

Year Group	End Point Document - Geography	
	Substantiative Knowledge	Disciplinary Knowledge
EYFS	<p>Autumn - All About Me Spring - Stories from different times/cultures Summer - Change</p> <p>Location Recognise some environments that are different from the one in which we live Recognise some environments which are different from the one in which they live (cold places)</p> <p>Mapping Draw information from a simple map Making simple junk farm maps</p> <p>Relationships Understand the effect of changing seasons on the natural world around them</p> <p>Diversity Different types of houses. Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Mapping Draw information from a simple map Making simple junk farm maps</p> <p>Fieldwork - Walk around local area</p> <p>Analysing Data Discuss daily weather conditions e.g. rain, cloud, sun, snow, wind. Daily Weather chart. Observe and understand what is changing in the natural world during each season.</p> <p>Similarities and differences Know some similarities and differences between contrasting environments in this country Contrast rural and urban - farm and city (London) Barnaby goes to France - compare the similarities and differences between the UK and France Comparison of the weather in France to the UK</p> <p>Enquiry What is it like to live in this place?</p>
Y1	<p>Weather and climate United Kingdom Local area</p> <p>Location The location and features of the local area. The main nations and features of the UK, including their locations and related key vocabulary; Look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used; Work together to create a simple map of the local area</p> <p>Mapping Annotate a simple map of the UK with some of its key features</p> <p>Relationships Basic vocabulary and concepts about weather and the climate; observe, record, discuss and ask questions about the main features of the local area, based on direct experience</p> <p>Diversity</p>	<p>Mapping Annotate a simple map of the UK with some of its key features; Look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used; Work together to create a simple map of the local area;</p> <p>Fieldwork observe, record, discuss and ask questions about the main features of the local area, based on direct experience; In addition, children should have had opportunities to develop their locational and place knowledge, geographical vocabulary and skills of enquiry, fieldwork and mapwork through incidental opportunities within other subjects and via 'geography in the news'.</p> <p>Analysing Data create a simple weather chart; Making connections/similarities and differences make connections between their investigation of the local area and what they have learned about weather, climate and the UK</p> <p>Enquiry What is it like to live in this place?</p>

<p>Y2</p>	<p><u>Continents and oceans</u> <u>Hot and cold places</u> <u>Mugumareno Village, Zambia</u></p> <p>Location The names and locations of the world's continents and oceans, and some information about each of them; Where the world's main hot and cold regions are, and some information about what they are like</p> <p>Mapping Use globes and atlases - and annotate maps - to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa; Use globes and atlases - and annotate maps - to identify the world's hot and cold regions, locating the UK and Zambia within them; Look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK; Make use of the four main compass points when describing the location of these key locations and regions.</p> <p>Relationships Use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area;</p> <p>Diversity The location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent</p>	<p>Mapping Use globes and atlases - and annotate maps - to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa Look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK</p> <p>Field work Walk in local area to compare with Zambia</p> <p>Analysing Data Look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK;</p> <p>Enquiry What is it like to live in this place?</p> <p>Cause and Consequence how their location within hot and cold regions might affect everyday life differently in the UK and Zambia Use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area;</p>
<p>Y3</p>	<p><u>Climate zones</u> <u>North America</u> <u>Rio and South-East Brazil</u></p> <p>Location Where the world's main climate zones are (building on their prior understanding of hot and cold regions) The location and main human and physical features of North and South America; The location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied; The location of South-East Brazil and Rio de Janeiro within the South American continent;</p> <p>Mapping Use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil; Use globes, atlases and maps to identify the main human and physical features of North and South America; Use globes, atlases and maps to identify the main human and physical features of North and South America;</p> <p>Relationships About processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro. How their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied;</p>	<p>Mapping Use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil; Use globes, atlases and maps to identify the main human and physical features of North and South America;</p> <p>Field work Observations of our own climate zone.</p> <p>Analysing Data Use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil; Interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied</p> <p>Enquiry What is it like to live in this place?</p> <p>Cause and Consequence how their location within hot and cold regions might affect everyday life differently in the UK and Rio</p>

	<p>Use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).</p> <p>Diversity Use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).</p> <p>How their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied;</p>	
Y4	<p>Rivers Rainforests <u>South America - the Amazon</u></p> <p>Location The key elements and features of a river; The names of - and key information on - the world's main rivers; Basic ideas about flood management; The location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil.</p> <p>Mapping Use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon; Interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it.</p> <p>Relationships The key elements of the water cycle; The key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo); How physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon;</p> <p>Diversity How some human beings have adapted to life in the rainforest and the Amazon.</p>	<p>Mapping Use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon; Interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it.</p> <p>Field work Walk to observe local river. Comparison of Rainforest with Forest area at school.</p> <p>Analysing Data Interpret and explain key information on rivers; Evaluate a range of possible flood prevention measures;</p> <p>Enquiry Evaluate a range of possible flood prevention measures;</p> <p>Cause and Consequence Use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations.</p>

<p>Y5</p>	<p>Mountains Volcanoes and earthquakes European region</p> <p>Location The names and locations of the world's principal mountains, volcanoes and areas at risk from earthquakes; the main features and types of mountains The location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local; Ways in which the location and physical geography of the region impact on (and are impacted by) human activity - this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc; Ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied; Use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece and Athens.</p> <p>Mapping Interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean); Use globes and atlases to identify the location of Greece and the Mediterranean</p> <p>Relationships How some people have adapted to life in mountainous areas; The main features and causes of volcanoes and earthquakes Ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens; Ways in which the location and physical geography of the region impact on (and are impacted by) human activity - this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc; How people can respond to a natural disaster, such as an earthquake;</p> <p>Diversity Ways in which the location and physical geography of the region impact on (and are impacted by) human activity - this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc; How people can respond to a natural disaster, such as an earthquake;</p>	<p>Mapping Interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean); Use globes and atlases to identify the location of Greece and the Mediterranean</p> <p>Field work Virtual Fieldwork - Everest Bootcamp</p> <p>Analysing Data Ways in which the location and physical geography of the region impact on (and are impacted by) human activity - this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc;</p> <p>Enquiry Look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints;</p> <p>Cause and Consequence About place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past).</p>
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<p>Y6</p>	<p><u>United Kingdom</u> <u>Local area and region</u></p> <p>Location The location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local;</p> <p>Mapping Interpret a range of maps of the UK and the local region and apply this information to their understanding of it; Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK; Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region;</p> <p>Relationships Ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region; Ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region;</p> <p>Diversity Ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region;</p>	<p>Mapping Interpret a range of maps of the UK and the local region and apply this information to their understanding of it; Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK; Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region;</p> <p>Field work Use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change;</p> <p>Analysing Data Ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region; Ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region; Use appropriate vocabulary when describing key information about the UK and the local region to external audiences.</p> <p>Enquiry Ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region;</p> <p>Cause and Consequence Ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.</p>
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End assessment/ quiz

News packs

Weekly news packs

2041 antartica – cultural capital – antartic treay – will be doing this

Everest field cam – field work in mountains