

Geography - Year 1- Local area- linked to seasons

Prior knowledge	Current Knowledge-						Future Knowledge
<p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Look at where our school is.</p> <p>Look at the human and physical features</p> <p>Create a map of the school- using a simple key</p> <p>Use directionals language to find your way around our school.</p> <p>Look at daily</p>	<p>Look at where MB is located</p> <p>Look at the human and physical features found in MB</p> <p>Create a map of MB using a simple key</p> <p>Look at daily</p>	<p>Learn about Autumn in the UK</p> <p>Look at daily</p>	<p>Learn about Winter in the UK</p> <p>Look at daily</p>	<p>Learn about Spring in the UK</p> <p>Look at daily weather</p>	<p>Learn about Summer in the UK</p> <p>Look at daily</p>	<p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>

Geography - Year 1- London (could be linked to Paddington Bear)

Prior knowledge	Current Knowledge- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom						Future Knowledge
Local area and seasons	Where is the UK? Where is London? Map work	Look at the difference between a city, town and the countryside.	London landmarks- human and physical features	Moving around London using maps and directional language	Take a trip to London- look at how you would get there and the types on transport you might use	Homes in London	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Recurring Vocabulary- Tier 3-	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary - Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3

Geography - Year 1- England, Ireland, Scotland, Wales

Prior knowledge	Current Knowledge- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas						Future Knowledge
London- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	Where/what is the UK? What are the 4 countries in the UK? What are their capital cities?	Where is England? What is a capital city? - recap last topic Look at landmarks with England- human and physical Look at the rivers, towns, countryside etc.. Symbols/flags related to the country.	Where is Northern Ireland? What is a capital city? Look at landmarks with Northern Ireland- human and physical Look at the rivers, towns, countryside etc.. Symbols/flags related to the country.	Where is Scotland? What is a capital city? Look at landmarks with Scotland- human and physical Look at the rivers, towns, countryside etc.. Symbols/flags related to the country.	Where is Wales? What is a capital city? Look at landmarks with Wales- human and physical Look at the rivers, towns, countryside etc.. Symbols/flags related to the country.	National Conference Children become delegates from 4 home nations to discuss how to attract/persuade tourists arriving at airports not just to visit London. Children use all of their knowledge gain through the previous sessions.	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

Geography - Year 2- Continents and Oceans of the World

Prior knowledge	Current Knowledge -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							Future Knowledge
England, Ireland, Scotland, Wales name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	To locate the continents, sea and oceans of the world.	Europe Where is it located? What Oceans and seas are there? What countries make up this continent?	Asia Where is it located? What Oceans and seas are there? What countries make up this continent?	Africa Where is it located? What Oceans and seas are there? What countries make up this continent?	North and South America (Americas) Where is it located? What Oceans and seas are there? What countries make up this continent?	Antarctica Where is it located? What Oceans and seas are there? What countries make up this continent?	Australia/Oceania Where is it located? What Oceans and seas are there? What countries make up this continent?	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
Recurring Vocabulary- Tier 3-	Vocabulary- Tier 3 Continent Ocean	Vocabulary- Tier 3	Vocabulary - Tier 3	Vocabulary- Tier 3	Vocabulary - Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3

Geography -Year 2- Australia (linked to seasons)

Prior knowledge	Current 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						Future Knowledge
Continent and Oceans of the world- 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	Where is Australia in the world? <ul style="list-style-type: none"> • Capital cities • States • Territories 	Mapping skills- use Australian maps to describe the location of the states, territories and famous icons. Explore how to use north, south, east and west to describe the position of the states and territories. They will use maps and grids to explain directions and to navigate around	Look at the Australian weather and seasons and how it compare to the UK (Taught in Y1)	Physical features- Australia has some amazing landmarks and physical features. Explore some of these with your class, and remind your children what the difference is between physical and human features.	Look at Culture and lifestyle Look at eh live of the native Australian Aborigines and discover how differently some of them live compared to non-aboriginal Australians. Look at what it is like to live in Australia and what people do in their leisure time. There is also an opportunity to learn	Australian animals Emus, kangaroos, wombats and more! Learn about the strange and wonderful animals found in Australia. They will learn about the characteristics of different animals around Australia, and begin to understand that there are some very dangerous creatures living in	the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Geography - Year 2- The Poles

Prior knowledge	Current Knowledge- the location of hot and cold areas of the world in relation to the Equator and the North and South Poles						Future 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	What do they want to find out? Where is the Arctic and Antarctica? Where is the school?	Polar weather and transport	Polar housing and people	Polar explorers	Animals and how they survive	Climate change/pollution	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
Recurring Vocabulary- Tier 3-	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary - Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3

Geography - Year 3/4- the local area

Prior knowledge	Current Knowledge-			Future Knowledge
<p>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Where in the UK located in the world?</p> <p>Where is the England located in the UK?</p> <p>Where is MB located in England?</p> <p>Use the compass points and directional language to describe the locations.</p>	<p>Look at the human and physical features of MB using a range of methods</p>	<p>Useful doc to help planning : What is my local area like?</p> <p>Investigation in your local area focusing on its main human and physical geographical features and how they might be changing the use of a range of geographical skills including the use of maps, observation and field sketches fieldwork opportunities within your school's local area</p>	<p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p>
<p>Recurring Vocabulary- Tier 3-</p>	<p>Vocabulary- Tier 3</p>	<p>Vocabulary- Tier 3</p>	<p>Vocabulary- Tier 3</p>	<p>Vocabulary- Tier 3</p>

Geography - Year 3/4- Rivers and the water cycle

Prior knowledge	Current Knowledge- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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					Future Knowledge
The local area-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	Learn about the key aspects of the water cycle.	Learn about how rivers get their water-Understand the role of watersheds in the collection and movement of precipitation into rivers and lakes. Use, with understanding, the terms associated with water travelling to rivers and discuss how pollutants travel in water and impact the environment.	Identify the sources of rivers on mountain moorlands and understand how tributaries feed into a fast flowing river. Understand how the fast flowing river water erodes the rock beneath and causes a V-shaped valley, often with interlocking spurs.	Identify mature rivers and their floodplains and understand that mature rivers feed into the sea. Understand how the different flow-speeds of a mature river erode the bank and deposit sediment, creating meandering bends and sometimes ox-bow lakes.	Discuss the effects of human impact on floodplain. Understand the importance of flood management systems and discuss how to improve life on a floodplain.	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

Geography - Year 3/4- UK

Prior knowledge	Current Knowledge- 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						Future Knowledge
<p>Rivers and the water cycle- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p>	<p>Where is the UK?</p> <p>What is the UK?</p> <p>What are the countries in the UK and their capital cities?</p> <p>(Taught in Year 1 previously)</p>	<p>Take a closer look at the counties of the UK.</p> <p>Explore how UK counties are organised.</p> <p>Find out how the counties of England can be separated into regions before exploring the names and locations of the counties across Great Britain.</p> <p>https://planbee.com/products/the-united-kingdom</p>	<p>Start the lesson by challenging your class to name as many UK towns and cities as they can, before learning how to locate the major cities on a map, including London, Edinburgh, Cardiff, Belfast, and many more. There is also the opportunity for your class to carry out some research into one particular city as they find</p>	<p>Children will start to understand the difference between a hill and a mountain and are given a brief explanation of how mountains are formed. They will go on to explore some of the hills and mountains of the UK and identify their features and key facts.</p>	<p>Children will find out about the coastline of Britain and identify the seas and oceans that surround the UK. They will use photos to identify similarities and differences between different UK beaches, and use appropriate geographic</p>	<p>Children will find out about the journey of a river from source to mouth, and some of the features of rivers, such as deltas and tributaries. They will then identify some of the major rivers in Britain and explore their journeys, thinking about where they are located, which counties and cities they flow through and other key facts about each one.</p>	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>

Geography - Year 4/5- Italy/Volcanoes

Prior knowledge	Current Knowledge-						Future Knowledge
<p>UK- 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</p>	<p>Look at Europe the countries within it- use globes/maps/google earth to locate them.</p>	<p>Children begin by finding Italy on a world map. They then look in more detail at the country, and find out about the location of its regions, the bordering countries, the seas and the islands that are part of Italy. Children record what they have learnt on their own maps of Italy, or use a map to complete a fact file about the country.</p>	<p>Children will find out what is meant by physical geography. They will begin to learn how to interpret a physical map by identifying Italy's two main mountain ranges. Children will find out about the highest peaks in each region, and be encouraged to describe the mountain ranges with geographical</p>	<p>Children will find out what volcanoes are, and why and how they erupt. They will learn about the devastating eruption of Mount Vesuvius, which destroyed the Roman city of Pompeii in 79AD. Children will use their knowledge and understanding to create advertisements for tourists visiting the ruins of Pompeii, or alternatively, they will build their</p>	<p>Children will begin to find out about the human geography of Italy. As a class, they will identify and discuss some of the most famous landmarks of the country, and find out where they are located. Children will continue to research some of Italy's cities in their independent</p>	<p>Children will recap on and develop their understanding of the human geography of Italy in this lesson, by looking at different aspects of the country's culture. They will conduct their research independently, and then use their knowledge to answer a range of tourists' questions, or as a group, create a magazine about the culture of Italy.</p>	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>

Geography -Year 4/5 North America

Prior knowledge	Current Knowledge-						Future Knowledge
<p>Italy/Volcnoes locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Children will identify the continent of North America on a map and learn how it is organised into areas, such as the Caribbean and Central America. They will identify the 23 countries that comprise North America and locate them on a map.</p>	<p>Children will look at a global climate zone map to identify climate patterns around the world. They will then explore some of the different climate zones in North America, using graphs and charts to examine and compare the climate in different locations around the continent.</p>	<p>Children will identify some of the famous features of North America, including natural features such as the Grand Canyon and Niagara Falls, finding out how they were formed. They will also explore some human features and landmarks, such as the Panama Canal and the Hoover Dam.</p>	<p>Children will define what a capital city is before finding out the names of some North American capital cities. They will think about questions they could ask to find out information about a particular city, as well as matching capitals to their countries.</p>	<p>Children will identify why different parts of the world have different time zones. They will use time zone maps to work out time differences between various locations in North America, as well as locations in North America and the rest of the world</p>	<p>Children will describe their local area in detail, using appropriate geographical vocabulary. They will then compare their local area with specific areas in North America, considering how both physical and human features and similar and different.</p>	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>

Geography - Year 6- South America

Prior knowledge	Current Knowledge- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle						Future Knowledge
North America- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Children will identify South America as a continent and start to identify some of its features. They will identify the twelve countries and two territories that comprise South America and locate them on a map	Children will use climate zone maps to explore climate zones around the world before taking a closer look at the various climate zones in South America. They will learn about different climates, such as temperate, arid and subtropical, and describe the features of these climates.	Children will identify the Andes of South America as the largest mountain range in the world. They will locate the Andes on a map and discover how the Andes were formed. They will also identify some facts about this mountain range and explore how it is used by the	Children will recap the difference between human and physical geography before generating questions they could ask about the human geography of South America. They will use facts to find out about the human geography of various countries and use what they have found out to compare	Children will consider the concept of world trade and recognise some of the products we use that may come from South America. They will identify some of the biggest exports of South America and recognise some of	Children will recap the names of the countries and territories of South America. They will then choose one country as a focus of study, using what they already know and carrying out their own research to collate and present information about a South American country.	

Geography - Year 6- South America- Earthquakes

Prior knowledge	Current Knowledge-				Future Knowledge
<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Learn about earthquakes and the movement of tectonic plates.</p> <p>Understand how tectonic plates work. Identify the layers of the earth and how earthquakes occur. Consider the effects felt at the surface of the Earth when plate tectonic move.</p>	<p>What happens when an earthquake strikes? Find out about seismic waves and make a DIY seismograph.</p> <p>Children will: Understand what happens with tectonic plates move Understand what seismic waves are and what effect they have during an earthquake Understand how seismic waves are recorded and measured through the making of their own seismograph</p>	<p>Gain an understanding of life in an earthquake zone. Compile and practise your own class earthquake drill.</p> <p>Children will: Understand life in an earthquake zone and are familiar with the precautions/preparations required. Understand how their surroundings might behave in an earthquake and undergo an earthquake drill in the classroom. Link this to regions in</p>	<p>Identify the factors that make buildings withstand earthquakes and make an earthquake-proof structure using marshmallows and straws on a 'ground' of jelly.</p> <p>To make an earthquake proof structure using simple materials.</p> <p>Children will:</p>	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution</p>

Geography - Polar regions Year 6

<p>Prior knowledge</p>	<p>Current Knowledge-</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 						<p>Future Knowledge</p>
	<p>What are the polar regions?</p> <p>Where are they located?</p> <p>GIS/mapping</p>	<p>What are the key characteristics of the polar regions?</p> <p>What are the differences between the Arctic and Antarctic?</p>	<p>How has polar exploration shaped our understanding of the polar regions?</p>	<p>How have human populations adapted to the polar regions?</p> <p>What natural resources are available in the polar regions?</p>	<p>What are the key economic activities in the polar regions?</p> <p>How are trade links important in the polar regions?</p>	<p>How are the polar regions being affected by climate change?</p> <p>-link to GIS/mapping?</p>	
<p>Recurring</p>	<p>Vocabulary- Tier</p>	<p>Vocabulary-</p>	<p>Vocabulary-</p>	<p>Vocabulary-</p>	<p>Vocabulary</p>	<p>Vocabulary- Tier</p>	<p>Vocabulary-</p>