



WHAPLODE C OF E PRIMARY SCHOOL
GEOGRAPHY CURRICULUM OVERVIEW



	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B	EARLY LEARNING GOAL
Reception	People, Culture and Communities						
	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>Shows interest in the lives of people who are familiar to them</p>	<p>Begins to know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>	<p>Begin to understand their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>	<p>Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>	<p><u>People, culture and communities</u> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>

Year 1	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
	Spatial Sense		The UK		Seven Continents	
Overview	<ol style="list-style-type: none"> 1. Aerial Views 2. Maps 3. Location 4. Compass Points 5. Drawing maps 		<ol style="list-style-type: none"> 1. The four countries in the United Kingdom 2. Scotland 3. Wales 4. Northern Ireland 5. England 		<ol style="list-style-type: none"> 1. Europe 2. Antarctica 3. Africa 4. Asia 5. North and South America 6. Australia 	
Key Substantive Concepts	Place Space		Place Space		Location Climate Landscape	
Key Disciplinary Knowledge	Maps tell us information about places		Geographers describe places		Inter-connection Diversity	
Vocabulary	Ariel view Map Location Compass Key Symbol Navigate		Union Kingdom Mountain Coast Valley Gaelic Seasons		Earth Continent Ocean Globe North Pole South Pole Equator	
Why this, why now?	<p>This unit is the first discrete geography unit Year 1 pupils will study. It introduces aerial views; the first step in supporting children's conceptual understanding of maps. Building on an understanding of what things look like from an aerial perspective, children then look at how cartographers (map makers) represent physical (natural) and human (made by people) features of an area on a drawn map. They find out how symbols are used on maps and how a key can tell us what the symbols mean. The four-point compass is introduced, and children will use some positional language to describe locations. They will look at simple routes on a map based around a familiar location using firsthand observation to help them link what they see in the world around them, to what is represented on a map</p>		<p>During this unit children will be introduced to the name, location and characteristics of the four countries and capital cities of the United Kingdom. They will look at the formation of the Union Jack and identify it as the flag of the United Kingdom. They will look at physical and human features of the countries within the UK and will use maps to identify coastlines, hills, rivers, lakes, towns and cities. They will identify seasonal and daily weather patterns in the UK. Children will use maps and atlases to locate the United Kingdom and will recognise the location of the countries within the UK. As children move through the curriculum, they will have frequent opportunity to use atlases and will become more confident at navigating to find the information they need. This unit provides a foundation of knowledge from which children will build when they study the United Kingdom again in more detail in Year 2.</p>		<p>Building on children's understanding of spatial sense (their immediate and local area) and the UK, this unit zooms out to encompass the seven continents and five oceans of the world. Children will use globes and will begin to understand that a globe is a 3D model of our Earth showing continents and oceans. They will learn to recognise the north and south poles and the equator and will begin to understand what geographic location can tell us about climate. Throughout this unit children will be forming an understanding that the world is a diverse place, and continents can host many different landscapes and living things. They will encounter new and ambitious vocabulary that features throughout the unit, offering children many opportunities to rehearse and apply it.</p>	

Key End Points	To draw a map. To know that maps give us information about places. To understand maps are drawn from an aerial view		To name locations within the UK on a map. To use maps and atlases to identify locations within the UK. To answer geographical questions such as 'What is it like to live in this place?'		There are seven continents on Earth: Asia, Europe, Africa, North America, South America, Australia and Antarctica. We have five oceans on Earth; The Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Southern Ocean and the Arctic Ocean. The North Pole is located at the most northern point on Earth and the South Pole is located at the most southern point on Earth. The Equator is an imaginary line around the middle of the Earth. Deserts, grassland and rainforest can be found in some continents around the world. We live in the continent of Europe.	
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Year 2	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
	Spatial Sense		The British Isles		Northern Europe	
Overview	6. My school site 7. Drawing a map of my school 8. Maps of the local area 9. Using maps to plan a route 10. Identifying locations on a globe or world map, the Equator		6. The British Isles and England 7. Scotland 8. Wales 9. Ireland 10. Comparison with Cape Town		7. Countries in Northern Europe 8. Human and physical features of northern Europe 9. Climate in Northern Europe 10. Animals found in Northern Europe 11. Roald Amundsen	
Key Substantive Concepts	Location		Place Space		Location Migration Climate	
Key Disciplinary Knowledge	Cartographers - how they create maps based on the world around us.		Geographers describe places		Connection	
Vocabulary	Map Globe Navigate Location Direction Ordnance Survey Symbols Scale Equator		The United Kingdom The British Isles Island Loch Munro Valley Coast Inhabited Uninhabited		Scandinavia Nordic Weather Climate Migration Compass Adapt Explorer Human features Physical features Sámi People	

Why this, why now?	Building on children’s understanding of spatial sense from Year 1 where they looked at maps of the classroom, this unit zooms out to encompass the school site. Over the two KS1 Spatial Sense units, children should have many opportunities to use maps and engage with the information we can gather from them. In the following Spatial Sense unit in Year 3, we will be looking in more detail at maps and grid references before using our knowledge of maps to compare two locations.		Prior to this unit children will have begun to use maps to find information and will have looked at world maps, maps of the UK and maps of the local area where they live. This unit builds on the knowledge from Year 1 The UK when children learned about the United Kingdom and the countries within it. During this unit children will have an opportunity to consolidate their understanding of the geography of the UK and should be able to use maps to identify the locations of the countries within the British Isles.		Building on children’s understanding of the seven continents from Year 1, children will look in more detail at Northern Europe. In Year 3/4 children will build on their knowledge of Europe when they study Western Europe, Mediterranean and Eastern Europe. This unit builds on knowledge from Science in Year 1 - Seasons and Weather and Living things and their Environments. Locational knowledge from this unit will support children’s geographical understanding when they study the Anglo-Saxons, Scots and Vikings in Year 3/4.	
Key End Points	To be able to read and gather information from a simple map To be able to draw a simple map To understand that maps and globes can show us different areas of the world To understand that some maps show small areas and others can show large areas		To name locations within the British Isles on a map. To use maps and atlases to identify locations within the British Isles. To answer geographical questions such as ‘What is it like to live in this place?’		The location of northern Europe means it has quite warm summers and very cold winters. Denmark, Norway and Sweden are Scandinavian countries. People and animals have adapted to survive the cold winters in Northern Europe.	

Year 3	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
	Spatial Sense	Settlements	Rivers	UK Geography: The South West	Western Europe	Asia – China and India
Overview	<ol style="list-style-type: none"> Maps, compasses and symbols Four and Six Figure Grid References Fieldwork- The Local Area A contrasting locality- San Francisco (Human Geography) A contrasting locality- San Francisco (Physical Geography) 	<ol style="list-style-type: none"> Settlements Types of Settlements Urban, Rural and Suburban areas Population Density Sites and Situations of Local Settlements 	<ol style="list-style-type: none"> What is a river? Rivers of Europe Rivers of Africa Rivers of Asia Rivers of Australia, South America and North America 	<ol style="list-style-type: none"> Introduction to the South West Coastal areas and erosion Landmarks and tourism Agriculture and climate Change over time 	<ol style="list-style-type: none"> Countries and Settlements in Western Europe Climate of Western Europe Trade in Western Europe France A comparison of London and Paris 	<ol style="list-style-type: none"> Locating India and China Human and Physical Geography of India Rivers of India Human and Physical Geography of China The Great Wall of China
Key Substantive Concepts	Location	Place Space	Interconnection Trade Transport	Climate Change Interconnection	Location Trade Climate	Location Interconnection Diversity
Key Disciplinary Knowledge	Maps - how we know what is located within a place.	Geographers use maps to communicate information.	Geographers study rivers to find out more about what lives in them, how they behave and the impact of human activities on them.	Geographers describe places and look at how people and places are connected.	Diversity	Geographers use what they know from one context in another.

Vocabulary	Eight-point compass Grid reference Symbols Key Human features Physical features	Settlement Urban Suburban Rural Population – dense and sparse Conurbation	River River source Stream Tributaries Estuary Mouth of a river River/drainage basin Watershed Waterway	Coastline The Gulf Stream County Arable Pastoral Area of outstanding natural beauty Moor Tourism	Climate Temperature climate Trade Import Export Agriculture The Alps	Taj Mahal Indus River Indus Valley Civilisation River Ganges Great Wall of China Qin Shi Huangdi
Why this, why now?	<p>Building on children’s understanding of spatial sense from Year 2 where they looked at maps of the school site and the four-point compass, in this unit children learn about the eight-point compass and grid references. At the end of this unit children will use their geographical understanding to compare two locations. Next year, in Year 4, children will return to grid references and also learn about map scale.</p>	<p>This unit introduces settlements. Building on an understanding of local geography, children will learn that settlements are places where people live. They will look back to ancient times when humans were nomadic hunter gatherers and will link to their learning in history about Ancient Egypt and people settling along the Nile to farm. They will begin to reflect on the settlements we have today and why they were first built. Throughout the unit children will look at the link between the geography of a place and its human features. They will learn that rivers were an important resource for travelling and transporting goods in the past and that many cities grew around a river. It is important for children to understand that settlements are located in certain places for a reason and the geography of an area can often reveal why.</p>	<p>This unit builds on children’s understanding and looks closely at rivers. In the previous unit; settlements, children learned that rivers were an important resource for travelling and transporting goods in the past and that many cities grew around a river. In History, children learned about the importance of the River Nile to Ancient Egyptians. In this unit children will develop their understanding of how people interact with the world around them. As the National Curriculum requires, children will be using maps, atlases, globes and digital/computer mapping to locate the rivers, the countries they journey through and to describe their features, particularly their shape and direction of travel. Prior to this unit children will have learned the seven continents and will have been building their knowledge of the world. In this unit children will use atlases to locate continents and countries. They will identify rivers and locate the countries the rivers run through. It is important to check children’s prior knowledge of the continents is secure before teaching this unit.</p>	<p>This unit introduces children to regional geography of the UK. It will be built upon in Year 4 when children study London and the South East, again in Year 4 when children study Northern Ireland and then in Year 5 when children study East Anglia, The Midlands, Yorkshire and Humberside. All of the PKC regional geography units look at some common aspects of location including climate, landscape, rivers, industry and locally relevant landmarks. The units provide regional knowledge and offer opportunities to develop geographical skills through engaging with sketch maps, aerial views, relief maps and Ordnance Survey maps. With the PKC regional UK geography units, if your school is located in a particular region that is studied, please adapt the unit to reflect your local context.</p>	<p>Building on children’s understanding of the seven continents from Year 1, and Northern Europe from Year 2 children will look in more detail at Western Europe. Children will build on this knowledge in Year 4 when they will learn about Mediterranean and Eastern Europe. As children progress through these units of European Geography they will build on their locational understanding and will understand how location and climate are linked. In this unit, children will be taught about trade, a concept that they will return to in forthcoming geography and history units, for example the Anglo-Saxons, Scots and Vikings in Year 3, The British Empire in Year 5 and Globalisation in Year 6. Locational knowledge from this unit will support children’s geographical understanding when they study the Anglo-Saxons, Scots and Vikings in Year 3 and The Rise and Fall of Rome in Year 4.</p>	<p>Throughout the geography curriculum so far, children have studied their local area, UK geography and European geography. They looked briefly at each continent of the world in Year 1. In this unit, they will study Asia: China and India, their first in-depth look at a region outside of Europe. Studying Asia is not specified within the National Curriculum for KS2, it features in KS3. However, we have included this unit to provide foundational knowledge of the world for primary pupils, to offer new contexts within which to apply their learning and to ensure the primary geography curriculum is ambitious and diverse.</p>
Key End Points	<p>To compare and contrast two locations. To use geographical vocabulary to describe a location.</p>	<p>Settlements are where people live. There are four types of settlement: hamlet, village, town and city.</p>	<p>To recognise rivers of the world and how humans are connected to them. To name, locate and describe key rivers in; Europe, Asia,</p>	<p>The South West includes the counties of Gloucestershire, Bristol, Wiltshire, Somerset, Dorset and Devon.</p>	<p>Western Europe has a temperate climate which means it doesn’t get extremely hot or cold. The countries in Western Europe include; France, Germany, the</p>	<p>To know that many of the world’s ancient civilisations started near a river. To know the physical and human features of India.</p>

		Rural areas have low population density. Urban areas have high population density. Large settlements today need good transport links and many services such as schools, shops and restaurants.	North America, South America, Africa.	The coastline is eroding gradually year on year. Tourism is a major industry in the South West. Farming is another major industry in the South West. The Southwest of England is one of the warmest parts of Britain because it is the furthest south and is warmed by the Gulf Stream.	Netherlands, Belgium, Switzerland, Luxembourg and Austria. Countries in Western Europe trade with each other. Paris is the capital of France. France has diverse landscape including sandy beaches, green fields and snowy mountains.	To know the physical and human features of China. To compare India and China
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Year 4	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
	Spatial Sense	Mediterranean Europe	Eastern Europe	UK Geography: Northern Island	UK Geography: London and the South East	Asia – Japan
Overview	<ol style="list-style-type: none"> Globes and The Tropics Scale Grid References Our Local Area Our Local Area – Changes Over Time 	<ol style="list-style-type: none"> Key places in Europe Climate of Mediterranean Europe Food and Farming Landscape Settlements 	<ol style="list-style-type: none"> Key Places in Easter Europe Climate of Eastern Europe Physical Features of Eastern Europe Compare and contrast an Eastern European Country Conflict in Eastern 	<ol style="list-style-type: none"> An Introduction to Northern Ireland Visiting Northern Ireland Northern Ireland, the Republic of Ireland and the partition The Giant’s Causeway The Marble Arch Caves 	<ol style="list-style-type: none"> Introduction to the South East London Canterbury Brighton Dover 	<ol style="list-style-type: none"> .Location of Japan Weather and Climate in Japan Physical features of Japan Architecture in Japan (Human Features) Feudal Japan
Key Substantive Concepts	Location	Place Space Climate Trade	Interconnection Climate Conflict Human geography Physical geography Steppe	Location Landscape	Location Trade Tourism	Place Diversity
Key Disciplinary Knowledge	Maps - how we use them and what information they can give us about locations.	Geographers use maps to communicate information and to represent the world around us.	Geographers are interested in the location of countries and how that impacts their climate, the environment and how the country trades.	Change and interconnection	Change over time	Geographers use what they know from one context in another.
Vocabulary	Lines of latitude Lines of longitude Prime Meridian Tropic of Cancer Tropic of Capricorn	Mediterranean Europe Ecosystem The Gulf Stream The Colosseum Peninsula Inhabit	Balkan countries Baltic countries Cyrillic	Belfast Londonderry Partition Republic Lough Neagh Giant’s Causeway Unionists Nationalists	London Coastline Cliffs Transportation Skyline Pier Tourist Dover	Land of the rising sun Tokyo Kyoto Climate Weather Tsunami Monsoon Samurai Kimono Origami
Why this, why now?	Building on children’s understanding of spatial sense from Year 1/2 where they looked at maps of the school site and the four-point compass and in Year 3 when they	This unit builds upon previous learning from both Year 1/2 and Year 3 when children studied Northern and Western Europe. This unit will look closely at the region	This unit builds on children’s understanding of Europe and looks closely at Eastern Europe. In previous units children have studied Mediterranean Europe Western Europe (Year 3) and	Building on children’s understanding of the United Kingdom, this unit will explore Northern Ireland. Children will use maps of Ireland and Northern Ireland to locate key	This unit builds on previous knowledge of regions of the UK from Year 2 (British Isles) and Year 3 (The South West) and introduces London and the South East of England. Children will	This unit builds upon children’s study of Asia: China and India in Year ¾ cycle A. Studying Asia is not specified within the National Curriculum for KS2, it

	learned about the eight-point compass and grid references, in this unit children will learn about lines of latitude and longitude and revisit the equator and the poles.	known as Mediterranean Europe.	Northern Europe (Year 1/2). In this unit, children will build on their knowledge of Europe and explore Eastern Europe in more depth. They will explore the countries of Eastern Europe and key features such as rivers and climate.	features and locations. In Year 1 children learned to name and locate the countries of the United Kingdom. In Year 5/6, children will learn more about Ireland in the context of the British Empire.	build on this knowledge in Year 5 when they study East Anglia, the Midlands, Yorkshire and Humberside.	features in KS3. However, we have included this unit to provide foundational knowledge of the world for primary pupils, to offer new contexts within which to apply their learning and to ensure the primary geography curriculum is ambitious and diverse.
Key End Points	To describe change over time in a specific location. To use geographical tools and vocabulary to locate places on a map.	Describe and understand key physical and human features of Mediterranean Europe. Mediterranean Europe is located in southern Europe. The Mediterranean climate is warm and dry in the summer, cool and wet in the winter. The warm, dry climate in Mediterranean Europe allows olives to grow. There are several mountain ranges in Mediterranean Europe	Eastern Europe covers a wide area, with many countries, peoples, cities and rivers. Some Eastern European countries are grouped into Balkan or Baltic Countries. Eastern European countries have different languages. Eastern Europe has a continental climate. There are some very long rivers in Eastern Europe, including the Volga and the Daube In 2022 there was conflict between Russia and Ukraine that caused many people to flee their homes in search of safety.	To know some of the geographical features of Northern Ireland: Northern Ireland is one of the countries in the United Kingdom. It is located on the island of Ireland. Belfast is the capital city of Northern Ireland. The Republic of Ireland was partitioned from Northern Ireland in 1922. Giant's Causeway is a landscape of rock columns made from basalt. It was created by an ancient volcanic eruption. Marble Arch Caves were formed by water flowing slowly through rocks and gradually dissolving the stone away.	The South East is an area of England. London is located in the South East of England. The Romans built London as a useful port for trading. Canterbury is a historical place with a rich history. Brighton is a seaside town, popular with tourists. Dover is a town and major ferry port.	To know Japan has diverse human and physical geography Japan is located in the Northern Hemisphere in the continent of Asia. Japan is made up of four main islands and many smaller islands. Japan has a varied climate, influenced by air masses from the continent and from the ocean. Japan has many cities, including Tokyo and Kyoto. In the past, Japan had a feudal system.

Year 5	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
	Spatial Sense	Mountains	UK Geography: East Anglia, The Midlands, Yorkshire and Humberside	Australia	New Zealand and the South Pacific	Local Study
Overview	<ol style="list-style-type: none"> Maps: dividing the world into sections. Eastern and Western hemispheres Maps: using co-ordinates to locate places. Maps: drawn to different scales. Relief maps 	<ol style="list-style-type: none"> Mountains The Alps The High Peaks of the Himalayas American Mountains African Mountains 	<ol style="list-style-type: none"> East Anglia – Physical Geography East Anglia- Land Use The Midlands – Settlements Yorkshire and Humberside – Physical Geography Yorkshire and Humberside – Human Geography 	<ol style="list-style-type: none"> Australia- location and physical geography The history of Australia Settlements Climate Biodiversity 	<ol style="list-style-type: none"> New Zealand and the South Pacific- location and physical geography The history of New Zealand- The Maori Earthquakes Climate South Pacific Islands 	<ol style="list-style-type: none"> Geography of the local area Sketch Maps (Fieldwork) Local Issues Data Collection (Fieldwork) Graphing data
Key Substantive Concepts	Place Space	Location Landforms Interconnection	Interconnection Landscape	Location Biodiversity	Location Tradition Environmental Change	Location Fieldwork
Key Disciplinary Knowledge	This unit focuses on cartography and how maps give us information about the world around us.	This unit focuses on geographers and how they study landforms.	Geographers look at the human and physical geography of regions of the world.	Interconnection and diversity.	Change over time.	Why and how geographers collect data and what they do with it once they've collected it.
Vocabulary	Prime meridian line Lines of longitude Lined of latitude Co-ordinates Easter Hemisphere Western Hemisphere Relief Maps	Peak Range Erosion Topography Plate boundary Machu Picchu Mount Kilimanjaro	Industry Arable farming Pastoral farming Mining National Park Viaduct Valley Relief map Population Topography	Aboriginal People Colony Settler The Commonwealth Biome Uluru	Maori Earthquake Tectonic Plates Industry	Sketch map Graph Analyse Data Local councillor Fieldwork Resident
Why this, why now?	This unit builds on all of the previous spatial sense units as children learn and remember more over time. In Year 2 children looked at maps of the school site and the four-point compass, in Year 3 they learned about the eight-point compass and grid references. In Year 4 children learned about lines of latitude and longitude and revisited the equator and the poles. They practiced using grid references and learned how to read and use map scale. Children then used their geographical understanding to look at change over time in their local area. The Spatial Sense units in Year 5 and 6 are	Building on children's understanding of natural landforms, children will study mountains in depth in this unit. This unit will build on prior knowledge from studying Rivers in Year 3, the Seven Continents in Year 1 and ongoing locational knowledge from units such as Western Europe in 3. Children identified the Alps in Year 3 Mediterranean Europe and learned about the Ural Mountains in Year 4 Eastern Europe. This unit will provide some foundational knowledge for forthcoming units such as North and South America and Africa in Year 6.	This unit builds on children's understanding of UK geography and looks closely at the following regions of England; East Anglia, The Midlands, Yorkshire and Humberside. In previous units children have studied the UK and the British Isles in KS1, the South West of England in Year 3, Northern Ireland, London and the South East in Year 4. In Year 6 children will study a unit on British Geographical Issues which will build on their knowledge of the regions of the UK as they learn about national issues. As required by the National Curriculum, children will use maps and atlases to locate countries and features of	Building on children's understanding of the seven continents from Year 1 and subsequent world geography including studies of Europe and Asia, in this unit children will study the human and physical geography of Australia. Later they will study North and South America and Africa.	This unit contributes to children's overall understanding of world geography through the study of New Zealand and the islands of the South Pacific Ocean. Previously children have studied India and China in Year 3, Japan in Year 4, and Australia in Year 5, this unit builds on that knowledge. Children will learn about the physical geography of New Zealand and plate tectonics theory. This is not required National Curriculum content, however learning about it will help children to understand why New Zealand experiences earthquakes. They will return to this widely accepted theory in Year 6 when they study South America. In this unit children	This unit builds on children's understanding of mapping, fieldwork and data. Children will look at maps of the local area, will sketch maps using their knowledge of the local area and will collect and analyse data. Throughout this unit, children will reflect upon the importance of data to geographers, how they collect, analyse and present their data and what data can tell us about the world around us. This unit builds on knowledge of the local area that children have developed in KS1 and in KS2. It builds on map drawing skills taught in the spatial

	a culmination of previous learning.		the regions they are studying. They will use relief maps and topographical maps, population data and will look at climate data too.		look at the issue of sea levels rising and consider the impact on low lying islands such as those in the South Pacific. Children will learn about the Māori; the race of people who have lived in New Zealand and the Cook Islands since before the arrival of Europeans, descended from Polynesian voyagers. Understanding this will support children's understanding of migration, a concept that has been woven into the curriculum from Year 2 onwards.	sense units previously taught. Data gathering, analysis and graphing are skills that children will have developed in mathematics and in this unit they will apply them to a geographical context. Studying locally relevant issues will support children's learning in Year 6 when they study geographical issues in the UK such as litter, air pollution, waste and climate change.
Key End Points	<p>To be able to read and understand how to use a range of maps.</p> <p>To understand that cartographers draw imaginary lines to divide the world into sections. Lines of latitude are parallel to the equator running from east to west. Lines of longitude run from north to south.</p> <p>To know there are four hemispheres. The Equator divides the Southern and Northern hemispheres, and the Prime Meridian divides the Eastern and Western hemispheres.</p> <p>To use coordinates to locate places on a map.</p> <p>To use map scale and understand it is the proportion between the distance on a map and the actual distance on the earth's surface.</p> <p>To interpret a relief map and know that it shows the height of land.</p>	<p>To know that a mountain is a large landform that rises above surrounding land.</p> <p>To know that the Alps are the largest mountain range in Western Europe.</p> <p>To know that the Himalayas are the largest mountain range in the world and that Mount Everest, in the Himalayas, is the world's tallest mountain (above sea level)</p> <p>To know there are three main mountain ranges in North and South America: The Andes in South America, and the Rockies and Appalachians in North America.</p> <p>To know that Kilimanjaro in Africa is notable, not only for its height, but for the fact that it stands alone and is not part of a mountain range.</p>	<p>East Anglia is a region of the UK that is very flat. The marshland in East Anglia was drained leaving fertile land to grow crops and today East Anglia is known as 'breadbasket of Britain'.</p> <p>The Midlands is an area with many businesses in towns and cities, and also rural areas. Birmingham is a large city in the Midlands.</p> <p>Yorkshire is a large area to the North of England. The Yorkshire Dales have high hills, steep valleys and fast flowing rivers. The Ribbleshead Viaduct and the Humber Bridge are two ways in which people have changed the landscape in Yorkshire and Humberside.</p>	<p>Australia is a large country and is very diverse.</p> <p>After Captain James Cook sailed to Australia, the British claimed land and set up prison colonies. Australia's biodiversity is under threat from invasive species, climate change and urbanisation.</p>	<p>New Zealand is located in the South Pacific Ocean.</p> <p>New Zealand has volcanoes, geysers and can experience earthquakes.</p> <p>Scientists think Maori people came from Polynesia to New Zealand around 700 years ago.</p> <p>New Zealand has a temperate climate with lots of rainfall and sunshine.</p> <p>Melanesia, Micronesia and Polynesia are groups of islands in the Pacific Ocean.</p>	<p>To use my knowledge from fieldwork to explain an important local issue.</p> <p>To understand that geographers think about problems in local areas and suggest ways they can be solved.</p> <p>To know a graph is a mathematical drawing that shows information using lines, shapes and colours.</p>

Year 6	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
	Spatial Sense	British Geographical Issues	North America	South America	Africa	Globalisation
Overview	<ol style="list-style-type: none"> Latitude and Longitude The Arctic and Antarctic Circles Time Zones Map Projection Maps of the World 	<ol style="list-style-type: none"> Air Pollution Climate Change Waste Litter Local context 	<ol style="list-style-type: none"> The Countries of North America Environmental Regions of North America Rivers in North America 	<ol style="list-style-type: none"> An introduction to South America Past civilisations and empires The Andes Mountains and the Atacama Desert 	<ol style="list-style-type: none"> The Continent of Africa Past civilisations and empires – Mansa Musa The Sahara Desert and Desertification Food Security 	<ol style="list-style-type: none"> What is globalisation? Economic Globalisation Political Globalisation

			4. Cities in North America Comparison of The UK and a region of North America	3. Brazil (Agriculture and Industry) 4. The Amazon Rainforest	5. Kenya	4. Social Globalisation 5. Globalisation; a global force for good?
Key Substantive Concepts	Place Space	Sustainability Climate change	Interconnection Landscape	Location Biodiversity	Changes over time Trade	Interconnection Inequality
Key Disciplinary Knowledge	How geographers use maps to explain the world around us.	Geographers use maps and data to communicate issues that are important to our understanding of the environment.	Geographers look at the human and physical geography of regions of the world and communicate their knowledge to help us understand the world around us.	Geographers look at interconnection and diversity to inform their understanding.	Geographers look at the human and physical geography of regions of the world and communicate their knowledge to help us understand the world around us.	How geographers use data from around the world to inform their understanding.
Vocabulary	Axis The Poles Time Zone Map Projection	Air pollution Climate change Water Litter Synthetic Particles DEFRA WHO	North America United States of America State Mississippi River Biome Urbanisation	Pangea Rainforest Subduction zone Plateau Altitude Deforestation Biodiversity	Homo sapiens Commodity Agriculture Desert Desertification Biodiversity Food insecurity Colonialism	Globalisation Interaction Integration Social Economic Political Culture Investment Exploit Trade
Why this, why now?	This unit builds on all of the previous spatial sense units as children learn and remember more over time. In Year 1/2 children looked at maps of the school site and the four-point compass, in Year 3/4 they learned about the eight-point compass and grid references. They learned about lines of latitude and longitude and revisited the equator and the poles. They practiced using grid references and learned how to read and use map scale. Children then used their geographical understanding to look at change over time in their local area.	This unit brings together all of the previous knowledge of the UK that children have accumulated over their journey through the curriculum. This unit builds on knowledge of the regions of the UK, their geographical features and changes that may have taken place over time.	This unit builds on children's understanding of world geography and focuses on the continent of North America. Children have already studied Europe in depth, studied two units on Asia, and in Year 5, studied Australia and the South Pacific. Following this unit, children will study South America, Africa and finally a unit that builds on all of their previous knowledge in Geography; Globalisation.	Building on children's understanding of the seven continents from Key Stage One and subsequent world geography including studies of Europe, Australia, Asia and North America, in this unit children will study the human and physical geography of South America.	This unit goes beyond National Curriculum requirements as Africa features more specifically later in the National Curriculum in KS3. This unit has been written to ensure that primary pupils leave KS2 with some understanding of African Geography that will prepare them for their future learning. In this unit, pupils will be introduced to the African continent and will begin by looking at the diversity of the continent, preventing any misconceptions occurring about Africa being a homogenous place. Pupils will have some knowledge of African Geography from our unit on the Transatlantic Slave Trade in Year 5 History.	This is the final geography unit in our Primary Knowledge Curriculum. It has been designed to draw upon substantive and discipline knowledge from across the geography curriculum. Prior to studying this unit, pupils will have established knowledge and understanding of global interactions, for example how countries trade with one another. This knowledge will help them to understand the global processes and interactions described in this unit. Studying the impact of globalisation on economics, politics and on culture, encourages pupils to think beyond the important foundational work of identifying the locations of places.

<p>Key End Points</p>	<p>To be able to read and understand how to use a range of maps. Maps can help us to understand data about people, places and the environment. Within a time zone, people observe the same time as it is convenient for business, trade and communications. Quality of life and standards of living differ across the globe.</p>	<p>To know that the air in many UK cities contains pollution that is harmful to people, plants and animals. To know that climate change causes more frequent and severe flooding in the UK. To know that in UK we produce millions of tonnes of waste every year from our homes, businesses and industry, managing this waste is a challenge. To understand that litter is waste left in open, public spaces. It can cause environmental damage.</p>	<p>The North American continent spreads from close to the North Pole, south towards the equator. Rivers stretch across the continent providing a source of water and also transport links. Many of North America's major rivers have been affected by human actions. Many people live in large cities in North America, this presents challenges.</p>	<p>To explain human and physical features of South America. Identify countries in South America. Identify the Andes Mountains Explain the significance of Machu Picchu. Describe the challenges caused by human interaction with the Amazon Rainforest.</p>		<p>To know that globalisation is the process of interaction and integration among people, companies and governments worldwide, and that this process has changed the world. Globalisation is a process of interaction among people around the world. Global trade has seen companies move production to the locations where products can be produced cheaply. Advantages of globalisation in some cases can include global sharing of information, exchange of ideas, economic development. Disadvantages of globalisation in some cases can include; job losses, low wages, unsafe working practices, environmental damage. The challenge for people around the world is to ensure the process of globalisation is fair for all.</p>
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