

# Evelyn Street Primary School

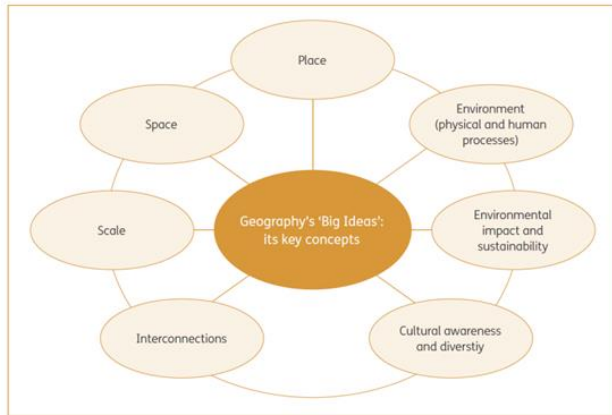
## Geography

### Our Intended Curriculum

## WPAT's Geography Curriculum Rationale Three Golden Strands



### 7 key concepts that underpin the Geography curriculum



### Substantive Knowledge



### Disciplinary knowledge

This considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers and begin to 'think like a geographer'

### Geography Rationale

- Geography curriculum has been designed to provide the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. In this way, it can powerfully address social disadvantage, building cultural capital, allowing pupils to take advantage of opportunities, responsibilities and experiences of later life.
- Geography curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life and the next step of educational journey
- The Geography curriculum reflects our school's local contexts and is reflective of potential delays and gaps in learning that arise as a result of the pandemic
- Geography curriculum has clearly defined end points that the curriculum builds towards
- Geography curriculum is vast, as subject leaders we have made informed and careful choices about what is taught and how it is sequenced. We have selected the most appropriate case studies that are real and relevant to the content being taught and to our pupils, their locality and lived experience

### Pedagogy of Geography

- The geography curriculum has been planned so the curriculum organises and repeats **procedural, substantive** and **disciplinary** knowledge to show pupils how each component fits together and how composite knowledge is built. In order to 'think like a geographer' and gain 'geographical expertise'
- The geography curriculum is planned to help build a schemata where they further embed prior learning knowledge in to their long term memory through **recall** and **review**, building on what pupils already know, we are then able to increase both the quantity and complexity of **procedural, substantive knowledge** and **disciplinary knowledge** as they progress
- Pupils will be introduced to new component knowledge and teachers will ensure they can relate this to what they already know to build a strong schema. Pupils will gain a secure grasp of well-connected pieces of knowledge and consequently know more, remember more and are able to do more, thus making good progress
- Children progress from concrete experiences, knowledge and skills base to abstract and build the ability to generalise, therefore 'thinking as geographers'
- Geography is a dynamic subject and we review our geography curriculum to ensure accuracy and relevance.

# Nursery

## Evelyn Street Primary School- Geography progression through EYFS UW- The World

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>		<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>		<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>		
ELG –UW- The World - Explore the natural world around them, making observations and drawing pictures of plants and animals - Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class - Understand some important processes and changes in the natural world around them, including the seasons						
Focus	Location	Place	Human and Physical	Geographical skills and fieldwork	Vocabulary- To be used daily.	
Nursery Skills	<ul style="list-style-type: none"> <li>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>Know that there are different countries in the world &amp; talk about the differences they have experienced or seen in photos</li> </ul>	<ul style="list-style-type: none"> <li>Talk about some of the things they have observed in different places</li> <li>Comments &amp; asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>Make imaginative &amp; complex 'small worlds' with blocks &amp; construction kits, such as a city with different buildings &amp; a park</li> </ul>	<ul style="list-style-type: none"> <li>Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</li> <li>Identify seasonal patterns – focusing on plants and animals.</li> <li>Begin to understand the effect their behaviour can have on the environment</li> </ul>	<ul style="list-style-type: none"> <li>Observe and identify features in the place they live and the natural world.</li> <li>Find out about their environment and talk about features they like and dislike.</li> <li>Use diverse range of props, photos, books to notice &amp; talk about similarities &amp; differences</li> </ul>	Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present.	
Nursery Knowledge	Autumn 1 All About Me	Autumn 2 Families and Celebrations	Spring 1 Traditional Tales and farm animals	Spring 2 Growing and changing	Summer 1 People Who Help Us	Summer 2 Chester Zoo/Knowsley Safari
	<ul style="list-style-type: none"> <li>Can describe the location of special events eg parks, cinema, beach.</li> <li>Can say what they like and dislike about indoor and outdoor classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about who lives in their home.</li> <li>Talk about seasonal changes. What can we see in Autumn, Winter, Spring and Summer link to weather, clothing and trees.</li> </ul>	<ul style="list-style-type: none"> <li>Can describe the features of farm.</li> <li>Can build their own farm and include key features for animal homes.</li> </ul>	<ul style="list-style-type: none"> <li>Can explain why we see plants and flowers growing in the spring and the Summer.</li> <li>Can explain the best places for flowers, and vegetables to grow and explain why.</li> </ul>	<ul style="list-style-type: none"> <li>Know our school is based in Warrington which is in England.</li> <li>Can name some significant places in Warrington- Park, swimming, Shopping etc.</li> <li>Know the names of other countries and can explain similarities and Differences.</li> <li>To name a variety of different homes such as barn, castle, tent caravan, flat, detached.</li> </ul>	<ul style="list-style-type: none"> <li>To explain the effect of poaching on the environment.</li> <li>To be able to explain the consequences of not putting our rubbish in the bin.</li> </ul>

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills. Timeline of events to be placed up on class walls so children can continually retrieve prior learning. Class floor books to be used to showcase a learning journey over time of significant events

<p><b><u>Experiences</u></b>          Forest school activities          Chinese New Year celebration          Farm visit</p>	<p><b><u>SMSC</u></b>          Moral – children are taught how to look after their environment and why.          Social &amp; Cultural – Children are taught that there are different countries in the world and they can talk about the differences they have experienced or seen in photos.</p>	<p><b><u>British values</u></b>          Respect and tolerance is discussed when children notice what other people do and mirror it or chose to do differently.</p>	<p><b><u>WPAT/school values</u></b>          Responsibility is taught through forest schools by ca for their environment.          Responsibility is taught when they learn about the e their behaviour can have on the environment.</p>
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## Reception

## Evelyn Street Primary School- Geography progression through EYFS

### UW- The World

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>		<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>		<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>		
ELG –UW- The World - Explore the natural world around them, making observations and drawing pictures of plants and animals - Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class - Understand some important processes and changes in the natural world around them, including the seasons						
Focus	Location	Place	Human and Physical	Geographical skills and fieldwork	Vocabulary- to be used daily	
Reception Skills	<ul style="list-style-type: none"> <li>Observe, find out about and identify features in the place they live and in the natural world.</li> <li>Find out about their environment and talk about those features they like/dislike.</li> <li>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</li> <li>Recognise some environments that are different to the one in which they live</li> </ul>	<ul style="list-style-type: none"> <li>Observe and identify features in the place they live and the natural world.</li> <li>Talk about features.</li> <li>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</li> <li>Recognise some similarities &amp; differences between life in this country &amp; life in other countries</li> </ul>	<ul style="list-style-type: none"> <li>Explore their local environment and talk about the changes they see.</li> <li>Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</li> <li>Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>Examine change over time.</li> <li>Describe some actions which people in their own community do that help to maintain the area they live in.</li> <li>Draw information from a simple map</li> <li>Interpret range of sources of geographical information, including maps, globes, photographs</li> </ul>	<ul style="list-style-type: none"> <li>All Language listed in Nursery AND</li> <li>Use appropriate Geographical language - e.g., 'town', 'village', 'road', 'path', 'house', 'flat', 'church', 'mandir', 'aerial', 'map', 'key', 'country', 'locate', 'direction', 'compass', 'north', 'east', 'south', 'west', 'field work', 'seasons', 'weather', 'symbol', 'similar', 'different'.</li> <li>Encourage the use of words that help children to express opinions, e.g., 'busy', 'quiet' and 'pollution' make distinctions in their observations.</li> <li>Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"</li> </ul>	
Reception Knowledge	<b>Autumn 1</b> My Environment & Me	<b>Autumn 2</b> Special Times & Special Places	<b>Spring 1</b> Same & Different	<b>Spring 2</b> Lifecycles	<b>Summer 1</b> In My Garden	<b>Summer 2</b> People in our Community

	<p><b>Field Work –</b>          Can identify features of their immediate environment – Welly Walk. Identify the human and physical features.          Know own address.          Know the name of their school.          Describe their own home.          Describe the environment and what we see in photographs.          Name different buildings in their local area – e.g., shops, schools, churches.          Know school is in Warrington.          Use a variety of materials to construct an aerial view of Evelyn Street Academy.</p>	<p><b>Field Work -</b>          Describe the school grounds including, playground, field, and forest and describe their similarities and differences.          Identify the human and physical features of the school grounds.          Know that Warrington is in England.          Use a BeeBot to plan a route and explain directions.          Draw simple maps of the school grounds – identifying geographical features.          Plan a route from home to school.          Talk about significant places in Warrington.          Construct and label an aerial view model of Warrington.          Compare seasonal changes - understand that weather can be hot, cold, dry and wet.</p>	<p><b>Field Work -</b>  <b>Community Walk – Use a map to locate significant places in our local community and identify the human and physical features.</b>          Know that England is a part of the UK.          Talk about the impact of human activity – recycling - the impact on animals and the environment.          Describe similarities and differences between different countries. e.g., England, Spain and Brazil.          Know that Brazil is a country in the world.          Know that countries can have similarities and differences.          Collect and record data on our local community walk – How many cars do we see?</p>
<b>Location</b>	<b>Place</b>	<b>Human &amp; Physical</b>	
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills. Timeline of events to be placed up on class walls so children can continually retrieve prior learning. Class floor books to be used to showcase a learning journey over time of significant events.			

<p><b>Experiences</b>          Farm trip          Chinese New Year celebrations          Tatton park trip          Chester Zoo ignite project</p>	<p><b>SMSC</b>          Social and cultural – children are taught about similarities and differences between life in this country and life in other countries in the UK.          Spiritual – Imagining what it might be like to live in other parts of the UK/world.          Moral – children are taught how to look after the environment and why it is important.</p>	<p><b>British values</b>          Individual liberty - children are taught to begin to express their feelings and understanding.          Respect is taught when children are working collaboratively together.</p>	<p><b>WPAT/school values</b>          Humility is taught when the children are working as part of a team.          Responsibility is taught when discussing how to care for the environment such as recycling.</p>
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<p><b>KS1 Year A: Geography</b></p> <p><b>KS1: PoS</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>name and locate the world’s seven continents and five oceans.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> <li>use basic geographical vocabulary to refer to:</li> <li>key <b>physical</b> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key <b>human</b> features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p>
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- use world maps, atlases and globes to identify the United Kingdom and its countries
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**Year A Substantive Knowledge**

<p><b>Locational Knowledge</b> : name and locate locations; positioning systems</p> <ul style="list-style-type: none"> <li>• know the names of their local area and name key streets</li> <li>• know the names of the four countries that make up the UK, their capital cities and name the three main seas that surround the UK</li> <li>• name and locate the 7 continents of the world</li> <li>• name and locate the 5 oceans of the world</li> <li>• know and label equator, North Pole, South Pole are on a globe</li> </ul>	<p><b>Environmental, physical and human geography</b> e.g. migration; glaciation; climate change</p> <ul style="list-style-type: none"> <li>• know which is the hottest and coldest season in the UK</li> <li>• know and recognise the main weather symbols</li> </ul>
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<p><b>Place Knowledge</b> (connection of location and physical and or/human geography processes with personal experience)</p> <ul style="list-style-type: none"> <li>• know features of hot and cold places in the world.</li> <li>• ask Geographical questions – why is this place like it is.</li> </ul>	<p><b>Geographical Skills and fieldwork</b> (e.g. using maps and globes; collecting first hand evidence)</p> <ul style="list-style-type: none"> <li>• know which is N E S and W on a compass</li> <li>• use correct language to discuss positions</li> <li>• use maps. atlases, globes, digital computer mapping, aerial images and simple keys</li> <li>• use simple fieldwork to observe, measure and record</li> </ul>
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**Building of 7 key concepts**  
 Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections

**Space, Place and Scale**

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

**Human and physical processes –**

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

**Interconnections -**

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

**Cultural awareness and diversity –**

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

**Environmental Impact and sustainability -**

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

**Year A – End points**

<p><b>My School, My Area</b></p>	<p>Know that human features are things that are made or built by humans; buildings, roads,</p> <p>Know that physical features are natural; seas rivers mountains, animals, climate</p> <p>Know how to make a simple map and construct basic symbols for a key</p> <p>Know how to use 4 compass points and directional language</p> <p>Know how to use different maps to locate features and places</p> <p>Know that field work is going outside to find out about a place</p> <p>Know there are hot and cold places in the world</p> <p>Know what weather and climate mean</p>
<p><b>The UK</b></p>	<p>Know the name, size and shape of each country and their capital cities</p> <p>Know the UK is an Island and name the 3 seas that surround it</p> <p>Know that capital cities are types of settlements that exist due to proximity to a water source</p> <p>Know physical characteristic of land usage, of each country; transport, agricultural, commercial, residential, rural, industrial, transport</p> <p>Know main economic activity for each country</p> <p>Know typical cultural characteristics of each country; flag, national symbol, food, music, language</p>

<p><b>Experiences</b></p> <p>Knowsley safari park          Chester zoo project          Chester zoo rangers visit          Delamere Forest          South Africa Project – Global Learning          South African visitors          Eco officers</p>	<p><b>SMSC</b></p> <p>Cultural – exploring cultures that have had an impact on the local area.          Social and cultural – children are taught about similarities and differences between life in this country and life in other countries in the UK.          Spiritual – Comparing their lives with others living in other parts of the UK.          Spiritual – Imagining what it might be like to live in other parts of the UK/world.          Moral – children are taught how to look after the environment and why it is important.</p>	<p><b>British values</b></p> <p>Rule of law – children are taught about capital cities and how that is where the government is located.          Respect and tolerance of other cultures and their values.          Individual liberty - children are taught to begin to express their feelings and understanding of people and places.          Respect is taught when children are working collaboratively together.</p>	<p><b>WPAT/school values</b></p> <p>Humility is taught when the children are working as part of a team.          Responsibility is taught when discussing how to care for the environment.</p>
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**KS1 Year B: Geography**

**KS1: PoS**

**Locational knowledge**

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

**Place knowledge**

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**Human and physical geography**

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

**Geographical skills and fieldwork**

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

**Substantive Knowledge**

**Locational Knowledge** : name and locate locations; positioning systems

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

**Environmental, physical and human geography** e.g. migration; glaciation; climate change

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

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

- name and identify key physical and human features of the local area and land use
- know the main differences between a place in the UK (Warrington) and a small place in a non-European country (Brazil)
- compare and contrast physical and human process of contrasting places (Brazil and Warrington)
- ask Geographical questions – why is this place like this/ How? Changes?

**Geographical Skills and fieldwork** (e.g. using maps and globes; collecting first hand evidence)

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

**Building of 7 key concepts**

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

**Scale, Place, Space**

- abstract scale of 'world'
- begin to understand influences on 'place' based on geographical features
- understand what is in a place and what happens there is impacted by human and physical features
- scale is widening from local to global

#### Human Physical Processes

- introduction to basic understanding there are different climate zones across the world – polar, temperate, arid, tropical, Mediterranean, mountains impacted by location
- begin to understand how human and physical geographical features can impact both positively and negatively

#### Interconnections

- begin to see the world 'connects' moving from concrete to more abstract and impact of connections between where in the world places are, weather and impact on key physical and human features

#### Cultural Awareness and diversity

- weather, impact difference places in the world have different cultural identities
- recognise diversity in cultures – music, dance, food, language, opportunities school as direct comparison with own experiences

#### Environmental Impact and Sustainability

- comparing access to water as a resource (Brazil and Warrington)
- beginning to understand settlements, trade, sustainability children need to have a secure 'place 'space' and 'scale' understanding and weather to build on in later units

### Year B – End points

<b>Comparative Study</b>	<p>Know that Warrington is a town in the UK and Sao Santos is a city in Brazil.</p> <p>Know key features of Warrington and Santos that are the same and different</p> <p>Know that human features are things that are made or built by humans; buildings, roads,</p> <p>Know that physical features are natural; seas rivers mountains, animals, climate</p> <p>Know how to use different maps to locate key features and places</p> <p>Know how to use 4 compass points and directional language</p> <p>Know what weather and climate mean</p> <p>Know how we can help to look after our environment</p>
<b>Continents and Oceans</b>	<p>Know and name and locate of the 7 continents of the world – Asia, Africa, North America, South America, Antarctica, Europe and Oceania</p> <p>Know and name and locate the 5 oceans of the world; Pacific, Atlantic, Indian, Arctic, Southern</p> <p>Know that near the north of the equator it is hot and south of the equator it is cold.</p> <p>Know significant Human and Physical geography facts about each continent.</p> <p>Know how longitude and latitude help you when reading a Map</p>

<p><b>Experiences</b> Ness Gardens Local walk Daresbury church Local resident visitor Chester Zoo ignite project Eco officers</p>	<p><b>SMSC</b> Cultural – exploring cultures that have had an impact on the local area. Cultural awareness and diversity – Warrington/Brazil Social and cultural – children are taught about similarities and differences between life in Warrington and life in Brazil Spiritual – Comparing their lives with others living in Brazil. Spiritual – Imagining what it might be like to live in Brazil. Moral – children are taught how to look after the environment and why it is important.</p>	<p><b>British values</b> Respect is taught when learning about other cultures. Individual liberty - children are taught to begin to express their feelings and understanding. Respect is taught when children are working collaboratively together.</p>	<p><b>WPAT/school values</b> Humility is taught when the children are working as part of a team. Responsibility is taught when discussing how to care for the environment.</p>
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**LKS2 Year A: Geography**

<p><b>KS2: PoS</b></p> <p><b>. Locational knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics and countries.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>
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**Year A Substantive Knowledge**

<p><b>Locational Knowledge</b> : name and locate locations; positioning systems</p> <ul style="list-style-type: none"> <li>locate and name European countries and capital cities</li> </ul>	<p><b>Environmental, physical and human geography</b> e.g. migration; glaciation; climate change</p> <ul style="list-style-type: none"> <li>name key human and physical geographical features that led to land use in Northwest – rivers, lakes, mountains, human features canals, industry, ports,</li> </ul>
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<ul style="list-style-type: none"> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</li> <li>• identify and name the layers of the Earth (inner core, outer core, mantle and crust)</li> <li>• name and locate the world’s key mountains, volcanoes and earthquakes</li> <li>• understand the location of tectonic plates and that volcanoes are formed boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• focus on agriculture and distribution of soil type</li> <li>• describe and understand key aspects of human geography including types of settlement, economic activity, trade links and distribution of natural resources</li> <li>• explain the location growth and decline of settlement (Liverpool docks/Manchester industrial revolution , Blackpool tourism)</li> <li>• identify and describe the environmental regions of Europe based on physical features (e.g. coniferous/deciduous forest regions, tundra, mountains, Mediterranean areas</li> <li>• understand European and then world physical geography including: climate zones, mountains ( Mountains, volcanoes, Earthquakes )</li> </ul>
<p><b>Place Knowledge</b> (connection of location and physical and or/human geography processes with personal experience)</p> <ul style="list-style-type: none"> <li>• some <b>settlements</b> also have a special use, or function ie Port in Liverpool due to human and physical features</li> <li>• identify human and physical characteristics of North west – diversity of land use and settlement</li> <li>• understand how land use has changed over time in North west and impact – Manchester – industrial revolution</li> <li>• compare and contrast geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Warrington/Widnes/Northwest)and a region in a European country in Greece.</li> </ul>	<p><b>Geographical Skills and fieldwork</b> (e.g. using maps and globes; collecting first hand evidence)</p> <ul style="list-style-type: none"> <li>• use maps, atlases and digital/computer mapping to locate countries and describe features</li> <li>• use fieldwork to observe and record the human and physical features using a range of methods including sketch maps, plans, graphs and digital technologies</li> <li>• use a range of resources to identify the key physical and human features of a location</li> <li>• use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the wider world</li> </ul>
<p><b>LKS2 Year A Building of 7 key concepts</b> Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections</p> <p><b>Space, Place and scale</b></p> <ul style="list-style-type: none"> <li>• identify key topographical features on a map (including hills, mountains, coasts and rivers) that would be reason for settlement (compare and contrast)</li> <li>• ability to use a range of maps and zoom in to key features both large and small scale looking for patterns, generalisations</li> </ul> <p><b>Human and Physical processes</b></p> <ul style="list-style-type: none"> <li>• definition and types of land use and how this impacts on development – settlements, trade links</li> <li>• understand how land use has changed over time and impact of physical and human features has on this, understanding positive and negative impact</li> </ul> <p><b>Interconnections</b></p> <ul style="list-style-type: none"> <li>• understand what a settlement is and purpose/design of settlement and contributing geographical factors ie topography of landscape</li> <li>• identify land use and impact on settlement – changing landscape over time and reasons why</li> <li>• understand what a settlement needs – transport, economy, government, trade, possible natural resources</li> <li>• impact of trade on settlement and reason</li> <li>• understand interdependence between the physical and human landscapes within the UK</li> </ul> <p><b>Cultural awareness and diversity</b></p> <ul style="list-style-type: none"> <li>• understand how land use has changed over time in North west and impact on cultural awareness and diversity in different settlements</li> <li>• place names can contribute to pupils’ developing sense of place. In an increasingly globalised world, a sense of place is fundamental for their identity and understanding about themselves and others.</li> <li>• develop a broad understanding of the historical development of settlement and be encouraged to express well-balanced opinions on contemporary geographical issues in society</li> </ul>	

**Environmental impact and sustainability**

- identify land use and impact and sustainability on settlement – changing landscape over time, use of natural resources and sustainability regional regeneration projects in our locality – Orford Jubilee Hub, Salford Quays, Liverpool Docks
- change and consequence over time –Roman/Greek
- how has environment been cared for over time – changes, consequences, future?
- use of earth’s natural resources –sea, tourism impact and pro and cons

**Year A – End points**

<p><b>Settlements and Land use</b></p>	<p>Know that a settlement is a place where people live and sometimes work. Name the different types of settlements. Name the different types of land use. Know that a region is an area of a country that has definable characteristics. Locate the Northwest on a map of the UK Name the different types of land use in Warrington and the Northwest Know the physical and human geography of the Northwest.</p>
<p><b>Europe with a study of Greece</b></p>	<p>Know where Europe is in the world. Know that the continent of Europe is bounded by the Arctic Ocean to the north, the Mediterranean Sea to the south and the Atlantic Ocean to the west. Know that Europe has 50 countries. Name and locate Greece, Spain, France, Russia (Largest country in the world), Italy, Germany, Norway, Switzerland, Poland, Vatican City (Smallest country in the world) on a map. Know that climate is the average weather condition of a place over a long period of time. Know that the climate of a location is linked to its location in the world. Name the world’s climate zones – Tropical, Arid, Mediterranean, Continental, Temperate, Polar. Know that Europe has three main climate zones – Temperate, Mediterranean, Polar. Know that a biome is an area with certain plants and animals that have adapted to the climate there. Know the biomes that can be found in Europe – Tundra, Temperate Grassland, Deciduous Forest, Coniferous Forest, Mediterranean, Alpine. Name the longest rivers in Europe – Volga (Russia) and Danube (Runs through many countries) Name the highest mountains in Europe – Mount Elbrus (Russia) and Mount Blanc (France) Know that the active volcanoes Mount Etna and Mount Vesuvius are in Italy. Know that Athens is the capital and largest city of Greece. Locate Athens on a map. Know that Athens has a Mediterranean climate – hot, dry summers and mild winters. Know that Athens stretches on a large peninsula that is protected by mountains from all sides of the horizon. Know that Athens is one of oldest cities in the world. It is very urban with a huge population. Know that Athens is a popular tourist destination due to its climate and ancient history.</p>
<p><b>Comparative Study</b></p>	<p>Know the key similarities and differences between the northwest region of England and Athens in Greece.</p>

<p><b>Experiences</b> Eco centre South African visitors Chester zoo rangers South African project – global goals Chester zoo ignite project Eco officers</p>	<p><b>SMSC</b> Spiritual – developing a sense of place and belonging in the local area. Spiritual – awe and wonder of human and physical features of northwest and region of Greece. Spiritual – making links with History – why landscape has changed.</p>	<p><b>British values</b> Respect and tolerance of other cultures and their values by learning about places and people in the UK and Europe. Respect for each other when working collaboratively. Rule of law – the importance when debating and discussing different viewpoints.</p>	<p><b>WPAT/school values</b> Humility is taught when the children are working as part of a team. Responsibility is taught when discussing how to care for the environment.</p>
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	<p>Moral – effects of humans on the environment – changes in land use.</p> <p>Cultural – changes in land use and impact, understanding of historical development of settlements.</p> <p>Social – land use, changing landscape and use of natural resources and sustainability.</p>	<p>Individual liberty - children are taught to begin to express their feelings and understanding.</p> <p>Respect is taught when children are working collaboratively together.</p>	
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**LKS2 Year B: Geography**

<p><b><u>KS2: PoS</u></b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: rivers, mountains,</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>
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**Year B Substantive Knowledge**

<p><b>Locational Knowledge</b> : name and locate locations; positioning systems</p> <ul style="list-style-type: none"> <li>name and locate North-West England as a region that includes <b>Cumbria, Lancashire, Greater Manchester, Merseyside and Cheshire</b>.</li> <li>the <b>North-West of England</b> is a region of contrast</li> <li>name and locate types of settlements in local area Warrington/Widnes, Liverpool/Manchester are cities, Cheshire is a county in the North West region</li> <li>name and locate UK regions, counties and cities of UK definition and land use</li> <li>locate the River Mersey on an OS map</li> </ul>	<p><b>Environmental, physical and human geography</b> e.g. migration; glaciation; climate change</p> <ul style="list-style-type: none"> <li>name key physical features – rivers, mountains, cities, industry, settlements,</li> <li>understand, label and explain how mountains, earthquakes and volcanoes are formed</li> <li>understand and explain what causes a volcano to erupt and the difference between active and dormant and extinct volcanoes</li> <li>identify the epicentre of earthquakes and the difference in shockwaves/ aftershocks</li> </ul>
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<ul style="list-style-type: none"> <li>name and locate 4 longest rivers in UK and principle rivers across the world</li> </ul>	<ul style="list-style-type: none"> <li>describe and label formation of a river – from mountain to the sea</li> <li>name and sequence water cycle</li> </ul>
<p><b>Place Knowledge</b> (connection of location and physical and or/human geography processes with personal experience)</p> <ul style="list-style-type: none"> <li>name and locate the world’s mountains, volcanoes and earthquakes, concentrating on their key human and physical characteristics impact on settlements, trade, agriculture , ecology of place, impact</li> <li>understand why and how volcanoes and earthquakes happen, and their aftermath- on both the landscape (physical geographical impact) and the human geographical aspects affected-</li> <li>identify the effects of Volcanic eruptions e.g. rich soil nutrients, farming, homes (i.e. understand how people interact with this specific mountain environment, the different types of land use and how it can be beneficial, from geothermal energy to mineral extraction, tourism) impact and sustainability</li> <li>uses of a river – natural resource, power, trade, transport, food, settlement</li> <li>investigate (revisit prior learning) the importance of rivers to the first settlements, growth of cities</li> </ul>	<p><b>Geographical Skills and fieldwork</b> (e.g. using maps and globes; collecting first hand evidence)</p> <ul style="list-style-type: none"> <li>use of atlases to locate region, counties and cities</li> <li>interpretation of past and present land use through OS maps</li> <li>interpret a range of sources of geographical information including maps and aerial photographs</li> <li>methodology of fieldwork – data presentation, collection and analysis,</li> <li>grid references, directions, symbols and key</li> <li>create maps of locations identifying some features using a key</li> <li>explain difference peak heights using maps /contour lines</li> <li>study of the River Mersey, through fieldwork and observations e.g. visit to Pier Head and local area, mapping</li> </ul>
<p><b>Year B Building of 7 key concepts</b>  Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections</p> <p><b>Space, Place, Scale</b></p> <ul style="list-style-type: none"> <li>develop fluency of where in the world locations are using a range of globes, atlas, maps and seek patterns, generalisations</li> <li>develop spatial awareness</li> <li>compare using maps geographical similarities and differences comparing topography and over time</li> </ul> <p><b>Human and Physical processes</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geographical features</li> <li>explains the processes that create and change natural and social environments – pro and cons</li> <li>understand land-use patterns; and understand how some of these have changed over time.</li> </ul> <p><b>Interconnections</b></p> <ul style="list-style-type: none"> <li>consider how different places ‘fit’ together links between features, places and events, people and impact on settlement</li> <li>interdependence – trade, physical features on trade/farming comparing and contrasting, asking geographical questions</li> <li>mountains and volcanoes have an extensive influence over many other physical geography aspects, including <b>vegetation belts, climate, rivers</b> and the <b>water cycle</b>, as well as human geography elements including <b>settlements, land use, trade links</b> and the <b>distribution of natural resources</b></li> <li>understand process that give rise to key physical geographical features – how these are interdependent and how they bring special variation and change over time</li> <li>climate change is likely causing parts of the water cycle to speed <b>up as warming global temperatures increase the rate of evaporation worldwide</b>. More evaporation is causing more precipitation, on average. ... Higher evaporation and precipitation rates are not evenly distributed around the world. We are already seeing impacts of higher evaporation and precipitation rates, and the impacts are expected to increase over this century as climate warms.</li> <li>higher evaporation and precipitation rates are not evenly distributed around the world. Some areas may experience heavier than normal precipitation, and other areas may become prone to droughts, as the traditional locations of rain belts and deserts shift in response to a changing climate.</li> </ul>	

**Cultural awareness and diversity**

- diversity and disparity in and of people’s lives living in area studied and connections to natural place they live in
- impact and affect climate, human and physiological features have
- identify social and cultural interests/history, changes over time and impact - tourism
- identify how/why people use environmental resources, adapt places, interact and value, modify or conserve local and national cultures, places and identities
- understanding how people use environmental resources

**Environmental impact and sustainability**

- interaction between the natural and human environments and affects on each other – change and consequence
- flooding – reason why it occurs, environmental impact, case study Lake District, Sankey canal impact on human, and impact on climate change

**Year B – End points**

<p><b>The UK – Regions, Counties and Cities</b></p>	<p>Name and locate key UK cities – Manchester, Liverpool, Chester, Birmingham, London, Edinburgh, Cardiff, Belfast                  Name and locate some UK counties local to the area – Cheshire, Merseyside, Greater Manchester, Lancashire, Derbyshire, West Yorkshire, South Yorkshire, Shropshire, Staffordshire,                  Name and locate UK geographical regions - Northwest, Yorkshire and Humber, East Midlands, West Midlands, Southeast, Southwest, Northeast, East of England, London, Scotland, Wales, N.Ireland.                  Identify the Northwest region, its key human and physical features and the changes over time.</p>
<p><b>Mountains, volcanoes and Earthquakes</b></p>	<p>Know how mountains are formed.                  Name and locate the world’s largest mountains – Mount Everest, Godwin Austen, Kangchenjunga, Lhotse, Makalu.                  Name and locate where the most active volcanoes are – Kilauea, Mount Nyiragongo, Mount Merapi, Sakurajima, Mount Etna                  Name and locate where the strongest earthquakes have and are, occurring – Valdivia, Chile; Alaska, USA; Sumatra, Indonesia; Tohoku, Japan; Kamchatka, Russia.                  Know how volcanoes are formed and why volcanoes erupt                  Know how earthquakes are formed and where they occur                  Know why do people choose to live in volcanic/earthquake zones? Is location and severity changing? Why?</p>
<p><b>Rivers</b></p>	<p>Know and explain the features of the water cycle                  Know and label the main features of a river – upper course, middle course, lower course.                  Use an index in an atlas to find rivers.                  Know the name and location of the UK’s longest rivers – Severn, Thames, Trent, Great Ouse, Wye.                  Know the name and location of the world’s longest rivers - Nile, Amazon, Yangtze, Mississippi, Yenisei.                  Know the source, mouth, course, length, discharge and some tributaries of each river named                  Know what rivers are used for and the potential impact on their location.</p>

<p><b>Experiences</b>                  World museum                  Quarry bank mill – river study                  South African visitor                  South African project – global goals                  Chester zoo ignite project                  Chester zoo rangers visit                  Eco officers</p>	<p><b>SMSC</b>                  Spiritual – developing a sense of place and belonging in the local area.                  Spiritual – awe and wonder of physical geography – mountains, volcanoes, earthquakes, rivers.                  Moral – effects of humans on the environment – agriculture, trade, settlements.                  Cultural/Social – why do people choose to live in volcanic/earthquake zones?                  Social – changes that have happened in different regions</p>	<p><b>British values</b>                  Respect and tolerance of other cultures and their values by learning about places and people in the UK.                  Respect for each other when working collaboratively.                  Rule of law – the importance when debating and discussing different viewpoints.                  Individual liberty - children are taught to begin to express their feelings and understanding.                  Respect is taught when children are working collaboratively together.</p>	<p><b>WPAT/school values</b>                  Humility is taught when the children are working as part of a team.                  Humility – listening to others viewpoints, being grateful for what you have and where you live.                  Responsibility is taught when discussing how to care for the environment.                  Responsibility – climate change, change and consequence, flooding.</p>
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**UKS2 Year A: Geography**



## KS2: PoS

### **Locational knowledge**

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

### **Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### **Human and physical geography**

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

### **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## **Year A Substantive Knowledge**

### **Locational Knowledge** : name and locate locations; positioning systems

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

### **Environmental, physical and human geography** e.g. migration; glaciation; climate change

- describe and understand how natural resources and climate determine where food comes from
- describe how trade connects different countries and their populations – fair trade aspect central America coffee and sugar distribution
- begin to understand global reliance on energy and that not all sources of energy can be relied on forever, and to consider how future energy can be **sustainable**
- name and understand non renewable – (coal, oil, natural gas) and renewable energy sources (solar, wind, wave and tidal energy, biomass energy, geothermal energy ) pro and con research
- basic understanding of global resources human and physical impact (access to clean water -**GLOBAL SUSTAIN ABILITY GOALS**

	<ul style="list-style-type: none"> <li>• identify and explain the different environmental regions in Central and North America (including adverse weather such as flooding, hurricanes and tornados) vegetation, settlement, biomes</li> <li>• explain key human and physical characteristics of Central and North America</li> </ul>
<p><b>Place Knowledge</b> (connection of location and physical and or/human geography processes with personal experience)</p> <ul style="list-style-type: none"> <li>• impact fair trade has on settlements and opportunities</li> <li>• understand role of workers in supply chain and comparing wealth and impact of fair trade</li> <li>• compare and contrast solar energy v's coal energy ( Fiddlers Ferry link with locality)</li> <li>• investigate pupils own use of 'energy' in a typical day to understand consumption of energy</li> <li>• UN Sustainable Development Goals and focus in on <ul style="list-style-type: none"> <li>-Clean Water</li> <li>-Affordable Energy</li> <li>-Responsible consumption and production</li> </ul> </li> <li>• as a vehicle to discuss why the UN picked these, prior learning should enable them to reflect inequality of resources and sustainability of the world's distribution of natural resources including energy, water, food, minerals. This investigative unit will build on prior knowledge and develop idea of being a global citizen i.e little changes big impact</li> </ul>	<p><b>Geographical Skills and fieldwork</b> (e.g. using maps and globes; collecting first hand evidence)</p> <ul style="list-style-type: none"> <li>• use maps and globes to locate less developed and more developed countries (Central America)</li> <li>• use research and enquiry skills to investigate trade</li> <li>• use maps, atlases, globes to locate countries and describe features studies within Central America</li> <li>• use eight points on compass to describe the location of one Central American country to another</li> <li>• use six figure grid references to locate specific places within a Central American country</li> <li>• use digital computer mapping to calculate the distance travelled by specific products using map scales</li> </ul>
<p><b>Year A Building of 7 key concepts</b> Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections</p> <p><b>Space, Place and Scale</b></p> <ul style="list-style-type: none"> <li>• <b>Place:</b> what is in places and what happens there, ways places change and develop, their character and what they are like, how we conceive of and respond to places, whether we prefer them to stay the same or evolve. Place is multifaceted, involving cognitive and affective understandings of places.</li> <li>• <b>Space</b> describes the formal layout of the natural and human environment and their fluidity and change. It enables us to recognise and explain the processes affecting them</li> <li>• <b>Scale</b> enables many relationships to be identified and particular and wide-ranging patterns and connections to be recognised. Scale supports understanding environmental and place processes and making predictions.</li> <li>• develop understanding of locations in world and how these are impacted by climate</li> <li>• identify location of key resources in UK and across the world – <b>energy</b>, food, mineral, wood, <b>water</b> not equitable</li> </ul> <p><b>Human and Physical Processes</b></p> <ul style="list-style-type: none"> <li>• understand how trade is impacted by human and physical processes – types of farming determined by landmass and climate, vegetation belts, biomes, ease of transport availability</li> <li>• connection between location, resources available and impact globally on sustainability and inequality</li> <li>• identify links between features, place, events and people – vegetation, climate, settlement, changes over time</li> </ul> <p><b>Interconnections</b></p> <ul style="list-style-type: none"> <li>• understand trade at a local and global level and what human and physical features have enable comparison</li> </ul>	

### Cultural Awareness and Diversity

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

### Environmental Impact and sustainability

- understand the definition of 'global supply chain' - 'the journey travelled by clothing, food items and other products through sustainability and impact
- begin to understand impact and sustainability of energy sources both renewable and non renewable
- investigate ways to build sustainable school/home
- the key messages are the importance of becoming more energy-efficient, and moving away from a disposable lifestyle. Using less of everything means less energy is used for creation, distribution and disposal

### Year A – End points

<p><b>North America</b></p>	<p>Know the vast area that the North American continent covers.            Knows that there are five imaginary lines around the Earth – Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle.            Locate North America on a map and the main countries and cities.            Know that North America has different climate zones.            Know that a biome is an area with certain plants and animals that have adapted to the climate there.            Know the biomes that can be found in North America – Tundra, Temperate Grassland, Deciduous Forest, Coniferous Forest, Mediterranean, Desert, Polar Desert, Alpine            Know the physical geography of North America – Mountain range – Rocky Mountains, Sierra Madre; Rivers – Mississippi, Mackenzie, Missouri; Seas &amp; oceans – Pacific Ocean, Atlantic Ocean, Caribbean Sea, Labrador Sea, Beaufort Sea, Bering Sea.            Know that the Great Lakes are five giant lakes between Canada and the USA. Together they contain 20% of all fresh water in the world.            Know that Niagara Falls is a group of three waterfalls on the border between Canada and the USA. It is part of the Niagara River, which carries water from Lake Erie to Lake Ontario.            Know that Niagara Falls supports two different industries – hydroelectricity and tourism.            Know the key similarities and differences between the Great Lakes and Niagara region in North America and the Lake district in England.</p>
<p><b>Central America – Global Trade</b></p>	<p>Know where Central America is located in the world.            Know that Central America is a group of countries in the southern part of the North American continent.            Know that Central America consist of seven countries Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama.            Know that Central America lies between the Tropic of Cancer and the equator.            Know that Central America is a tropical forest biome.            Know that earthquakes and volcanic eruptions often happen in Central America as the region lies on the 'ring of fire'.            Know that the combination of rich volcanic soil and tropical weather makes this region good for growing crops.            Know the main resources for trading are coffee and bananas, cotton and sugar.            Know that the Panama Canal was built in 1914 and connects the Atlantic Ocean and the Pacific Ocean.            Know that the Panama Canal is important for global trade.            Know that fair trade is designed to help disadvantages workers and farmers.</p>
<p><b>Resources and Sustainability Goals</b></p>	<p>Know that resources are materials or assets that people can make use of.            Know that renewable energy comes from natural resources that are naturally replenished.</p>

<p>Know that non-renewable energy comes from resources that are not naturally replenished.</p> <p>Name and understand non-renewable (coal, oil, natural gas) and renewable energy sources (solar, wind, wave and tidal energy, biomass energy, geothermal energy).</p> <p>Know why we sometimes use renewable energy and why sometime we use non-renewable energy – storage, cost, lack of wind/sun.</p> <p>Knows that sustainable is something that can be continued or a practice that maintains a condition without harming the environment – reduce, reuse, recycle.</p> <p>Knows that the sustainable development goals are made up of 17 global goals aiming to improve the world by 2030.</p> <p>Know what Warrington, England and the UK are doing to support the global goals.</p>
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<p><b>Experiences</b></p> <p>Mayan workshop          Chester zoo ignite project          South African visitors          South African project – global goals          Eco officers</p>	<p><b>SMSC</b></p> <p>Spiritual – awe and wonder of human and physical geography in North/Central America          Moral – effects of humans on the environment – agriculture, trade, settlements.          Cultural/Social – global trade, equality of resources, more developed countries export valuable manufactured goods and import less valuable.</p>	<p><b>British values</b></p> <p>Respect and tolerance of other cultures and their values by learning about places and people in North/Central America.          Respect for each other when working collaboratively.          Rule of law – the importance when debating and discussing different viewpoints.          Rule of law – competition and conflict in parts of the world compared to the UK.          Individual liberty - children are taught to begin to express their feelings and understanding.          Respect is taught when children are working collaboratively together.</p>	<p><b>WPAT/school values</b></p> <p>Humility is taught when the children are working as part of a team.          Humility – listening to others viewpoints, being grateful for what you have and where you live.          Responsibility – the importance of becoming more energy efficient and moving away from a disposable lifestyle.          Responsibility – global citizens – personal impact on the environment.</p>
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<p><b>UKS2 Year B: Geography</b></p>
<p><b><u>KS2: PoS</u></b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</li> <li>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</li> </ul>

**Year B Substantive Knowledge**

**Locational Knowledge** : name and locate locations; positioning systems

- identify polar regions on a map and Antarctica
- understand the difference between the Arctic, which is a large area of ice floating in the sea, and the Antarctic, which is a huge landmass covered in a thick layer of ice. (This difference is key to how each has a very distinct and separate role in global warming and its effects)
- identify and name South American countries and territories – 12 countries and 2 separate territories

**Environmental, physical and human geography** e.g. migration; glaciation; climate change

- understand reasons for glaciers melting and impact on specific ecology, climate change, biomes
- identify key physical and human features in Antarctica and Arctic
- explain the key human and physical characteristics of South America (focus study on Brazil) vegetation, biomes, climate, urbanisation
- understand geographical similarities and differences through the study of human and physical geography of the Amazon rainforest compared to European and UK places studied
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**Place Knowledge** (connection of location and physical and or/human geography processes with personal experience)

- investigate how sea levels could rise, and the impact this would have on different places in Antarctica and Arctic
- as the **Arctic ice** is already floating in the sea, its volume already contributes to the sea level: therefore, the water released by melting of this ice will not raise sea levels. The role the large area of Arctic ice plays is to reflect the rays from the sun. If the ice was not there to form a reflective barrier, the sun would shine instead onto the surface of the ocean, so warming the water. As water warms, it expands, so it is in this way the sea level would rise from the melting of the Arctic ice.
- as **the ice at the Antarctic** is held on land, it is not already part of the volume of seawater; therefore, were this ice to melt, it would add to the amount of water in the sea and thus raise the sea level
- understand geographical similarities and differences through the study of the climate and environmental regions in Brazil. Compare the climate of Brazil with that of the UK.
- research the Amazon rainforest and Awa tribe or alternatively Inca cultural identities

**Geographical Skills and fieldwork** (e.g. using maps and globes; collecting first hand evidence)

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
- use climate data to create climate graphs for a range of environmental regions in Brazil. Using the climate data and graphs, compare Brazil’s climate with the UK.
- use eight points on compass to describe the location of one country to another
- use six figure grid references to locate specific places

**Year B Building of 7 key concepts**  
 Scale, Space, Place, Environment (physical and human processes), Environmental impact and Sustainability, Cultural Awareness and Diversity, interconnections

**Space, Place and scale**

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

**Human and Physical process**

- to help understand climate change geographers are utilising information constantly to try and predict timescales based on their understanding of human and physical processes etc

- describe and understand the key aspects of physical geography, including: biomes and vegetation belts, rivers and mountains
- describe and understand key aspects of: physical geography, including: climate zones.

**Interconnections**

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

**Cultural awareness and diversity**

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

**Environmental impact and sustainability**

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

**Year B – End points**

<p><b>South America</b></p>	<p>Know the vast area that the South America continent covers.          Know that there are five imaginary lines around the Earth – Artic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle.          Locate South America on a map and the main countries and cities.          Know that South America has different climate zones.          Know that a biome is an area with certain plants and animals that have adapted to the climate there.          Know the biomes that can be found in South America – Temperate Grassland, Deciduous Forest, Mediterranean, Desert, Alpine, Tropical Rainforest, Savannah          Know the physical geography of South America – Longest river – Amazon, Amazon basin, Amazon rainforest, highest mountain – Aconcagua, mountain ranges – The Andes, Brazilian Highlands, worlds driest desert – Atacama – Chile. Surrounding oceans – Pacific and Atlantic.          Know the human geography of South America including types of settlement and land use, economic activity, trade links, natural resources, energy and food</p>
<p><b>The Amazon Rainforest</b></p>	<p>Know and understand the location and features of tropical rainforests.          Locate the Amazon rainforest on a map.          Know that the Amazon is the world’s largest rainforest and most bio-divers place on Earth.          Know that over half of the Amazon rainforest is situated in Brazil.          Know that the Amazon river runs through the rainforest.          Know the geographical features of the Amazon rainforest.          Know that rainforests are a local and global resource.          Know the impact of deforestation.          Know ways in which rainforests can be protected.</p>
<p><b>Climate Change - Antarctica</b></p>	<p>Identify the polar regions on a world map.          Know that there are five imaginary lines around the Earth – Artic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle.          Know that the Arctic is a cold desert located at the northernmost part of the planet.          Know that Antarctica is located at the southernmost part of the planet.          Know that Antarctica is an iced covered continent surrounded by the Southern ocean.          Identify key physical and human features in Antarctica.          Know the biomes that can be found in Antarctica are; Tundra and Polar Desert.          Know what climate change is and the impact it has on the world.          Understand reasons for glaciers melting and impact on specific ecology, climate change, biomes.          Know the possible global impact of climate change on Antarctica.</p>

<p><b>Experiences</b>          Dunham Massey          Warrington museum – local study          Chester zoo ignite project          South African visitors</p>	<p><b>SMSC</b>          Spiritual – awe and wonder of human and physical geography in South America.          Moral – effects of humans on the environment – agriculture, trade, settlements.</p>	<p><b>British values</b>          Respect and tolerance of other cultures and their values by learning about places and people in South America.          Respect for each other when working collaboratively.</p>	<p><b>WPAT/school values</b>          Humility is taught when the children are working as part of a team.          Humility – listening to others viewpoints, being grateful for what you have and where you live.</p>
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South African project – global goals Eco officers	Cultural/Social – urbanisation and impact. Cultural – comparing and contrasting the UK and South America.	Rule of law – the importance when debating and discussing different viewpoints. Individual liberty - children are taught to begin to express their feelings and understanding. Respect is taught when children are working collaboratively together.	Responsibility is taught when discussing how to care for the environment. Responsibility – global citizens – personal impact on the environment.
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As we support a diverse community that can face social and economic challenges, we have designed a curriculum to respond to the school's context, giving rich knowledge and experiences that some of our children may not naturally access, while still operating within the framework that our Multi Academy Trust has developed with all our stakeholder schools. In relation to Geography we offer high quality regular fieldwork opportunities that reflect lack of experiences e.g. EYFS farm visit, KS1 beach visit, KS2 residential trip. We offer wider geographical opportunities such as eco warriors and national fieldwork week. We plan high quality, well planned educational visits termly, forest school sessions and an experiential approach to the geography curriculum e.g. outdoor lessons. The introduction of comparative parallels to broaden and deepen geographical knowledge such as KS1 – Warrington/Brazil - Year B, LKS2 – Northwest/Athens – Year A and UKS2 – Lake District/Great Lakes – Year A. In addition we have purchased VR headsets to deliver virtual fieldwork sessions to give children experiences of places they may never get to visit.