

**Knowledge Organisers for the priority subject for each concept to be issued 2-3 weeks before the learning block is taught.**

Metacognition: Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem-solving.

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The National Curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. This knowledge and skills organiser for geography demonstrates the progression through the year groups. It includes regular opportunities to revisit prior learning and build upon this.

Art and Design	Term		Term		Term	
EYFS	3-4 years		Reception		Early Learning Goal (ELG)	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<b>Understanding the world</b> <ul style="list-style-type: none"> <li>▪ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>		<b>Understanding the world</b> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>		<b>Understanding the world</b> <b>People, culture and communities</b> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul>	

					<p><b>The natural world</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	
Skill Progression	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>		<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> </ul>		<p><b>Understanding the world</b> <b>People, culture and communities</b></p> <ul style="list-style-type: none"> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul>	
Meta Cognition						
<b>Year 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Concept	<b>Rebellion and Invasion</b>	<b>Natural elements</b>	<b>Civilisation</b>	<b>Environmental</b>	<b>Discoveries</b>	<b>Culture</b>
Knowledge		<p><b>Locational Knowledge:</b> Continents and Oceans</p> <p>What are the names of the continents and oceans of the world? Where are they? How can we recognise them? What are continents and oceans? What is a globe? What is a map? What is an atlas? What is an aerial view / satellite image? What are the four compass directions? Where is the Equator?</p>		<p><b>Human and Physical / Skills and Fieldwork:</b> Woodlands (Focus – UK)</p> <p>What is a woodland? What are the physical features of a woodland? (trees, grass, wild flowers, paths, clearings, streams, ponds, gates, fences, canopy, undergrowth, banks, ditches, hedges, ride, glade, scallop) What types of trees can you find in a woodland? What are ancient woodlands? (existed since at least AD1600 and have complex communities of</p>		<p><b>Human and Physical:</b> Rivers, Seas and Oceans (Revisit learning from Year 1: Autumn 2 – Natural Elements Learning Concept - Continents and Oceans)</p> <p>What is the difference between a sea and an ocean? How much of the Earth is covered by water? Which seas surround the UK? How are waves formed and how do they move? (Art Link)</p>

		<p>Where are the North and South Poles? Where are the hot and cold climates? Do all places have seasons? How can we travel to different places? What is the weather / climate like in different parts of the World? What would it be like to live in different parts of the world? How does this compare to living in our locality?</p> <p>Opportunities for Cross Curricular Writing -</p> <ul style="list-style-type: none"> <li>▪ Map labels and captions</li> <li>▪ Continent Fact Files / NF Reports (C.)</li> <li>▪ Weather reports</li> </ul> <p>Diversity – What is life like for different children around the world in different countries and continents? (SMSC link)</p>		<p>plants and animals which need protection) How does a woodland area compare to a forest? Where are woodlands located in the UK? Are there any woodland areas near us? What habitats are within the woodland environment? What plants and animals (including minibeasts) can be found in these woodland habitats? What food chains can be found within a woodland? How do woodland areas change throughout the seasons? (Science link) Why do these changes take place? (weather / temperature changes, deciduous trees) What have humans use woodland areas for? (fuel, food and shelter - producing charcoal, fencing, construction materials, mining pits, ore roasting, wood fuel, livestock grazing, leisure) How are woodlands managed and why? (grazing, thinning, clearing / felling, coppicing and pollarding)</p>		<p>What is a storm? What impact can it have on the coastline? Why do we have light houses? Where are they located? Which ones are near to us? What are the features of a coastline? (beach, cliff etc) What are the features of a river estuary? What the feature of a beach? What beaches do we have near us?</p> <p>What the five oceans of the world and where are they? What are ocean habitats like? (Science link) What is special about the Atlantic Ocean? What is special about the Pacific Ocean (and the Great Barrier Reef)?</p> <p>Opportunities for Cross Curricular Writing -</p> <ul style="list-style-type: none"> <li>▪ Notes on Rivers, Seas and Oceans</li> <li>▪ Water Cycle Labels and Captions (Explanation?)</li> <li>▪ Persuasive Letter (Pollution)</li> </ul> <p>Aquarium Visit Recount</p>
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				<p>How can we map a woodland? (picture maps, labels, keys and symbols) What are the compass directions?</p> <p>Opportunities for Cross Curricular Writing -</p> <ul style="list-style-type: none"> <li>▪ Character thought / speech bubbles (C.?!)</li> <li>▪ Setting descriptions (adjectives)</li> <li>▪ Seasonal Changes</li> <li>▪ Map / Woodland Walk Instructions</li> </ul> <p>Diversity – How does it compare for those living in rural and urban areas?</p>	
Skill Progression		<p><b>Locational Knowledge:</b> Name and locate the world's seven continents and five oceans.</p> <ul style="list-style-type: none"> <li>▪ <i>Can name and locate the seven continents and five oceans on a globe or atlas.</i></li> </ul> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> <li>▪ <i>Can name and locate the Equator</i></li> </ul>		<p><b>Geographical Knowledge:</b> Identify seasonal and daily weather patterns in the United Kingdom.</p> <p><b>Geographical Understanding:</b> <b>Human Themes</b> - Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p><b>Locational Knowledge:</b> Name and locate the world's seven continents and five oceans.</p> <ul style="list-style-type: none"> <li>▪ <i>Can name and locate the seven continents and five oceans on a globe or atlas.</i></li> </ul> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> <li>▪ <i>Can identify and locate the four</i></li> </ul>

		<p><i>and the North and south Poles on a globe or atlas (and state which areas are hot and cold).</i></p> <p><b>Geographical Understanding:</b></p> <p><b>Human Themes</b> - Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <ul style="list-style-type: none"> <li>▪ <i>Can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.</i></li> </ul> <p><b>Physical Themes:</b> 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.</p>		<ul style="list-style-type: none"> <li>▪ <i>Can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.</i></li> </ul> <p><b>Physical Themes</b> – 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.</p> <ul style="list-style-type: none"> <li>▪ <i>Can recognise a natural environment and describe it using key vocabulary.</i></li> </ul> <p><b>Geographical Skills and Fieldwork:</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical</p>		<p><i>countries of the United Kingdom and name their capital cities.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Can name and locate the seas surrounding the UK on a globe or atlas.</i></li> </ul> <p><b>Geographical Understanding:</b></p> <p><b>Human Themes</b> - Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <ul style="list-style-type: none"> <li>▪ <i>Can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.</i></li> </ul> <p><b>Physical Themes:</b> Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill,</p>
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		<ul style="list-style-type: none"> <li>Can recognise a natural environment and describe it using key vocabulary.</li> </ul> <p><b>Geographical Skills and Fieldwork:</b> 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.</p>		<p>features of its surrounding environment.</p> <p>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.</p> <p>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.</p>		<p>mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <ul style="list-style-type: none"> <li>Can recognise a natural environment and describe it using key vocabulary.</li> </ul> <p><b>Geographical Skills and Fieldwork:</b> 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.</p>
Meta Cognition						
<b>Year 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Concept	<b>Rebellion and Invasion</b>	<b>Natural elements</b>	<b>Civilisation</b>	<b>Environmental</b>	<b>Discoveries</b>	<b>Culture</b>
Knowledge		<p><b>Place Knowledge:</b> Galapagos Islands (Revisit learning from Year 1: Autumn 2 – Natural Elements Learning Concept - Continents and Oceans)</p>		<p><b>Human and Physical:</b> Jungle Safari (Focus: Asia - India?) (Revisit learning from Year 1: Spring 2 – Environmental Learning Concept - Woodlands)</p>		<p><b>Human and Physical / Skills and Fieldwork:</b> Seaside Towns (Revisit learning from Year 1: Summer 2 - Culture Learning Concept – Rivers, Seas and Oceans)</p>

		<p><i>What are the Galapagos Islands?</i> <i>When were they visited (1835) and by who (Charles Darwin)?</i> <i>Where are the Galapagos Islands?</i> <i>What ocean surrounds the Galapagos Islands?</i> <i>What is the weather / climate like?</i> <i>What wildlife live on the islands?</i> <i>How has the wildlife adapted to their habitat?</i></p> <p>Opportunities for Cross Curricular Writing -</p> <ul style="list-style-type: none"> <li>▪ Create plant and animal field notes in style of Charles Darwin</li> <li>▪ Non-fiction Animal Reports</li> </ul>		<p><i>What is a jungle?</i> <i>What are the physical features of a jungle?</i> <i>Where are jungles located? (Focus on X? jungle)</i> <i>How close / far away are they from the UK?</i> <i>What are the</i> <i>What is the jungle climate like?</i> <i>What wildlife can be found in the jungle?</i> <i>Who lives in the jungle?</i> <i>How are jungles similar and different to the UK? (Compare to woodlands studied in Y1)</i></p> <p>Opportunities for Cross Curricular Writing -</p> <ul style="list-style-type: none"> <li>▪</li> </ul>		<p><i>What are the main human and physical features of the seaside?</i> <i>What can we observe on aerial photographs of seaside locations?</i> <i>What are the 4 countries and capital cities of the UK?</i> <i>What are the main British islands?</i> <i>Where are the seaside resorts located?</i> <i>Where is St. Ives?</i> <i>What is it like there?</i> <i>What were seaside holidays like in the past?</i> <i>How do they compare to seaside holidays today?</i></p> <p>Opportunities for Cross Curricular Writing -</p> <ul style="list-style-type: none"> <li>▪</li> </ul>
Skill Progression		<p><b>Place Knowledge:</b> 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</p> <p><b>Locational Knowledge:</b></p>		<p><b>Place Knowledge:</b> 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</p>		<p><b>Geographical Understanding:</b> <b>Human Themes</b> - Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <ul style="list-style-type: none"> <li>▪ Can identify a range of human</li> </ul>



		<p>Name and locate the world's seven continents and five oceans.</p> <ul style="list-style-type: none"> <li>Can name and locate the seven continents and five oceans on a globe or atlas.</li> </ul> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Geographical Understanding:</b> <b>Physical Themes</b> – 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.</p> <ul style="list-style-type: none"> <li>Can recognise a natural environment and describe it using key vocabulary.</li> </ul> <p><b>Geographical Skills and Fieldwork:</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</p>		<p><b>Locational Knowledge:</b> Name and locate the world's seven continents and five oceans.</p> <ul style="list-style-type: none"> <li>Can name and locate the seven continents and five oceans on a globe or atlas.</li> </ul> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Geographical Understanding:</b> <b>Physical Themes</b> – 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.</p> <ul style="list-style-type: none"> <li>Can recognise a natural environment and describe it using key vocabulary.</li> </ul> <p><b>Geographical Skills and Fieldwork:</b></p>		<p><i>environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.</i></p> <p><b>Physical Themes</b> – 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.</p> <ul style="list-style-type: none"> <li>Can recognise a natural environment and describe it using key vocabulary.</li> </ul> <p><b>Geographical Skills and Fieldwork:</b> 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.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</p>
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		continents and oceans studied at this key stage.		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.		features; devise a simple map; and use and construct basic symbols in a key.
Meta Cognition						
<b>Year 3</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Concept	<b>Rebellion and Invasion</b>	<b>Natural elements</b>	<b>Civilisation</b>	<b>Environmental</b>	<b>Discoveries</b>	<b>Culture</b>
Knowledge		<p><b>Place Knowledge / Skills / Fieldwork:</b> Where things are grown? - (Europe - France) (Revisit learning from Year 1: Autumn 2 – Natural Elements Learning Concept – Continents and Oceans)</p> <p>Where does our food come from? Where are things grown? Can you locate the seas and oceans on a map? Can you use a grid reference? Can you locate the tropics? Can you identify where our food comes from? How does climate affect agriculture? Can you draw a map? Can you use map symbols?</p>		<p><b>Human and Physical Geography:</b> Earthquakes and Volcanoes</p> <p>What are tectonic plates? What processes happen at tectonic plate boundaries? How are volcanoes formed? How do they affect people's lives? What causes earthquakes? How are they measured? How do different countries respond to earthquakes? Why is damage and loss of life lower in higher income countries? Why do people live in high-risk areas?</p>		<p><b>Locational Knowledge:</b> Rainforests (Focus: South America – Amazon – Brazil) (Revisit learning from Year 2: Spring 2 -Environmental Learning Concept – Jungle Safari)</p> <p>Where are the world's rainforests located? What are rainforest climates like? What are the layers of the rainforest? What is life like in the rainforest? Where is the Amazon rainforest? What are the main problems rainforest face? What is deforestation?</p>

		<p><b>Opportunities for Cross Curricular Writing –</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul>		<p>(Diversity - comparison between High and Low Income Countries: New Zealand and Haiti)</p> <p><b>Opportunities for Cross Curricular Writing –</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul>		<p><i>How can we protect the rainforests?</i></p> <p>(Diversity – effect of deforestation on Native Communities – influence of Western Countries</p> <p><b>Opportunities for Cross Curricular Writing –</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul>
Skill Progression		<p><b>Geographical Knowledge: The World and Continents -</b> Locate the world's countries, focusing on Europe and North and South America.</p> <ul style="list-style-type: none"> <li>▪ <i>Can locate some countries in Europe on a map or atlas.</i></li> <li>▪ <i>Can describe some European cities using an atlas.</i></li> </ul> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime / Greenwich Meridian and time zones (including day and night).</p> <ul style="list-style-type: none"> <li>▪ <i>Can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and</i></li> </ul>		<p><b>Geographical Understanding: Physical Themes –</b> Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle.</p> <ul style="list-style-type: none"> <li>▪ <i>Can use simple geographical vocabulary to describe significant physical features and talk about how they change. (Focus on earthquakes and volcanoes)</i></li> </ul> <p><b>Geographical Understanding Places and Connections -</b> Establish an</p>		<p><b>Geographical Knowledge: The World and Continents -</b> Locate the world's countries focusing on Europe and North and South America.</p> <ul style="list-style-type: none"> <li>▪ <i>Can locate some countries in North and South America on a map or atlas.</i></li> </ul> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime / Greenwich Meridian and time zones (including day and night).</p> <ul style="list-style-type: none"> <li>▪ <i>Can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern</i></li> </ul>

		<p><i>Southern Hemisphere: they can locate the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles.</i></p> <p><b>Geographical Skills / Enquiry:</b> <b>Map and Atlas Work</b> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> <li>▪ <i>Can use a map or atlas to locate some countries and cities in Europe.</i></li> <li>▪ <i>Can use an atlas to describe where the UK is located, and name and locate its four countries and locate where they live in the UK.</i></li> </ul> <p><i>Use symbols and key (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Can use a simple letter and number grid.</i></li> <li>▪ <i>Can give direction instructions up to four compass points.</i></li> </ul>		<p>understanding of the interaction between physical and human processes.</p> <ul style="list-style-type: none"> <li>▪ <i>Can describe how some physical processes can cause hazards to people.</i></li> <li>▪ <i>Can describe some advantages and disadvantages of living in hazard-prone areas.</i></li> </ul> <p>(Also continue and extend Map and Atlas work from Autumn Term – with a focus of other parts of the world in relation to volcanoes and earthquakes).</p>		<p><i>Hemisphere: they can locate the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles.</i></p> <p><b>Geographical Understanding:</b> <b>Physical Themes</b> – Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. <i>Can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.</i></p>
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Meta Cognition						
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge		<p><b>Local knowledge/ Fieldwork Skills:</b> Comparison of Water Sources – Exeter / Plymouth (Focus on Trade)  <b>(Revisit learning from Year 2: Summer 2 - Culture Learning Concept – Seaside Towns)</b></p> <p><i>What are the main uses of the Exeter / Plymouth Harbour?</i>  <i>Why do you think Plymouth has been a historically important harbour?</i>  <i>What are the available careers for people near Plymouth / Exeter harbours?</i>  <i>Which water systems run in to the sea at Plymouth and Exeter?</i></p> <p><b>Opportunities for Cross Curricular Writing -</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul>		<p><b>Human and Physical; Geographical Skills / Fieldwork:</b> Water in Launceston / Changes and their effect on the environment  <b>(Revisit learning from Year 4: Autumn 2 – Natural Elements Learning Concept – Water)</b></p> <p><i>How and why has Launceston changed in the last 100 years?</i>  <i>What are the similarities and differences between Launceston throughout the years?</i>  <i>Would you prefer to live in modern Launceston or the Launceston from 100 years ago?</i>  <i>Do you think all places in the UK have changed over the years?</i>  <i>What are the human and physical features of Launceston?</i></p>		<p><b>Human and Physical Geography; Place Knowledge:</b> Types of Settlement (Focus – UK / Europe)  <b>(Revisit learning from Year 4: Spring 2 – Environmental Learning Concept – Launceston)</b></p> <p><i>What is a settlement?</i>  <i>What are the main features of a settlement?</i>  <i>What makes a settlement successful?</i>  <i>What types of settlements are there?</i>  <i>(How do they compare to Launceston?)</i>  <i>When were the settlements built and by who?</i>  <i>What are the similarities and differences between land use in different places?</i>  <i>What are the similarities and differences between some regions in the UK and Europe?</i>  <i>How are the human and physical characteristics of one region in Europe</i></p>

				<p><i>What is different about them?</i> <i>How have both the physical and human features changed?</i> <i>How have these changes had an impact on the environment?</i> <i>How can we improve the environment in Launceston further?</i></p> <p>Opportunities for Cross Curricular Writing -</p> <ul style="list-style-type: none"> <li>▪</li> </ul>		<p><i>connected and make it special?</i> <i>What physical processes can cause hazards to people? (Including flooding)</i> <i>What are the advantages / disadvantages of living in hazard-prone area?</i></p> <p>Opportunities for Cross Curricular Writing -</p> <ul style="list-style-type: none"> <li>▪</li> </ul>
Skill Progression		<p><b>Geographical Understanding:</b> <b>Physical Themes</b> – Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle.</p> <ul style="list-style-type: none"> <li>▪ <i>Can use simple geographical vocabulary to describe significant physical features and talk about how they change.</i></li> <li>▪ <i>Can describe a river and mountain environment in the UK, using appropriate vocabulary.</i></li> </ul>		<p><b>Geographical Knowledge:</b> <b>The UK and Local Area</b> - Name and locate countries, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</p> <ul style="list-style-type: none"> <li>▪ <i>Can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational</i></li> </ul>		<p><b>Geographical Understanding:</b> <b>Human Themes</b> – Describe and understand the key aspects of human geography, including settlement and land use.</p> <ul style="list-style-type: none"> <li>▪ <i>Can identify and sequence a range of settlements from village to city.</i></li> <li>▪ <i>Can describe the characteristics of settlements with different functions, e.g. coastal towns.</i></li> <li>▪ <i>Can use appropriate vocabulary to describe the main land uses within</i></li> </ul>

		<ul style="list-style-type: none"> <li>▪ <i>Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</i></li> </ul> <p><b>Geographical Skills:</b> <b>Fieldwork and Investigation -</b> Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> <li>▪ <i>Can make a map of a short route with features in the correct order and in the correct places.</i></li> <li>▪ <i>Can make a simple scale plan of a room.</i></li> <li>▪ <i>Can present information gathered in fieldwork using simple graphs.</i></li> <li>▪ <i>Can use the zoom function of a digital map to locate places.</i></li> <li>▪ <i>Identify key features of a view; annotate the sketch with explanation labels adding location and direction to sketch.</i></li> </ul>		<p><i>terminology (north, south, east and west) and the names of nearby countries.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Can locate and describe some human and physical characteristics of the UK.</i></li> </ul> <p><b>Geographical Understanding:</b> <b>Understanding Places and Connections –</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <ul style="list-style-type: none"> <li>▪ <i>Can understand the physical and human geography of the UK and its contrasting human and physical environments.</i></li> <li>▪ <i>Can explain why some regions are different from others.</i></li> </ul>		<p><i>urban areas and identify they key characteristics of rural areas.</i></p> <p><b>Geographical Understanding:</b> <b>Understanding Places and Connections –</b> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.</p> <ul style="list-style-type: none"> <li>▪ <i>Can describe and compare similarities and differences between some regions in Europe.</i></li> <li>▪ <i>Can understand how the human and physical characteristics of one region in Europe are connected and make it special.</i></li> </ul> <p>Establish an understanding of the interaction between</p>
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		<ul style="list-style-type: none"> <li>▪ <i>Use technology to provide evidence for investigations and describe what is seen.</i></li> <li>▪ <i>Locate a photo on a map and annotate the photo.</i></li> </ul> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <ul style="list-style-type: none"> <li>▪ <i>Can carry out fieldwork, with others, in the local area selecting appropriate techniques suggested.</i></li> <li>▪ <i>Ask and respond to questions offering their own ideas.</i></li> <li>▪ <i>Collect and record evidence from fieldwork.</i></li> <li>▪ <i>Analyse evidence and draw conclusions e.g. make comparison between two locations such as temperatures in different locations.</i></li> <li>▪ <i>Use every day associated standard and non-standard units and</i></li> </ul>		<p><b>Geographical Skills / Enquiry:</b> <b>Map and Atlas Work</b> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> <li>▪ <i>Can use an atlas to describe where the UK is located, and name and locate its four countries and locate where they live in the UK.</i></li> </ul> <p>Use Symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <ul style="list-style-type: none"> <li>▪ <i>Can use four-figure grid references.</i></li> <li>▪ <i>Can give directions to eight compass points.</i></li> <li>▪ <i>Can use large-scale maps outside.</i></li> <li>▪ <i>Make a map of a short route in a simple scale drawing. Use</i></li> </ul>		<p>physical and human processes.</p> <ul style="list-style-type: none"> <li>▪ <i>Can understand how physical processes can cause hazards to people.</i></li> <li>▪ <i>Can describe some advantages and disadvantages of living in hazard-prone areas.</i></li> </ul> <p><b>Geographical Skills / Enquiry:</b> <b>Map and Atlas Work</b> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> <li>▪ <i>Can use a map or atlas to locate some countries and cities in Europe.</i></li> <li>▪ <i>Can use an atlas to locate the UK and locate some major urban areas and locate where they live in the UK.</i></li> </ul>
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		<i>begin to organise recordings.</i>		<p><i>standard keys in a map. View.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Draw a sketch map from a high view.</i></li> <li>▪ <i>Begin to identify points on maps.</i></li> <li>▪ <i>Begin to identify features on aerial / oblique photographs.</i></li> </ul>		
Meta Cognition						
<b>Year 5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Concept	<b>Rebellion and Invasion</b>	<b>Natural elements</b>	<b>Civilisation</b>	<b>Environmental</b>	<b>Discoveries</b>	<b>Culture</b>
Knowledge		<p><b>Human and Physical Geography:</b> Carbon Footprint  <i>Can you list the resources a settlement needs to thrive?</i>  <i>Can you list methods of power generation in the UK?</i>  <i>Can you name some of the renewable methods of power in the UK?</i>  <i>Can you explain why foods are imported and exported?</i>  <i>Can you think of ways to reduce wastage, including water, electricity and general waste? Do you know where your food comes from?</i>  <i>Do you know its carbon footprint?</i></p>		<p><b>Place Knowledge / Maps skills / field work:</b>            Cornwall (Residential)            (Revisit learning from Year 4: Spring 2 – Environmental Learning Concept – Launceston)            Link to Year 2 Spring 1 – History: Launceston</p> <p>Opportunities for Cross Curricular Writing -</p>		<p><b>Place Knowledge / Locational Knowledge:</b>            North / South and Central America (including Time Zones)            (Revisit learning from Year 3: Summer 2 - Culture Learning Concept - Rainforests)</p> <p>Opportunities for Cross Curricular Writing -</p> <ul style="list-style-type: none"> <li>▪</li> </ul>

		<p><i>Can you explain how little changes can lead to big impact?</i></p> <p><i>Can you name areas of the world most affected by food shortages?</i></p> <p>Opportunities for Cross Curricular Writing -</p>				
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<p>Skill Progression</p>		<p><b>Geographical Understanding:</b> <b>Human themes</b> - Describe and understand key aspects of human geography including economic activity and trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <ul style="list-style-type: none"> <li>▪ <i>Can understand that products we use are imported as well as locally produced.</i></li> <li>▪ <i>Can explain how the types of industry in the area have changed over time.</i></li> <li>▪ <i>Can understand where our energy and natural resources come from.</i></li> </ul> <p><b>Geographical Understanding:</b> <b>Physical Themes</b> – Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p> <ul style="list-style-type: none"> <li>▪ <i>Can understand how climate and vegetation are connected in biomes, e.g. the</i></li> </ul>		<p><b>Geographical Knowledge: UK and Local Area</b> - Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>▪ <i>Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some have changed over time.</i></li> <li>▪ <i>Can recognise broad land-use patterns of the UK.</i></li> </ul> <p><b>Geographical Understanding: Understanding Places and Connections</b> – Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.</p>		<p><b>Geographical Knowledge: The World and Continents</b> - Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <ul style="list-style-type: none"> <li>▪ <i>Can locate cities, countries and regions of Europe and North and South America on physical and political maps.</i></li> <li>▪ <i>Can describe key physical and human characteristics and environmental regions of Europe and North and South America.</i></li> </ul> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime / Greenwich Meridian and time zones (including day and night).</p>
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		<p><i>tropical rainforest and desert.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Can describe what the climate of a region is like and how plants and animals are adapted to it.</i></li> <li>▪ <i>Can understand how food production is influenced by climate.</i></li> </ul>		<ul style="list-style-type: none"> <li>▪ <i>Can understand how a region has changed and how it is different from another region of the UK.</i></li> </ul> <p><b>Geography Skills / Enquiry:</b> <b>Map and Atlas Work –</b> Use the eight points of a compass, four- and six-grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <ul style="list-style-type: none"> <li>▪ <i>Can use four-figure grid references.</i></li> <li>▪ <i>Can use OS map symbols and atlas symbols, recognise them and use them on their own maps.</i></li> <li>▪ <i>Can use maps at different scales.</i></li> <li>▪ <i>Can recognise that contours show height.</i></li> <li>▪ <i>Draw a variety of map types based on their own data.</i></li> </ul> <p><b>Fieldwork and Investigation – Use</b></p>		<ul style="list-style-type: none"> <li>▪ <i>Can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</i></li> </ul> <p><b>Geographical Skills / Enquiry:</b> <b>Map and Atlas Work –</b> Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> <li>▪ <i>Can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America.</i></li> </ul>
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				<p>fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <ul style="list-style-type: none"> <li>▪ <i>Can plan and carry out a fieldwork investigation in an urban area and / or rural area using appropriate techniques.</i></li> <li>▪ <i>Suggest questions for investigating.</i></li> <li>▪ <i>Use primary and secondary sources of evidence in investigations.</i></li> <li>▪ <i>Analyse evidence and draw conclusions such as comparing historical maps of varying scales.</i></li> </ul>		
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Meta cognition						
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge		<p><b>Location and Place Knowledge:</b> Coasts - Cornwall / France (Revisit learning from Year 4: Autumn 2 – Natural Elements Learning Concept – Water)</p> <p><i>What is a coast? How are coasts formed? What are erosion landforms? What are depositional landforms? How are sea caves formed? How are natural arches formed? How are stacks formed? What is a coastal landslide?</i></p> <p><i>What is the climate like on the coast? What wildlife can be found on the coast? (including; beach, rock pool and cliff habitats) How can we protect / preserve this wildlife? What are coastal areas used for?</i></p>		<p><b>Human and Physical Geography:</b> Mountains and Rivers (Revisit learning from Year 3: Spring 2 - Environmental Learning Concept – Earthquakes and Volcanoes)</p> <p>(Revisit learning from Year 4: Autumn 2 – Natural Elements Learning Concept – Water)</p> <p><i>What types of mountains are there? (dome, volcano, fold, fault block, plateau) How are mountains formed? What are their key features? (tree line, valley, plateau etc) Where are the major mountain ranges located?</i></p>		<p><b>Locational Knowledge:</b> Africa <b>Fieldwork Skills:</b> London Trip</p> <p><i>Where is Africa? How many countries are in Africa? What are the similarities and differences between Africa and the UK? What are the eight compass points? Can you describe location using compass points? What we mean by biodiverse? What is a biome? What is the climate like? What is the population like? How is the economy different? How has tourism helped the economy? Who are the Maasai tribe? What are the big 5? What do we mean by flora and fauna? Who is Nelson Mandela?</i></p>

		<p><i>How has the coastline changed over time? What are the dangers associated with coastlines? (storms, landslides, flooding) Can you name some coastal management strategies? (sea walls, revetments, gabions, groynes) What are the physical features of different types of beaches? (sandy, shingle) Can you identify ways in which beaches are being polluted? (oil pollution, sewage, plastic pollution, litter)</i></p> <p><i>What is a tsunami? (Link to Y3 Volcanoes and Earthquakes unit)</i></p> <p>Opportunities for Cross Curricular Writing -</p> <ul style="list-style-type: none"> <li>▪ Debate For and Against Coastal Management</li> <li>▪ Persuasive Letter to request funding to fix coastal defences.</li> <li>▪ Boscastle Newspaper Article (Recount)</li> <li>▪ Debate on Conflicting Views of Coastal Uses (Tourism and</li> </ul>		<p><i>Which mountains are most well-known and where are they located? (Mount Everest, Kilimanjaro, K2) Can you locate mountains and mountain ranges on maps (including Google Earth)? What is the weather and climate like on mountains? Does it change in different positions on the mountain? How does climate affect what lives and grows on a mountain? Which are the dangers for humans on mountains? (avalanches, hypothermia, altitude sickness) How are the mountains used? (water, herding animals, tourism etc) What are the positive and negative impacts of tourism on mountain environments?</i></p> <p>Opportunities for Cross Curricular Writing -</p>		<p>Opportunities for Cross Curricular Writing -</p> <ul style="list-style-type: none"> <li>▪ Information booklet about African countries</li> <li>▪ Diary entry from the Serengeti</li> <li>▪ Fact file of the Big Five</li> <li>▪ Persuasive writing holiday brochure of Kenya</li> <li>▪ Biography of Nelson Mandela</li> </ul>
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		Rambling v Conservation		<ul style="list-style-type: none"> <li>▪ Mountain Animals and Plants Fact files</li> <li>▪ Mountain Dangers Warning Poster</li> <li>▪ Persuasive Mountain Tourism Holiday Brochures</li> <li>▪ Balanced Arguments For and Against Mountain Tourism</li> </ul>	
Skill Progression		<p><b>Geographical Knowledge: UK and Local Area</b> - Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>▪ <i>Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</i></li> </ul> <p><b>Geographical Understanding:</b></p>		<p><b>Geographical Knowledge: UK and Local Area</b> - Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>▪ <i>Can locate and describe a range of physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change.</i></li> </ul>	<p><b>Geographical Skills / Enquiry:</b></p> <p><b>Map and Atlas Work</b> – Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> <li>▪ <i>Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</i></li> </ul> <p>Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge and understanding of the United Kingdom and wider world.</p>

		<p><b>Physical Themes</b> – Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <ul style="list-style-type: none"> <li>▪ <i>Can describe and understand a range of key physical processes and the resulting landscape features.</i></li> </ul> <p><b>Understanding Places and Connections</b> – Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North and South America.</p> <ul style="list-style-type: none"> <li>▪ <i>Can explain some ways biomes (including oceans) are valuable, why they are under threat and how they can be protected.</i></li> <li>▪ <i>Can understand how human activity is influenced by climate and weather.</i></li> <li>▪ <i>Can understand hazards from physical</i></li> </ul>		<p><b>Geographical Understanding:</b> <b>Physical Themes</b> – Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <ul style="list-style-type: none"> <li>▪ <i>Can describe and understand a range of key physical processes and the resulting landscape features.</i></li> <li>▪ <i>Can understand how a mountain range was formed.</i></li> </ul> <p><b>Understanding Places and Connections</b> – Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North and South America.</p> <ul style="list-style-type: none"> <li>▪ <i>Can know and share information about a European region and a region in North or</i></li> </ul>		<ul style="list-style-type: none"> <li>▪ <i>Can use four- and six- figure grid references.</i></li> <li>▪ <i>Can compare maps with aerial photographs.</i></li> <li>▪ <i>Use a scale to measure distance when drawing maps.</i></li> <li>▪ <i>Use the index and contents when drawing maps.</i></li> </ul> <p><b>Fieldwork and Investigation</b> –Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> <li>▪ <i>Can make sketch maps of areas using symbols, a key and a scale.</i></li> <li>▪ <i>Can use digital maps to investigate features of an area.</i></li> <li>▪ <i>Can present information gathered in fieldwork using a range of graphs.</i></li> <li>▪ <i>Make a judgement about the best angle or viewpoint for the technology recording for their investigation.</i></li> <li>▪ <i>Select and use a range of</i></li> </ul>
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		<p><i>environments and their management.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Can identify an important environmental issue.</i></li> <li>▪ <i>Can explain several threats to wildlife and habitats.</i></li> </ul> <p>(Where possible also incorporate map, atlas and fieldwork skills indicated in Y6 Summer Term to develop and build upon skills taught in Year 5.)</p>		<p><i>South America and understand that a region such as the Alps is unique.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Can explain some ways biomes (including oceans) are valuable, why they are under threat and how they can be protected.</i></li> <li>▪ <i>Can understand how human activity is influenced by climate and weather.</i></li> <li>▪ <i>Can understand hazards from physical environments and their management, such as avalanches in mountain regions.</i></li> <li>▪ <i>Can explain several threats to wildlife and habitats.</i></li> </ul> <p>(Where possible also incorporate map and atlas skills indicated in Y6 Summer Term to develop</p>		<p><i>instruments in investigations.</i></p>
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**Windmill Hill Academy**  
**Geography Knowledge and Skills Organiser**



				and build upon skills taught in Autumn Term of Y6.)		
Meta Cognition						