

Ditton Primary School

Geography



Curriculum INTENT

Ditton Primary School - UW- The Natural World

Geography progression through EYFS

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: UW/ The Natural 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, Knowledge & Understanding	<ul style="list-style-type: none"> ▫ Observe, find out about and identify features in the place they live and in the natural world. ▫ Find out about their environment and talk about those features they like/dislike. ▫ 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. ▫ Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> ▫ Observe and identify features in the place they live and the natural world. ▫ Talk about features. ▫ Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. ▫ Recognise some similarities & differences between life in this country & life in other countries 	<ul style="list-style-type: none"> ▫ Explore their local environment and talk about the changes they see. ▫ Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. ▫ Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions ▫ Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> ▫ Examine change over time. ▫ Describe some actions which people in their own community do that help to maintain the area they live in. ▫ Draw information from a simple map ▫ Interpret range of sources of geographical information, including maps, globes, photographs 	<ul style="list-style-type: none"> ▫ Use appropriate words, e.g., 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children ▫ Encourage the use of words that help children to express opinions, e.g., 'busy', 'quiet' and 'pollution' make distinctions in their observations. ▫ Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?" .. 	
Learning Outcomes	Autumn 1 All About Me Friendships and Animals <ul style="list-style-type: none"> ▫ Know own address. ▫ Describe home ▫ Explore and describe the school grounds including, trim trail, playground, field, and forest 	Autumn 2 Stars and Space <ul style="list-style-type: none"> ▫ Know school is in Widnes ▫ Describe their local environment as we walk to the Post Box to post letters to Father Christmas 	Spring 1 Superheroes <ul style="list-style-type: none"> ▫ Describe the jobs people do in our community to help to protect it. ▫ Talk about jobs/roles in the community that support people 	Spring 2 Traditional Tales <ul style="list-style-type: none"> ▫ Use a map of the Continuous Provision to find hidden treasures ▫ Children draw simple story maps of Little Red's visit to Grandmother's house ▫ Use a BeeBot to plan a Route between two objects and use directional language 	Summer 1 Growing <ul style="list-style-type: none"> ▫ Talk about the best places to plant our Reception grounds and why. ▫ Talk about significant places in Widnes that they like to visit ▫ Name different buildings people go to worship, church, temple, synagogue. 	Summer 2 Seaside <ul style="list-style-type: none"> ▫ Talk about the impact of Human activity- Recycling. The impact on animals and the environment. ▫ Describe the seaside environment from photographs and video clips ▫ Compare the seaside environment to our school Explore a range of maps and globes
My School, My Area		Widnes		The UK		

▫ 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. ▫ Tapestry to be used to showcase a learning journey over time of significant events.

Year 1: Geography

KS1: PoS

Locational knowledge

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom
- 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
- 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 1 - End points

Identify seasonal and daily weather patterns in the

- Know that plans and maps are representations of space in 2 Dimension and flat images
- Know how to read a simple map with a key.
- Locate the school on a map of Penketh.
- Know that the UK has a **temperate** climate
- Understand seasonal changes
- Identify seasonal and daily weather patterns in Warrington and the UK across a year

My School My Area

- Know what an aerial view is.
- Know that plans and maps are representations of space in 2 Dimension and flat images.
- Know how to read a simple map with a key.
- Locate the school on a map of Sankey Bridges.
- Locate Sankey Bridges on a map of Warrington.
- Identify the key human and physical features in the local area e.g. River Mersey, Sankey Brook, vegetation, school, bridge, town, shop, house, office.
- Know how to devise a simple map of the school grounds and local area.

Warrington

- Locate Warrington on a map.
- Know that Warrington is a town in the Northwest of England.
- Use compass directions and locational language to describe where Warrington is North South East West
- Use maps to identify key features of Warrington- human and physical
- Know that the River Mersey and the Manchester Ship Canal are situated in Warrington.

	<ul style="list-style-type: none"> • Know that Warrington is an urban location with many shops, transportation links, housing and recreational land use. • Know that Warrington has a temperate climate with warm summers and cool winters
The UK	<ul style="list-style-type: none"> • Know that the UK is made up of 4 countries - England, Scotland, Wales, Northern Ireland • Know that the capital cities are London, Edinburgh, Cardiff and Belfast • Know the position of UK within a world map • Know the key characteristics of the 4 countries. • Name the 3 seas that surround the UK - North Sea, English Channel, Celtic Sea, Irish Sea

Year 2: Geography

KS1: PoS

Locational knowledge

- name and locate the world's seven continents and five oceans

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

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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.

Year 2 - End points

Hot and cold places

- Name and locate the 7 continents of the world
- Name and locate the 5 oceans of the world
- Know and label the equator, North Pole, South Pole on a globe

Brazil	<ul style="list-style-type: none"> • Children will know that the Amazon river and rainforest are in Brazil. • Children will identify the climate of Brazil • Know the key similarities and differences between Warrington in England and Manaus in Brazil.
The Environment - Connect, Protect and Enhance	To be added

Year 3: Geography	
KS2: PoS	
. Locational knowledge	
<ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	
Place knowledge	
<ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom 	
Human and physical geography	
<ul style="list-style-type: none"> • describe and understand key aspects of: • physical geography, including :rivers, mountains, • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals 	
Geographical skills and fieldwork	
<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 3 - End points	
Settlements and Land use	<ul style="list-style-type: none"> • 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.

The UK - Regions, Counties and Cities	<ul style="list-style-type: none"> • 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.
Rivers	<ul style="list-style-type: none"> • 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.

Year 4: Geography

KS2: PoS

Locational 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
- 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
- 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 4 - End points

Comparative Study	<ul style="list-style-type: none"> • Know the key similarities and differences between the northwest region of England and Athens in Greece. • Thinking like a geography to ask and answer geographical question • Use what they know from one context in another context • Think about alternative futures • Consider their influence on decisions that will be made • What has influenced change over time
Why is it like this Was it always like this What changed it	<ul style="list-style-type: none"> • 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?
Europe with a study of Greece	<ul style="list-style-type: none"> • Year 4 children will know about the ancient history of Greece (Check when Greece is covered on LTP History plan) • Children will know the continents of the world and be able to locate Europe on a world map • Name rivers in UK

Year 5: 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 5 - End points

Central America -Global Trade

- 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.

Resources UN Sustainable Development Goals

- 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.
- Know that non-renewable energy comes from resources that are not naturally replenished.
- Name and understand non-renewable (coal, oil, natural gas) and renewable energy sources (solar, wind, wave and tidal energy, biomass energy, geothermal energy).
- Know why we sometimes use renewable energy and why sometime we use non-renewable energy - storage, cost, lack of wind/sun.
- Knows that sustainable is something that can be continued or a practice that maintains a condition without harming the environment - reduce, reuse, recycle.

	<ul style="list-style-type: none"> • Knows that the sustainable development goals are made up of 17 global goals aiming to improve the world by 2030. • Know what Warrington, England and the UK are doing to support the global goals.
North America Focus on USA	<ul style="list-style-type: none"> • 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 & 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.

Year 6: Geography

KS2: PoS

Locational knowledge

- 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
- 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 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 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.

Year 6 - End points

Climate Change Our world our responsibility	<ul style="list-style-type: none"> • impact of climate zones and effect on global warming • Understand life in the world's biomes is reliant on being adapted to cope with the climate and landscape. When considering how plants or animals might adapt to climate change, it is essential to have a clear understanding of how a change in global temperature could change landscapes around the world and their ecosystems
The Amazon	<ul style="list-style-type: none"> • 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.
Climate Change: Antarctica	<ul style="list-style-type: none"> • Identify the polar regions on a world map. • Knows that there are five imaginary lines around the Earth - Arctic 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.