scientists estimate that since the Industrial Revolution, human activity has caused the Earth to warm by approximately 1°C, impacting on people and wildlife across the globe. • Rising temperatures make our weather more extreme and unpredictable. • Understand what the greenhouse effect is and which gases are. • Understand the impact that farming, deforestation and burning fossil fuels has had on our world. • Know that a warmer climate could affect our planet in a number of ways: more rainfall, changing seasons, shrinking sea ice and rising sea levels. • Knows how changing environmental conditions will impact on wildlife, nature and humans. • Understand the impact of climate change on the different climate zones worldwide.

Human and Physical geography Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Can describe and understands key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		American and Eurasian tectonic plates, which are slowly pulling apart. • Europe has a high population density compared to other continents. This means it has a high number of people per square km of land. • To know and recognise the flags of a number of European countries and understand the concept of a national identity. • To know significant environmental regions and their physical characteristics (eg of rivers: Volga, Danube, Ural, Rhine, Thames, Don and Seine) (e.g. of mountains : Ural, Alps, Mount Olympus, Mount Blanc, Mount Vesuvius, and Caucus). • The tallest mountain in Europe is Mount Elbrus which is 5,643m high. The Alps mountain range can be found in eight different countries. • To know the location of significant landmarks in Europe (including Big Ben, Eiffel Tower, Colosseum, and St Basil's Cathedral). • To know and state the locations of some of the major cities in Europe (including Paris, Rome, London, Berlin, Moscow, Amsterdam, Munich, Madrid, Milan).		
Geographical Skills and Fieldwork: Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Is able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	**Key Skills**	• Use an atlas to locate Europe and countries within Europe, relate this to a globe and find the same locations using google maps and satellite images. • Use an atlas to identify national flags and support understanding what each flag represents. • Use maps, atlases, globes and digital/computer mapping to compare and contrast mountain ranges, rivers and landmarks and record key facts.	• Locate and name key lines of latitude and longitude on a map. • Use the eight points of a compass to build knowledge of the UK and the wider world on a map. • Use four and six figure grid references to build knowledge of the UK and wider world • Use atlas to locate places using latitude and longitude references. • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	• Compare maps with different scales. • Analyse and draw conclusion from data about weather conditions. • Present comparative data about climate between countries. • Make deductions about landscape/ industry/ features etc. • Locate geographical information/ place from sources with speed and accuracy

				• Develop an understanding of the concept of different time zones through interpretation of time zone maps. • Use an atlas and a time zone map to identify the time in certain cities in relation to the UK.			
Examples of Fieldwork in Practice		**In School** All map work. Topography to identify mountain ranges and rivers. **VIRTUAL FIELDWORK OPPORTUNITY**. Use videos/photographs and live streams to compare the environmental regions and characteristics of rivers and mountains. "How do the environmental regions and the characteristics differ between _____ and _____? Why do you think this is?"	**Out of School**	**In School** All map work – key lines of longitude and latitude – 8 points of a compass to build on knowledge of the UK and the wider world. Grid references 4 and 6 digit. "Choose a country and use the learning from this unit to describe its features (Climate, biomes, longitude, latitude, human and physical features)"	**Out of School**	**In School** All map work – focusing on different scales. Analysing and drawing conclusions from data about weather conditions related to climate change. "How has climate change affected weather conditions across the world?" "How have industries changed the landscape of the world and contributed to Global warming?"	**Out of School**