



GEOGRAPHY CURRICULUM

INTENT

The following document shows when Geography will be covered at St Wilfrid's as well as the key knowledge that children need to have to achieve the expected standard in Geography. The key assessment questions will enable teachers to make a solid judgment on whether the child is working towards, meeting, or exceeding age-related expectations in Geography. When making a judgement, teachers may also take into account any fieldwork skills the children have demonstrated when on residential or taking part in map activities around school.

Locational Knowledge

Human and Physical

Field work

Maps

Communication

Autumn Term

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------|---|---|--------|--------|--|--------|--|
| Autumn 1 | Our World | Our School | | | How does water go round and round? | | Caribbean |
| Sticky knowledge | <p>Can they find information on a simple map?</p> <p>Can they name some different countries?</p> <p>Can they find the UK on a map of the world?</p> <p>Can they name some similarities and differences between life in England and life in other countries?</p> | <p>Can they explain what an address is?</p> <p>Can they name the 4 compass points?</p> <p>Can they create a map of a familiar area and name the different features?</p> <p>Can they find key features on a map of the school and local area?</p> <p>Can they identify the main physical and human features of the school?</p> <p>Can they name different features on a map using a key?</p> | | | <p>Can they explain why rivers are important?</p> <p>Can they explain how rivers drain the land?</p> <p>Can they name the main processes that happen in a river?</p> <p>Do they know what landforms are created by rivers?</p> <p>Can they describe how a river changes from source to mouth?</p> <p>Do they know where they could find different landforms along a river?</p> <p>Can they explain the natural and human causes of flooding?</p> <p>Can they explain the possible impacts of flooding and how flooding can be prevented?</p> <p>Can they name and locate the longest rivers on each continent?</p> <p>Can they find out how the river Nile changes along its course?</p> | | <p>Can children locate the Caribbean and name some of its islands on a world map?</p> <p>Do children understand that the Caribbean is a collection of islands?</p> <p>Can children describe some of the varied landforms found in the Caribbean?</p> <p>Can children use resources to research and locate some of these landforms?</p> <p>Can children use given data and other information to further their knowledge and understanding of the Caribbean climate?</p> <p>Can children identify ways the physical geography and the history of the Caribbean affects the human geography?</p> <p>Are children able to describe some different aspects of Caribbean culture?</p> <p>Can children identify and describe some of the popular tourist attractions in the Caribbean and explain the advantages and disadvantages?</p> |
| Key vocabulary | | Town, City, Village, Aerial view, countryside, house, symbols, fieldwork, plan, address, compass, school, travel, observe, route, map, key, distance | | | Altitude, channel, condensation, confluence, erosion, estuary, evaporation, glacier, infiltration, peak, percolation, precipitation, river, run off, scree, source | | Landscape, Northern/Southern Hemisphere, Equator, Climate, Tourism, Human Features, Physical Features, Continent, Country, Rainforest, Settlement, Economy |

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------|------|--------|---|--|--------|---|--------|
| Autumn 2 | | | Our wonderful world | Where on Earth are we? | | The United Kingdom Coastal and local areas | |
| Sticky knowledge | | | <p>Can they recognise the continents and oceans of the world?</p> <p>Can the children name a fact about each of the seven continents of the world?</p> <p>Can the children identify the 4 main climate zones and locate these on a map of the world?</p> <p>Can they identify animals that live in each of the 4 climate zones?</p> <p>Can they identify human and physical features from aerial photographs?</p> | <p>Can they describe the relationship between globes and world maps?</p> <p>Can they locate the equator, northern and southern hemispheres, tropics of cancer and Capricorn, north and south poles and arctic and Antarctic circles on world maps and globes?</p> <p>Can they describe longitude and latitude?</p> <p>Can they locate prime/Greenwich meridian on a globe and world map?</p> <p>Can they describe day and night in relation to the earth's rotation on its own axis?</p> | | <p>Can they identify and describe key geographical features of the United Kingdom?</p> <p>Can they identify and locate the main countries of the United Kingdom?</p> <p>Can they locate and identify towns and cities in the UK?</p> <p>Can they find out about the hills and mountains of the UK?</p> <p>Can they find out about the seas and coasts of the UK?</p> <p>Can they identify the major rivers of the UK?</p> | |
| Key vocabulary | | | Land, sea, continents, oceans, countries, landmarks, human features, physical features, climate, cold, temperate, warm, tropical, hot, cold, River Thames, parks, lakes, trees, bridge, buildings, houses, football ground, roads, boats, railway line | Antarctic Circle, Arctic Circle, Compass points, day, equator, global positioning system, international date line, lines of latitude and longitude, night northern hemisphere, north pole, ordnance survey grid references, prime meridian, southern hemisphere, south pole, time zone, tropic of cancer, tropic of Capricorn. | | United Kingdom, England, Ireland, Northern Ireland, Scotland, Wales, Great Britain, Towns, Cities, Region, Counties, hill, mountain, coastline, oceans, beaches, erosion, river, mouth, delta, tributaries, London, Edinburgh, Belfast, Cardiff, Isle of Wight, Orkney Islands, Shetland Islands, Isle of Man, Scafell Pike, Ben Nevis, Snowdon, Slieve Donard, sand, cliff, cave, arch estuary, Beach, pebbles, coast, stack, bay, harbour, headland, docks, tide, source, | |

Spring Term

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|---|---|--------|--------|--|--|--|
| Spring 1 | Animals around the World | Wonderful Weather | | | Can the Earth shake, rattle and roll? | Mountains | Population |
| Key knowledge | <p>Can they explore other countries that animals come from?</p> <p>Can they name animals that come from other countries?</p> <p>Can they explain why animals live in different countries?</p> | <p>Can they name 4 types of weather that happen in the UK?</p> <p>Can they say how the weather changes throughout the year – Seasons?</p> <p>Can they recognise weather symbols?</p> <p>Can they explain some dangers of weather?</p> <p>Can they use a world map to identify the UK and begin to locate other countries?</p> <p>Can they locate hot and cold countries of the world?</p> <p>Can they make comparisons between different places studied?</p> <p>Can they say how the weather affects us in the clothes we wear, how we travel and the things we do?</p> | | | <p>Can they describe the effects of earthquakes and volcanic eruptions?</p> <p>Can they give reasons why people choose to live in earthquake zones, and volcanoes?</p> <p>Can they locate the most active earthquake and volcanic areas?</p> <p>Can they name an example of a volcanic eruption and major earthquake disaster?</p> | <p>Can they explain how a mountain is formed?</p> <p>Can they name where the major mountain ranges in the world are?</p> <p>Can they name 5 famous mountains and find facts about each one using a range of sources?</p> <p>Can they investigate the different climates of the mountains?</p> <p>Can they explain why mountain ranges make popular tourist destinations?</p> <p>Can they evaluate the positive and negative effects of tourism on mountain environments?</p> | <p>Can they explore where people are distributed globally?</p> <p>Do they know why populations change?</p> <p>Can they use a population pyramid?</p> <p>Do they know the challenges a growing population can present?</p> <p>Can they explore the challenges of people living in slums?</p> <p>Do they know what is meant by an aging population?</p> <p>Can they review the challenges of food production and distribution?</p> <p>Can they explore the population in the UK?</p> |
| Key vocabulary | | Rain, Sleet, Snow, Wind, Cloud, Sunshine, Fog, Thunderstorm, Spring, Summer, Autumn, Winter, hot, cold, forecast, | | | Active volcano, crater, dormant volcano, earthquake, eruption, extinct volcano, lava, plate boundary, Richter scale, tectonic plate, tsunami, volcano | Altitude, Ascent, Avalanche, Erosion, Gorge, Mountain Range, Slope, Summit, Tectonic plates, Valley | Population, population growth, annual, million, billion, increase, decrease, population density, percentages, comparison, birth rate, death rate, natural increase, natural decrease, life expectancy, industrial revolution, social factors, economic factors, population trends, population pyramid, negative impact, positive impact, particulate matter, favela, slum, |

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|------|--------|--|---|--------|--------|--------|
| Spring 2 | | | Oceans and seas. | Is Climate Cool? | | | |
| Key Knowledge | | | <p>Can they explain what an ocean is?</p> <p>Can they locate the oceans of the world?</p> <p>Can they identify why oceans are important?</p> <p>Can they name some animals that live in our oceans?</p> <p>Can they identify why oceans are under threat?</p> <p>Do they know how people are trying to protect our oceans?</p> | <p>Can they indicate the tropical, polar and temperate climate zones on a globe and a map?</p> <p>Can they describe the characteristics of tropical, temperate and polar zones?</p> <p>Can they explain the difference between weather and climate?</p> | | | |
| Key Vocabulary | | | Ocean, Sea, marine life, mammal, fish, crustacean, mollusc, equator, north and south pole, reef, coral, plastic, pollution, oil, habitat, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Atlantic Ocean, | Biome, climate, desert, drought, environment, fauna, flora, grassland, rainfall, temperature, tropical, tundra, vegetation belt, weather | | | |

Summer Term

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|---|--------|--------|--------|---|--------|--|
| Summer 1 | At Home and the Seaside | | | | Can you come on an American road trip? | | How are we damaging our world? |
| Key knowledge | <p>Can they get information from a simple map?</p> <p>Can they identify some similarities and differences between where we live and the seaside?</p> <p>Can they name some of the things you would find at the seaside?</p> | | | | <p>Can they use a map to identify states in North and South America?</p> <p>Can they use 8 compass points to locate cities in North and South America?</p> <p>Can they relate 'continent', 'country', 'state' and 'city' in the context of the Americas?</p> <p>Can they describe settlement and road patterns?</p> | | <p>Can they describe and understand the distribution of natural resources including energy, minerals and water?</p> <p>Can they use maps, atlases and globes to locate countries and describe features studied?</p> <p>Can they use eight points of a compass, symbols and keys to build their knowledge of the United Kingdom and the wider world?</p> <p>Can they 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?</p> |
| Key vocabulary | | | | | Amazon Basin, Amazon River, Compass Points, Continent, Latitude, Longitude, Mountain, Mountain Range, Physical Feature, River, Rockies, Slum, Source, Tributary, Village | | Biomass, fossil fuel, geothermal energy, human feature, hydroelectricity, mineral, non-renewable energy, physical feature, recycled, renewable energy, solar energy, sustainability, tidal energy, wave energy, wind power |

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|------|--|---|--|--------|--|--------|
| Summer 2 | | Our Country – town and countryside | Africa – Kenya Comparison study | Do you like to be beside the seaside? | | What is Greece like today? | |
| Key knowledge | | <p>Can they name key human features of the town and countryside?</p> <p>Can they name and locate (on a map, atlas or globe) the countries of the United Kingdom?</p> <p>Can they name the capital cities of the UK?</p> <p>Can they name where they live and some physical and human features of that place?</p> | <p>Can children name and locate the world's continents and oceans?</p> <p>Can the children describe similarities and differences between the local area and Kenya?</p> <p>Can they use basic geographical vocabulary to describe human and physical features?</p> <p>Can they use basic directional language to describe locations on a map?</p> <p>Can they use images to create simple maps?</p> <p>Can they understand some of the main animals that live in Africa?</p> | <p>Can they locate and describe a coastal environment in the UK?</p> <p>Can they use appropriate geographical vocabulary to describe human and physical features?</p> <p>Can they describe and explain how coasts change?</p> <p>Can they explain advantages and disadvantages of living by the coast?</p> | | <p>Can they locate Greece on a map?</p> <p>Can they name some of the countries that border Greece?</p> <p>Can they name and locate the Human and Physical features?</p> <p>Can they identify the climate zones in Greece?</p> <p>Can they explain why Greece is a popular tourist destination?</p> <p>Can they explore what the food is like in Greece?</p> <p>Can name and locate at least 4 Greek Islands?</p> <p>Can they name the oceans and seas around Greece?</p> | |
| Key vocabulary | | Town, country, village, city, farm, house, pros, cons, different, similar, the UK, United Kingdom, England, Scotland, Wales, Northern Ireland, Europe, seas, oceans, country, continent, capital city, map, equator, arial view, birds eye view, journey line, landmarks, distance, transport, travel, castle, harbour, beach, port, housing estate, motorway, | Africa, Kenya, local, animals, maps, areal images, left, right, up, down, North, South, East, West, human features, physical features, continents, oceans | Bay, beach, cliff, coast, coral, dock, dune, erosion, estuary, harbour, headland, pier, port, promenade, quay, rock pool, salt marsh, sand, tide, tourism. | | Greece, Europe, continent, economy, trade, Greek Orthodox, Climate, Mediterranean, Island, tourist, human features, physical features, | |