



Saint Joseph's Catholic Primary Voluntary Academy

Geography Curriculum

2025-2027

Cycle A and B

What do we want for our pupils?

Intent

At St Joseph's, it is our intention that Geography is taught through a half-termly topic designed to ignite pupils' love of learning. This enables teachers to create cross curricular links, giving a meaningful context for the learning. However, teachers make it explicit to children that they are learning geography skills and building geographical knowledge.

Geography is important in our school; it provides a means of exploring, appreciating and understanding the world in which we live in and how it has evolved. We especially want the children to be knowledgeable of their local area, Grimsby, and explore this through topics and getting out into the local environment. We explore the relationship between Earth and its people. It stimulates curiosity and imagination. Children will learn about natural wonders as well as current issues in the world today.

Implementation

Through following a knowledge-rich curriculum, supported by Cornerstones, our topics are designed to be tailored for our children and their experiences. They ensure the children can build and develop their geographical skills and knowledge year upon year. Children will begin to learn about their local area. They then expand through their region, country and then to the wider world as they go through school, applying the geographical skills and knowledge gained each year.

For a half term, three times a year, children will study an in-depth geographical topic, where they can explore and be fully immersed in geographical project. This is to ensure children have time to develop their skills and knowledge as well as have in depth learning. However, geography skills and knowledge is revisited throughout the year in other topics.

Staff continually review and adapt work and learning to meet our children's needs as well as use progression charts to guide planning. Fieldwork sessions are incorporated into the units of work to actively engage the children in their learning as well as develop knowledge through hands on experiences. Children are taught to use subject specific language with confidence and apply this confidently in their writing/ work.

Fieldwork

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry. All of the children will carry out investigations into the local environment, and we give them opportunities to observe and record information around the school site.

What is our goal?

Impact

Children will know what human and physical features there are around them locally. They will have a strong geographical knowledge about the world we live in and will be able to discuss their understanding using subject specific language confidently. By the time the children leave the school, they will also have had a chance to explore their local environment.

By the time children leave St Joseph's, they will:

- have an excellent knowledge of where places are and what they are like.
- have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- have an extensive base of geographical knowledge and vocabulary.
- have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- have significant levels of originality, imagination or creativity.
- be highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Assessment in Geography

Teachers will use the cumulative quizzes as an assessment tool. Teachers will use this to guide their teaching, identify any gaps in learning and inform future planning.

Summative Assessment

By using regular formative assessments, teachers are able to determine which objectives have been achieved and which will need revisiting. This information is then reported to parents annually through feedback reports and through parents' evenings. This assessment allows us to assess if children are WTS, EXS or GDS in Geography. A child learning at greater depth will have a good knowledge of locational facts but even more so they will show an understanding of geographical processes: showing regard for issues such as why places are where they are and what it is like to be there.

Monitoring is undertaken using book looks, lesson observations and walkthroughs.

	NATIONAL CURRICULUM	CYCLE A	CYCLE B
	In KS1 pupils are taught to:		
Locational Knowledge	<ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans 	Continents and Oceans Y1/2 ADVENT 1	Arctic and Antarctica Y1/2 PENTECOST 1
	<ul style="list-style-type: none"> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. 		United Kingdom Y1/2 ADVENT 1
Place Knowledge	<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. 	Grimsby and Beyond Y1/2 LENT 1	
Human and Physical Geography	<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 	Continents and Oceans Y1/2 ADVENT 1	Arctic and Antarctica Y1/2 PENTECOST 1
	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features including: city, town, village, factory, farm, house, office, port, harbour and shop. 	Kenya Y1/2 PENTECOST 1	Arctic and Antarctica Y1/2 PENTECOST 1
Geography Skills and Fieldwork	<ul style="list-style-type: none"> 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. 	Kenya? Y1/2 PENTECOST 1	
	<ul style="list-style-type: none"> Use simple compass directions (north, south, east, west) and locational and directional language [near and far, left and right] to describe the location of features and routes on a map 	Continents and Oceans Y1/2 ADVENT 1	United Kingdom Y1/2 ADVENT 1
	<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and contrast basic symbols in a key 	Grimsby and Beyond Y1/2 LENT 1	Our Local Area Y1/2 LENT 1
	<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment. 		Our Local Area Y1/2 LENT1
	In KS2 pupils are taught to:		
Locational knowledge	<ul style="list-style-type: none"> 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. 	Mexico Y5/6 PENTECOST 1	Canada Y3/4 PENTECOST 1 Brazil Y5/6 PENTECOST 1
	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	Rivers Y3/4 LENT 1	One Planet, Our World Y3/4 ADVENT 1
	<ul style="list-style-type: none"> 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). 	Interconnected World Y3/4 ADVENT 1	
Place knowledge	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America. 	Mexico Y5/6 PENTECOST 1	
Human and Physical Geography	<ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	Australia Y3/4 PENTECOST 1 Our Changing World Y5/6 ADVENT 1	Volcanoes and Earthquakes Y3/4 LENT 1 BIOMES Y5/6 LENT 1

	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		
Geographical skills and fieldwork	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	Mexico Y5/6 PENTECOST 1	Canada Y3/4 PENTECOST 1 Brazil Y5/6 PENTECOST 1
	<ul style="list-style-type: none"> Use the 8 points of a compass, 4- and 6-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 		Investigating Out World Y5/6 ADVENT 1
	<ul style="list-style-type: none"> 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. 	Rivers Y3/4 LENT 1 Interconnected World Y3/4 ADVENT 1	Investigating Out World Y5/6 ADVENT 1

Geography Curriculum

2025-2026 Cycle A

CYCLE a	Advent 1 <u>Essential Mapping Skills</u>	Advent 2	Lent 1 <u>Local Geography and comparison to a European area</u>	Lent 2	Pentecost 1 <u>Comparative study of non-European area</u>	Pentecost 2
FS 1 and 2	<u>Community</u> <u>Our school</u> School, name, street and surrounding area.		<u>Different Celebrations around the world</u>		<u>Japan</u> City Structures	
Y 1 and 2	<u>Continents and Oceans</u> Continents and oceans 4 Cardinal compass points Maps with keys Atlases		<u>Grimsby and Beyond</u> Human and physical features and land use in <u>Grimsby and Hull</u> (compare to Barcelona in Spain)		<u>Kenya</u> Mountains, valleys and lakes	
Y3 and 4	<u>Interconnected World</u> Northern and Southern Hemisphere Tropics and Equator Physical features of UK		<u>Rivers</u> Journey of a river, case study of local river and uses (compare to France)		<u>Australia</u> Great Barrier Reef	
Y5 and 6	<u>Our Changing World</u> Scale Longitude and Latitude Climate change Time zones Water cycle		<u>Grimsby of the Future</u> Regeneration, renewable energy and trade (Compare to Germany)		<u>Mexico</u> Desert	

CYCLE A: YEAR TWO* AND ONE

CONTINENTS AND OCEANS	GRIMSBY AND BEYOND	KENYA
<u>Knowledge and Understanding:</u> L1 <ul style="list-style-type: none"> To know that a map is a picture or drawing of an area of land. (Y1 recap) To know that an atlas is a book of maps and charts. To know that there are seven continents and five oceans in the world. L2 <ul style="list-style-type: none"> To know that there are four cardinal compass points. L3 <ul style="list-style-type: none"> To know that maps use symbols and keys to provide more information. L4 <ul style="list-style-type: none"> To know that characteristics of a country includes their human and physical features. L5 <ul style="list-style-type: none"> To know that the equator is an imaginary line that divides the world into two equal parts. L6 <ul style="list-style-type: none"> To know that orienteering maps are used to help us find our way around a course. 	<u>Knowledge and Understanding:</u> <ul style="list-style-type: none"> L1 - To know that the harbour is an important human feature of Grimsby. L2 - To know that land is used for different purposes. L3 - To know that there are differences between parts of Grimsby. L4 - To know that there are different human and physical features of a city (Hull). L5 - To know that land is used for different purposes in Barcelona (case study). L6 - To know that there are geographical similarities and differences between Grimsby, Hull and Barcelona. 	<u>Knowledge and Understanding:</u> L1 <ul style="list-style-type: none"> To know the names of the seven continents and five oceans. (Y1 Recap) L2 <ul style="list-style-type: none"> To know that Kenya is in Eastern Africa. L3 <ul style="list-style-type: none"> To know that Mombasa is Kenya's seaport. L4 <ul style="list-style-type: none"> To know that Nairobi is the capital city of Kenya. L5 <ul style="list-style-type: none"> To know that Kenya has mountains, valleys and lakes. L6 <ul style="list-style-type: none"> To know that climate change is impacting on Kenya.
<u>National Curriculum:</u> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information 	<u>National Curriculum:</u> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information 	<u>National Curriculum:</u> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information
<u>Fieldwork Skills:</u> <ul style="list-style-type: none"> Children encouraged to ask and respond to simple geographical questions <i>e.g. Where is it? What's it like here? What is it like to live in this place?</i> Make more detailed observations of the school grounds and its surrounding environment <i>e.g. number/types of trees/plants/animals seen.</i> 		
Vocabulary: map, chart, atlas, continent, ocean, cardinal, compass points, North, South, East, West, symbol, key, icon, geographical	Vocabulary: harbour, coast, aerial photograph, wall, breakwater, depth, enclosed, housing, accommodation, commerce, business,	Vocabulary: coastline, borders, country, continent, ocean, , Mombasa, exports, seaport, trade, population, capital, city,

feature, characteristic, country, capital city, landscape, landmark, population, size, mountain, hill, lake, valley, forest, Equator, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole, climate, hotter, colder, orienteering, control point, route, course, cardinal points	recreation, leisure, park, shopping, market, urban, commerce, bank, community, economic, data, residential, old, modern, religious, church, minster, municipal, council, Mayor, town, city, population, marina, regeneration	headquarters, transport, pro, con, for, against, Nairobi, landform, lake, valley, mountain, highland, climate change, agriculture, economy, livestock, precipitation, drought
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CYCLE A YEAR FOUR* AND THREE

INTERCONNECTED WORLD	RIVERS	AUSTRALIA
<u>Knowledge and Understanding:</u> L1 <ul style="list-style-type: none"> To know that the Tropics of Cancer and Capricorn lie on either side of the Equator. L2 <ul style="list-style-type: none"> To know that places can be located using longitude and latitude. L3 <ul style="list-style-type: none"> To know that countries in North and South America have contrasting climates. L4 <ul style="list-style-type: none"> To know that atlases contain political and physical maps of countries and continents. L5 <ul style="list-style-type: none"> To know that UK topography is the study of physical features in the United Kingdom. L6 <ul style="list-style-type: none"> To know that human features can be interconnected by rail and water systems. L7 <ul style="list-style-type: none"> To know that orienteering maps are used to help us find our way around a course. 	<u>Knowledge and Understanding:</u> L1 <ul style="list-style-type: none"> To know that rivers have different features. L2 <ul style="list-style-type: none"> To know that the longest rivers in the world and the UK follow different journeys. L3 <ul style="list-style-type: none"> To know that the River Freshney is a local river. (case study) L4 <ul style="list-style-type: none"> To know that rivers change the landscapes. L5 <ul style="list-style-type: none"> To know that rivers are used for leisure and settlements. L6 <ul style="list-style-type: none"> To know that rivers are used for transportation and industry. 	<u>Knowledge and Understanding:</u> L1 <ul style="list-style-type: none"> To understand the process of the water cycle. L2 <ul style="list-style-type: none"> To know that Australia is in Oceania. L3 <ul style="list-style-type: none"> To know that the Great Barrier Reef is a marine biome. L4 <ul style="list-style-type: none"> To know that The Great Barrier Reef provides economic revenue to the local area. L5 <ul style="list-style-type: none"> To know that climate change is impacting on the coral reef. L6 <ul style="list-style-type: none"> To know that tourists are impacting on the coral reef.
<u>National Curriculum:</u> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information 	<u>National Curriculum:</u> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information 	<u>National Curriculum:</u> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information
<u>Fieldwork Skills:</u> <ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. <i>e.g. What is this landscape like? What will it be like in the future?</i> Make detailed observations of the school grounds and its surrounding environment <i>e.g. number/types of trees/plants/animals seen etc.</i> More accurately measure and record human / physical features in the local area with some support <i>e.g. rainfall, temperature, wind speed, noise levels etc.</i> 		
Vocabulary:	Vocabulary:	Vocabulary:

tropics, Tropic of Cancer, Tropic of Capricorn, Equator, Longitude, latitude, Prime Meridian, continent, North America, South America, climate, contrasting, variation, polar, temperate, tropical, political, physical, data, population, elevation, topography, hills, mountains, valleys, lakes, rivers, physical features, settlement, trade links, distribution, connection, routes, principal, network, economic activity orienteering, map, control point, route, course, cardinal points, intercardinal points.	source, mouth, estuary, meander, tributary, deposition, delta, oxbow lake, waterfall, floodplain, upper course, middle course, lower course, rocky, narrow, steep, wider, deeper, curving, flow, slowly, flat, wide, habitat, wildlife, vole, otter, chalk stream, native, invasive, species, urban, rural, erosion, erode, transportation, deposition, solution, suspension, saltation, traction, leisure, recreation, settlement, tourism, waterfall, habitat, wildlife, renewable energy, hydroelectric power, farming, agriculture, irrigation, transportation, freight, cargo	water cycle, evaporation, condensation, precipitation, groundwater, run off, closed cycle, Oceania, Australia, Northern Hemisphere, Southern Hemisphere, equator, organisms, Great Barrier Reef, marine, biome, economic, tourism, landmark, climate change, organisms, bleaching, pollution, impact, recreational, tourists
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CYCLE A YEAR SIX* AND YEAR FIVE

OUR CHANGING WORLD	GRIMSBY OF THE FUTURE	MEXICO
<p><u>Knowledge and Understanding:</u></p> <p>L1</p> <ul style="list-style-type: none"> To know that a time zone is a region where the same standard time is kept. <p>L2</p> <ul style="list-style-type: none"> To know that lines of latitude and longitude show the geographical position of an area. <p>L3</p> <ul style="list-style-type: none"> To know that the scale on a map is used for measuring the size or distance between features. <p>L4</p> <ul style="list-style-type: none"> To know that the water cycle describes how water is exchanged through Earth's land, ocean, and atmosphere. <p>L5</p> <ul style="list-style-type: none"> To know that the large scale change to the climate is called climate change. <p>L6</p> <ul style="list-style-type: none"> To know that orienteering maps are used to help us find our way around a course. 	<p><u>Knowledge and Understanding:</u></p> <p>L1</p> <ul style="list-style-type: none"> To know that Grimsby used trade links to support its economy in the past. <p>L2</p> <ul style="list-style-type: none"> To know that the ports of Grimsby and Immingham have trade links to the UK, Europe and the wider world. <p>L3</p> <ul style="list-style-type: none"> To know that non-renewable energy has an impact on the local area. <p>L4</p> <ul style="list-style-type: none"> To know that the local area contributes to renewable energy. <p>L5</p> <ul style="list-style-type: none"> To know that the regeneration of Hull can act as a model for Grimsby. <p>L6</p> <ul style="list-style-type: none"> To know that there are plans to regenerate Grimsby in the future. 	<p><u>Knowledge and Understanding:</u></p> <p>L1</p> <ul style="list-style-type: none"> To know that Mexico is in North America. <p>L2</p> <ul style="list-style-type: none"> To know that Mexico has mountains, rainforests and deserts. <p>L3</p> <ul style="list-style-type: none"> To know that the Chihuahuan Desert is the largest desert in North America. <p>L4</p> <ul style="list-style-type: none"> To know that settlement and land use is different in Mexico in comparison to the UK. <p>L5</p> <ul style="list-style-type: none"> To know that climate change is impacting on Mexico.
<p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information 	<p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information 	<p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information
<p><u>Fieldwork Skills:</u></p> <ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. <i>e.g. What is this landscape like? How is it changing? What patterns can you see? How have the patterns changed?</i> Suggest questions and studies for investigating. Confidently make detailed observations of the school grounds with a focus on its surrounding environment <i>e.g. number/types of trees/plants/animals seen etc.</i> Accurately measure and record human / physical features in the local area, unaided <i>e.g. rainfall, temperature, wind speed, noise levels etc.</i> 		
<p>Vocabulary:</p> <p>Time zone, Greenwich Meridian Time (GMT), Prime Meridian, longitude, latitude, Equator, degrees, location, geographical,</p>	<p>Vocabulary:</p> <p>Trade, port, energy, natural resources, distribution, economy, economic links, global, minerals, factory, producer, consumer,</p>	<p>Vocabulary:</p> <p>Equator, tropics, Northern Hemisphere, population, human and physical feature, mountain, mountain range, river,</p>

position, scale, size, distance, scale bar, ratio, grid lines, water cycle, evaporation, condensation, precipitation, collection, water vapour, climate, climate change, large scale, global warming, greenhouse gases, extreme weather, orienteering, map, control point, route, course, cardinal points, intercardinal points.	commerce, industrial, cargo, freight, renewable energy, non-renewable energy, natural resources, climate change, global warming, pollution, greenhouse gas, carbon emissions, marina, regeneration, commerce, urban, development, residential, regeneration, sustainable, investment, masterplan,	source, tributary, aerial map, temperate, sub-tropical, rain cloud desert, moisture, trade, export, import, goods, agricultural, land, greenhouse gases, global warming, climate change, atmosphere
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Geography Curriculum

2026-2027 Cycle B

CYCLE B	Advent 1 <u>Essential Mapping Skills</u>	Advent 2	Lent 1 <u>Local Geography and comparison to a European area</u>	Lent 2	Pentecost 1 <u>Comparative study of non-European area</u>	Pentecost 2
FS1 and 2	<u>Seasons</u> <u>Our School</u> School name, street		<u>Differences between people around the world</u>		<u>India</u> Urban vs Rural	
Y1 and 2	<u>United Kingdom</u> Countries and capital cities of the UK Simple map Positional and directional language (recap) Humans and physical features		<u>Our Local Area</u> Human and physical features of local area		<u>Arctic and Antarctica</u> Polar regions	
Y3 and 4	<u>One Planet, Our World</u> 4 figure grid references, 8 compass points UK counties, European countries and cities <u>Local study of Cleethorpes</u>		<u>Volcanoes and Earthquakes</u> Location and understanding of volcanoes, and impact (<u>compare to Italy</u>)		<u>Canada</u> Forests and tundra	
Y5 and 6	<u>Investigating Our World</u> 6 figure grid references Contours Ordnance Survey maps Relative distances Climate zones		<u>Biomes</u> Climate zones, different biomes, vegetation belts, and study of how biomes are used. (<u>compare to Norway</u>)		<u>Brazil</u> Amazon rainforest	

CYCLE B: YEAR ONE* AND TWO

UNITED KINGDOM	OUR LOCAL AREA	ARCTIC AND ANTARCTICA
<u>Knowledge and Understanding:</u> L1 <ul style="list-style-type: none"> To know that geography helps us to learn about places, the world and its people. To know that a map is a picture or drawing of an area of land. L2 <ul style="list-style-type: none"> To know that there are four countries that make up the United Kingdom. To know that there are four main seas around the United Kingdom. L3 <ul style="list-style-type: none"> To know that positional language helps us to describe where things are in relation to each other. To know that directional language helps us to follow a route on a map. L5 <ul style="list-style-type: none"> To know that places have physical and human features. L6 <ul style="list-style-type: none"> To know that settlements have different characteristics. L7 <ul style="list-style-type: none"> To know that orienteering maps are used to help us find our way around a course 	<u>Knowledge and Understanding:</u> L1 <ul style="list-style-type: none"> To know where Grimsby is in the United Kingdom. L2 <ul style="list-style-type: none"> To know the human features in the school locality L3 <ul style="list-style-type: none"> To know the physical features in the school locality. L4 <ul style="list-style-type: none"> To know what makes a human and physical feature. L5 <ul style="list-style-type: none"> To know a map has symbols to represent human and physical features of an area. L6 <ul style="list-style-type: none"> To know that a route requires clear directional language. 	<u>Knowledge and Understanding:</u> L1 <ul style="list-style-type: none"> To know that there are 7 continents and 5 oceans. L2 <ul style="list-style-type: none"> To know that the Arctic is a polar region in the Northern Hemisphere. L3 <ul style="list-style-type: none"> To know that the Antarctic is a polar region in the Southern Hemisphere. L4 <ul style="list-style-type: none"> To know the human and physical features of the polar regions. L5 <ul style="list-style-type: none"> To know that climate change is impacting on the polar regions.
<u>National Curriculum:</u> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information 	<u>National Curriculum:</u> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information 	<u>National Curriculum:</u> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information
<u>Fieldwork Skills:</u> <ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. 		

<ul style="list-style-type: none"> Make simple observations of the school grounds e.g. identify where things are and physical & human features such as number of trees/shops/houses. 		
<p>Vocabulary:</p> <p>map, land, sea, features, human, physical, symbols, United Kingdom, union, countries, England, Scotland, Wales, Northern Ireland, capital city, sea, ocean, position, direction, behind, next to, in front of, left, right, straight ahead, turn, natural, people, city, town, village, factory, farm, road, bridge, house, office, shop, beach, cliff, coastline, forest, hill, mountain, ocean, river, lake, settlement, work, live, urban, rural, countryside, orienteering, control point, route, course</p>	<p>Vocabulary:</p> <p>Great Grimsby, village, town, city, county, coast, river, North Sea, road, shop, houses, market, public houses, harbour, docks, Grimsby Dock Tower, business, human feature, physical feature, woodland, forest, hill, mountain, beach, cliff, river, riverbank, sea, aerial photograph, image, people, nature, landmark, field, park, map, street, housing, shopping, symbols, key, route, journey, map, near, far, left, right, next to, behind, in front of, tower</p>	<p>Vocabulary:</p> <p>ocean, continent, Indian, Southern, Pacific, Atlantic, Arctic, Antarctica, Equator, Northern Hemisphere, Southern Hemisphere polar region, climate, ice, glacier, mountain, crevasse, Inuit, climate change, land mass, sea levels</p>

CYCLE B: YEAR THREE* AND FOUR

ONE PLANET, OUR WORLD	VOLCANOES AND EARTHQUAKES	CANADA
<p><u>Knowledge and Understanding:</u></p> <p><u>L1</u></p> <ul style="list-style-type: none"> To know that an atlas is a book of maps and charts. (Y2 recap) To know that there are seven continents and five oceans in the world. (Y2 recap) To know that Europe is a continent made up of many countries <p><u>L2</u></p> <ul style="list-style-type: none"> To know that there are 8 points of a compass. To know that a four-figure grid reference is used to locate a place on a map. <p><u>L3</u></p> <ul style="list-style-type: none"> To know that counties are governed by local governments and have unique physical and human characteristics. <p><u>L4</u></p> <ul style="list-style-type: none"> To know that a city is a large human settlement, where lots of people live and work. <p><u>L5</u></p> <ul style="list-style-type: none"> To know that Cleethorpes is a town which uses land for different purposes. <p><u>L6</u></p> <ul style="list-style-type: none"> To know that orienteering maps are used to help us find our way around a course. 	<p><u>Knowledge and Understanding:</u></p> <p><u>L1</u></p> <ul style="list-style-type: none"> To know that tectonic plates move to create volcanoes and earthquakes. <p><u>L2</u></p> <ul style="list-style-type: none"> To know that most volcanoes and earthquakes are found along a belt called the 'Ring of Fire'. <p><u>L3</u></p> <ul style="list-style-type: none"> To know that there are different parts of a volcano. <p><u>L4</u></p> <ul style="list-style-type: none"> To know that there are four main types of volcanoes. <p><u>L5</u></p> <ul style="list-style-type: none"> To know that there are causes and consequences of earthquakes. <p><u>L6</u></p> <ul style="list-style-type: none"> To know there are short-term and long-term impacts on humans of earthquakes and volcanic eruptions. 	<p><u>Knowledge and Understanding:</u></p> <p><u>L1</u></p> <ul style="list-style-type: none"> To know that Canada is in North America. <p><u>L2</u></p> <ul style="list-style-type: none"> To know that a tundra is the coldest biome in the world. <p><u>L3</u></p> <ul style="list-style-type: none"> To know that Canada has many forests. <p><u>L4</u></p> <ul style="list-style-type: none"> To know that Canada exports natural resources. <p><u>L5</u></p> <ul style="list-style-type: none"> To know that climate change is impacting on the regions of Canada.
<p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information 	<p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information 	<p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information
<p><u>Fieldwork Skills:</u></p> <ul style="list-style-type: none"> Begin to ask and respond to geographical questions <i>e.g. Describe the landscape, Why is it like this? How is it changing? What do you think about that?</i> Begin to make detailed observations of the school grounds and its surrounding environment <i>e.g. number/types of trees/plants/animals seen etc.</i> 		

<ul style="list-style-type: none"> Begin to measure and record human / physical features in the local area with support <i>e.g. rainfall, temperature, wind speed, noise levels etc.</i> 		
<p>Vocabulary:</p> <p>cardinal points, intercardinal points, grid reference, compass, locate, map, position, atlas, globe, continent, Northern Hemisphere, Southern Hemisphere, capital city, transcontinental, county, city, government, physical, human, characteristics, population, location, industry, land use, settlement, residential, commercial, rural, size, urban, hamlet, village, town, coastal, seaside, estuary, Humber, land use, maritime, leisure, residential, trade, transport, orienteering, control point, route, course</p>	<p>Vocabulary:</p> <p>tectonic plate, plate boundary, volcano, mountains, earthquake, convergent, divergent, transform, push, pull, slide, crust, mantle, outer core, inner core, Ring of Fire, belt, longitude, latitude, Prime Meridian, Northern Hemisphere, Southern Hemisphere, equator, magma chamber, conduit, secondary vent, crater, ash cloud, lava flow, eruption, liquid, molten, active, dormant, extinct, shield, composite, lava dome, cinder cone, hypocentre, epicentre, foreshock, aftershock, nature, environment, damage, debris, hygiene, infrastructure</p>	<p>Vocabulary:</p> <p>Atlantic, Pacific, Arctic, North, South, East, West, tundra, biome, permafrost, barren. boreal, temperate, climate, Great Bear Rainforest, natural resources, export, reserves, oil, gas, lumberwood, deforestation, carbon emissions, greenhouse gases, urbanisation, livestock, logging</p>

CYCLE B: YEAR FIVE* AND SIX		
INVESTIGATING OUR WORLD	BIOMES	BRAZIL
<u>Knowledge and Understanding:</u> L1 <ul style="list-style-type: none"> To know that an Ordnance Survey map uses universal symbols to show human and physical features of a landscape. L2 <ul style="list-style-type: none"> To know that a four figure grid reference is used to locate a place on a map. (Y3 recap) To know that a six figure grid reference precisely pinpoints a location on a map. L3 <ul style="list-style-type: none"> To know that hills, slopes and mountains are represented on a relief map using contour lines. L4 <ul style="list-style-type: none"> To know that relative location is where something is found in comparison with other features. L5 <ul style="list-style-type: none"> To know that a climate zone is an area of the world with a distinct climate. L6 <ul style="list-style-type: none"> To know that orienteering maps are used to help us find our way around a course. 	<u>Knowledge and Understanding:</u> L1 <ul style="list-style-type: none"> To know that weather and climate are different. L2 <ul style="list-style-type: none"> To know that there are different climate zones across the world. L3 <ul style="list-style-type: none"> To know that there are different biomes across the world L4 <ul style="list-style-type: none"> To know that a climate affects a vegetation belt. L5 <ul style="list-style-type: none"> To know that agricultural land can be used for different purposes. L6 <ul style="list-style-type: none"> To know that the soil and climate of a biome lends itself to growing specific crops. L7 <ul style="list-style-type: none"> To know that one biome does not cater for all needs. 	<u>Knowledge and Understanding:</u> L1 <ul style="list-style-type: none"> To know that Brazil is in South America. L2 <ul style="list-style-type: none"> To know there are different climates and weather across Brazil. L3 <ul style="list-style-type: none"> To know that push and pull factors impact urbanisation. L4 <ul style="list-style-type: none"> To know that the Amazon Rainforest is a tropical rainforest. L5 <ul style="list-style-type: none"> To know that climate change is impacting on Brazil.
<u>National Curriculum:</u> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information 	<u>National Curriculum:</u> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information 	<u>National Curriculum:</u> <ul style="list-style-type: none"> Develop contextual Knowledge Understand the processes Collect, analyses and communicate Interpret a range of sources Communicate geographical information
<u>Fieldwork Skills:</u> <ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. <i>e.g. What is this landscape like? How has it changed? What made it change? How is it changing?</i> Begin to suggest questions and studies for investigating Confidently make detailed observations of the school grounds with a focus on its surrounding environment, e.g. number / types of trees / plan More accurately measure and record human / physical features in the local area, unaided <i>e.g. rainfall, temperature, wind speed, noise levels etc.</i> 		
Vocabulary:	Vocabulary:	Vocabulary:

<p>Ordnance survey, map, key, universal, symbol, landscape, physical, human, features, landscape, six figure grid reference, easting, northing, easting, northing, contour lines, relief, hills, mountains, slope, scale, distance, compass points, relative location, absolute location, climate zone, vegetation belt, distinct, average, temperature, rainfall, seasons, polar, temperate, Mediterranean, desert, tropical</p> <p>orienteering, map, control point, route, course, cardinal points, intercardinal points.</p>	<p>weather, climate, Equator, climate zone, desert, Mediterranean, polar, temperate, tropical, mountains, altitude, variable, biome, ecology, desert, forest, grassland, tundra, aquatic, vegetation, fertile, soils, tropics, vegetation belt, temperature, precipitation, landscape, farming, agriculture, livestock, arable, pastoral, mixed, crops, harvest, wheat, peas, habitat, citrus, soils, fertility, drainage, vegetation belt, food miles, consumer, producer, seasonal, economy, trade distribution.</p>	<p>border, population, city, country, continent, climate zones, arid, subtropical, tropical, equatorial, push, pull, urbanisation, rural, overpopulated, under- developed, forest floor, understory, canopy, emergent, indigenous, deforestation, endangered, extinction, indigenous, conservation, biodiversity</p>
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