



Geography yearly overview	Autumn	Spring	Summer
EYFS	A Place Called Home	Out and about	The United Kingdom
Year 1	Why can't a meerkat live in the North pole?	Would the Gruffalo like to live in Newton Aycliffe?	Why does it matter where our food comes from?
Year 2	How does the geography of Africa compare to where I live?	What is DL5 5RH really like?	Why do we love to be beside the seaside?
Year 3	How do natural disasters and the weather affect people's lives?	Beyond the magic kingdom, what is the sunshine state really like	How and why has my school changed?
Year 4	Why do so many people in the world live in megacities	How can we live more sustainably?	What is a river?
Year 5	How do volcanoes affect the lives of people?	Why is fair trade fair?	Why is the rain forest important to us all?
Year 6	How is climate change affecting the world?	Why do we have mountains?	Who are Britain's national parks for?



Geography Curriculum

Respect

Ambition

Kindness

Resilience

Inclusivity

Our school values underpin our geography curriculum, we want children to respect and show kindness to the environment and cultures within the world. We promote all five values within the way we conduct ourselves within the classroom environment. We also make explicit links between our local environment and our school values. For example, how can we live a more sustainable life?

Intent

We have planned a curriculum in Geography EYFS – Year 6 which is coherent, sequenced, progressive and inclusive. We provide pupils with the appropriate opportunities to build their substantive and disciplinary knowledge, master and apply subject concepts, skills and techniques. We aim to have a coherent and relevant curriculum for the children within our school, connecting geography to the local area where possible. As a school we aim to make the geography curriculum from EYFS to year 6 more progressive and challenging in terms of the complexity of the subject knowledge and skills we want children to acquire. Where possible we enhance learning by engaging in fieldwork, workshops and educational visits.

We want children:

- To stimulate pupils' interest in their surroundings and in the rich variety of human and physical conditions on the earth's surface.
- To help pupils develop an informed concern about the quality of the environment and the future of the human habitat
- To understand their place in the world and recognise it on a map.
- To foster a sense of understanding about how all peoples and communities around the world are interconnected and interdependent with each other and the ecosystems.

Substantive knowledge – what our pupils will know by the end of each enquiry

Disciplinary knowledge – the subject skills and techniques our pupils will master and apply in order to understand the significance of what they know

KS1 disciplinary knowledge

Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall

LKS2 disciplinary knowledge

Same as KS1 plus reason and speculate, summarise, synthesise and explain

UKS2 disciplinary knowledge

KS1/LKS2 skills and demonstrate understanding, empathise, reach informed conclusions make reasoned judgements, justify, apply, evaluate and critique



Key concepts

Place and locational knowledge

Human and physical geography

Fieldwork

EYFS

ELG

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.

Autumn Term

A Place Called Home

- To know some similarities and differences between their home and homes of other children living in different parts of the world.

Vocabulary

Newton Aycliffe, County Durham, United Kingdom, Continent, Country, Earth, Ocean, Sea, School grounds, Local area, House, Town, City, Shop, Farm, Farmland Land, North Pole, South Pole, Arctic, Antarctic, Map Globe

Spring Term

Out and About

- To recognise some natural and human features in our school grounds and local area.

Vocabulary

Newton Aycliffe, County Durham, United Kingdom, Continent, Country, Earth, Ocean, Sea, School grounds, Local area, House, Town, City, Shop, Farm, Farmland Land, North Pole, South Pole, Arctic, Antarctic, Map Globe

Summer Term

The United Kingdom

- To know that they live in the country of the United Kingdom.

Vocabulary

Newton Aycliffe, County Durham, United Kingdom, Continent, Country, Earth, Ocean, Sea, School grounds, Local area, House, Town, City, Shop, Farm, Farmland Land, North Pole, South Pole, Arctic, Antarctic, Map Globe

Year 1 Autumn term

Why can't a meerkat live in the North pole?

Key concepts

Place and locational knowledge
Human and physical geography



Place and locational knowledge

- I know and can recognise and locate the equator, the North and South poles on a map.
- I know how to look at and describe aerial maps and make observations about what I can see.
- I know and can recognise the continents of the world.

Human and Physical geography

- I know and can identify human and physical features of a hot area of the world.
- I know and can identify human and physical features of a cold place of the world.
- I know how to describe simple forecasts and climates.

Vocabulary

Equator, North Pole, South Pole, Desert, Weather, Temperature, Port, Sea, Ocean, Map, Survey
Habitat, Territory, Migration, Burrow, Season, Spring, Summer, Autumn, Winter, Snow, Wind, Cloudy, Sunny, Rain, Soil, Local, Key, Features, Record, Aerial

National Curriculum Links

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

Useful link and resources

Simplex: Hot and Cold planning
Durham Learning Resources

Year 1 Spring term

Would the Gruffalo like to live in Newton Aycliffe?
(Woodland and local area unit)

Key concepts

Place and locational knowledge
Human and physical geography
Fieldwork

Place and locational knowledge

- I know and can recognise the name and locations of the four countries and capital cities in the United Kingdom.
- I know and can recognise the continents of the world.

Human and Physical geography

- I know and can select key vocabulary relating to physical features: forest, hill, mountain, river, soil, valley, vegetation, season and weather
- I know and can describe features found in a woodland area e.g., trees, flowers, grass etc.
- I know how to **compare my local woodland to a rainforest, commenting on differences and similarities.**

Fieldwork

Local woodland fieldwork

- I know how to make basic observations.
- I know how to carry out a small survey relating to my local woodland or the school grounds
- I know how to draw simple features.
- I know how to look at aerial maps and make comments about what I can see
- I know how to devise a simple map.



Vocabulary

Equator, North Pole, South Pole, Weather, Temperature, City, Town, Village, Forest, Hill, Sea, Ocean, Map, Survey, park, woodlands, Countries, Habitat, Territory, Migration, Burrow, Local, Key, Features, Record, Aerial

National Curriculum Links

Develop knowledge about their locality

Useful links and resources

Gruffalo planning ideas
Durham Learning Resources
Hardwick Park
Local woodland

Year 1 Summer term

Why does it matter where our food comes from?

Key concepts

Place and locational knowledge
Human and physical geography
Fieldwork

Knowledge

Place and locational knowledge

- I know and can recognise the name and locations of the four countries and capital cities in the United Kingdom.
- I know and can recognise the continents of the world.

Human and Physical geography

- I know and can explain where dairy products and milk come from.
- I know and can describe why farms in Britain are important.
- I know and can identify how different weather and climates can help grow different fruits/vegetables.
- I know and can explain what a butcher and greengrocer sell and does.

Fieldwork

Farm trip

- I know how to use simple observational skills to recall key human and physical features of farms.
- I know how to draw simple features.
- I know how to look at aerial maps and make comments about what I can see

Vocabulary

Weather, Temperature, Factory, Farm, House, Shop, Harbour, Season, Spring, Summer, Autumn, Soil, Local, Record, Aerial, dairy, vegetables, food, grow, trade, butcher, greengrocer.

National Curriculum Links

Develop knowledge about their locality.
Key Physical and human features e.g. Farm, shop

Useful links and resources

Durham learning resources
Connect Geography planning

Year 2 Autumn term

How does the geography of Africa compare to where I live?

Key concepts

Place and locational knowledge
Human and physical geography



Place and locational knowledge

- I know and can locate the continents of the world and five oceans on a map or globe.
- I know and can locate the names, locations and a landmark of the four countries and capital cities in the United Kingdom and surrounding areas.
- I know and can locate the equator, North and South poles.

Human and Physical geography

- I know and can explain what a human feature is, categorising some examples.
- I know and can explain what a physical feature is, categorising some examples.
- I know and can compare the land, climate and location of Nairobi Kenya with Newton Aycliffe.

Vocabulary

Equator, North Pole, South Pole, Weather, Temperature, City, Town, Village, Forest, Hill, Sea, Ocean, Map, Countries, Habitat, Territory, Local, Key, Features, Record, Aerial

National Curriculum Links

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

Useful links

Durham Learning resources

Year 2 Spring term

What is DL5 5RH really like?

Key concepts

Place and locational knowledge
Human and physical geography
Fieldwork

Knowledge

Place and locational knowledge

- I know and can locate the continents of the world and five oceans on a map or globe.
- I know and can locate the names, locations and a landmark of the four countries and capital cities in the United Kingdom and surrounding areas.

Human and Physical geography

- I can identify different types of houses in my local area.
- I can recognise different human and physical features of my local area.
- I know everyone has an address with a postcode.
- I can select parts of my local area I like and ones I would like to change.

Fieldwork

Study of local streets and area

- I can recognise simple human and physical features of my area.
- I can use aerial maps to **recognise** places and plan routes.
- I can use and construct a key when making a simple map.
- I can use simple compass directions to describe locations or routes on a map.
- I know how to use pro-forma to collect data e.g. tally survey.
- I know how to add labels to my drawings.



Vocabulary
 Detached, semi-detached, flat, bungalow, terrace, flat roof, pitched roof, window, door, fence, woodland, burn, grassed area, park, postcode

National Curriculum Links
 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Useful links

- See planning guide and secret code planning
- Durham learning resources

Year 2 Summer term

Why do we love to be beside the seaside?

Key concepts
 Place and locational knowledge
 Human and physical geography
 Fieldwork

Knowledge

Place and locational knowledge

- I know and can locate the continents of the world and five oceans on a map or globe.
- I know and can locate the names, locations and a landmark of the four countries and capital cities in the United Kingdom and surrounding areas.
- **I know and can locate the seas that surround the United Kingdom.**

Human and Physical geography

- I can describe and select the physical features found at the seaside. E.g., coast, sea, beach
- I can describe and select the human features found at the seaside. e.g. pier, harbour, funicular.
- **I can compare the similarities and difference of the seaside and Newton Aycliffe.**

Fieldwork
 Seaside trip

- **I know how to add labels to my drawings.**
- **I can recognise simple human and physical features of the seaside.**

Vocabulary
 Map, globe, atlas, beach, port, harbour, sea, ocean, city, town, continents, countries, pier, funicular, coast, coastline

National Curriculum Links
 Develop knowledge about their locality.
 Key Physical features e.g. beach, cliff, coast

Useful links

- Durham learning resources
- Connect geography- why do we love to be beside the seaside?

Year 3 Autumn term

How do natural disasters and the weather affect people's lives?

Key concepts
 Place and locational knowledge
 Human and physical geography



Knowledge

Place and locational knowledge

- I know how to read basic features using a key on a range of maps, including political maps.
- **I know where New Zealand is on a map.**
- **I know and can locate some British cities including Manchester, Leeds, Newcastle and Birmingham.**

Human and Physical geography

- I know how to **identify, describe** and **explain** the causes of earthquakes.
- **I know and can explain what a natural disaster is.**
- I know how a hurricane is formed and the effects it can have. (Focus on Florida, this links to their next unit and there is a lesson in the next unit that can be used here)
- I know and can **explain** what a tsunami is.
- **I know and summarise the effects of a natural disaster on a community.**
- I know how to **compare** the life of someone in a city in the United Kingdom and Christchurch in New Zealand.

Vocabulary

Volcano; Evacuation; Infrastructure; Transport; Flood; Search and rescue; Magnitude; Richter scale; Distribution; Tsunami; Plate; Inner core; Outer core; Mantle; Crust; Homeless; Refugees; Wealth. Continent, Country, Location, Climate, Environment, Map, Atlas, Globe, Nation, Observation, Equator

National Curriculum Links

Earthquakes, weather and locating countries around the world.
Name and locate cities in the United Kingdom

Useful links

- Durham learning resources
- Connect geography- Earthquakes unit

Year 3 Spring term

Beyond the Magic Kingdom, what is the sunshine state really like

Key concepts

Place and locational knowledge
Human and physical geography

Knowledge

Place and locational knowledge

- **I know and can locate countries and locations in North America.**
- I know where Florida is on the map.
- **I know and can recognise the key human and physical features and achievements of the Kennedy Space Centre in Florida and explain the geographical reasons for its location**

Human and Physical geography

- **I know what a peninsula is and can recognise and describe the key geographical features of a peninsula.**
- I know and can **identify, describe** and **explain** the function and attraction of theme parks around the world and in particular the Magic Kingdom in Florida.
- I know and can **observe, describe, explain** and begin to draw **conclusions** about the geographical pattern of the origin of visitors to the Magic Kingdom.



- **I know and can compare the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours.**

Vocabulary

Magic Kingdom, Peninsula; Satellite, Endangered; Conservation, Preservation, Lifecycle; Hazard, Pollution, Conflict, Weather; Climate, Temperature, Theme Park, Tourist, Leisure, Recreation, Scale, Distance, Political map, Island, Ice sheet, Population density

National Curriculum Links

To understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.

Useful links

- Durham learning resources
- Connect geography- Magic Kingdom

Year 3 Summer term

How and why has my school changed?

Key concepts

Place and locational knowledge
Human and physical geography
Fieldwork

Knowledge

Place and locational knowledge

- **I know and can recall the county within which I live and can locate it.**
- **I know that we live within the continent of Europe and can locate it.**
- I know and can **locate** other countries in Europe e.g. France, Greece, Germany and Spain, including recalling their capital cities.

Human and Physical geography

- I know and can **explain** how my school ground have changed since 1952.
- **I know and can speculate and summarise reasons as to why my school building was changed and rebuilt.**

Fieldwork

(Use school ground)

- **I know how to draw an annotated sketch from observation including descriptive / explanatory labels.**
- I know how to annotate a picture.
- I know how to use a simple database to present findings from fieldwork.

Vocabulary

Derelict, Redevelopment, Transport; Costs and benefits, Land use, Settlement, Route; Residential, Commercial, Recreation, Public services; Trend, Amenities, Positive; Negative

National Curriculum Links

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Useful links

- Drone pictures
- Building pictures
- Previous building images
- Durham Records Office
- School cabinet in the entrance
- Staff members who were here when the old building was



<h2>Year 4 Autumn term</h2>	<h2>Why do so many people in the world live in megacities?</h2>	<h3>Key concepts</h3> <p>Place and locational knowledge Human and physical geography</p>
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<p><u>Knowledge</u></p> <p><u>Place and locational knowledge</u></p> <ul style="list-style-type: none"> • I know where Italy, Turkey, Russia and Poland are in Europe and can locate them on a map, including their capital cities. • I know and can describe and begin to explain the distribution of megacities across the continents of the world. • I know and can identify and locate the top 10 cities in the United Kingdom with the largest populations and compare these with the top 10 fastest-growing cities in the country. <p><u>Human and Physical geography</u></p> <ul style="list-style-type: none"> • I know and can observe and describe the key features of cities and suggest reasons for why people live in cities of such high density. • I know how to compare the benefits and disadvantages of city life and reach a judgement as to which is most significant. 		
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<p><u>Vocabulary</u> Urban, Rural, Human, Physical, Population, Culture, Architecture, Pollution, parliament, Continent, Europe, Country, Location, County, British Isles, Climate, Environment, Map, Atlas, Globe, Nation, Equator</p>	<p><u>National Curriculum Links</u> Locate the world's countries and major cities</p>	<p><u>Useful links</u></p> <ul style="list-style-type: none"> • Durham learning resources • Connect geography- Megacities • Visit a city e.g. Newcastle or Durham
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<h2>Year 4 Spring term</h2>	<h2>What is a river?</h2>	<h3>Key concepts</h3> <p>Place and locational knowledge Human and physical geography</p>
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<p><u>Knowledge</u></p> <p><u>Place and locational knowledge</u></p> <ul style="list-style-type: none"> • I know major British rivers (Tees, Tyne, Wear and Thames) and can locate them on a map. • I know the counties in which the River Tees, Tyne and Wear flow. • I know that different types of maps have different uses e.g political and topographical maps. <p><u>Human and Physical geography</u></p> <ul style="list-style-type: none"> • I know and can identify and describe how physical features of rivers change from source to mouth • I know and can offer reasons to explain why the course of a river changes as it flows from higher to lower ground. 		<p><u>Fieldwork</u> Visit a local river or nature reserve</p> <ul style="list-style-type: none"> • I know how to record findings from fieldtrips. • I know how to annotate a picture and locate it on a map. • I know how to use simple four grid references on maps.
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- I know and can **identify** and **describe** the features of river estuaries and **explain** why they are such important ecosystems for wildlife.
- **I know and can describe the components of the water cycle and explain the important role that rivers play.**

Vocabulary

Settlement, Habitat, Ecosystem, Water cycle, Evaporation, Precipitation, Condensation, Estuary, confluence, Source, Mouth, Meander, Stream, Erosion

National Curriculum Links

To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Useful links

- Durham learning resources
- Connect geography- Megacities
- Visit a river

Year 4 Summer term

How can we live more sustainably?

Key concepts

Place and locational knowledge
Human and physical geography

Knowledge

Place and locational knowledge

Consolidate previous locational knowledge from KS1 and LKS2 (Continents, oceans, capital cities, countries, rivers etc)

Human and Physical geography

- **I know and can describe and explain using examples what living sustainably means.**
- I know and can **identify, describe** and **explain** the differences between renewable and non-renewable resources.
- I know and **understand** in basic terms how solar panels and wind turbines generate electricity. (Relate to the solar panels on our school roof)
- **I know and can identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing.**
- I know and can **explain** how electricity is generated in hydroelectric power station.

Fieldwork

- Undertake an environmental review of different categories of sustainability at our school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable.

Vocabulary

Sustainable, Unsustainable, Reusable, Recycle, Greenhouse effect/gas, Fossil fuels, Global warming, Solar, Pollution, Rechargeable, turbine

National Curriculum Links

Describe and understand natural resources including energy

Useful links

- Durham learning resources
- Connect geography- sustainability
- The UTC in Aycliffe



Year 5 Autumn term

How do volcanoes affect the lives of people?

Key concepts
Place and locational knowledge
Human and physical geography

Knowledge
Place and locational knowledge

- I know how to identify, describe and compare the countries of Europe, looking at the location of different volcanoes.
- I know and can **locate** the countries of Iceland and Portugal including recalling their capital cities. (Also recap the countries and capital cities they will have looked at in previous years)
- I know and can **locate the North and South poles, equator, tropics and hemispheres.**
- I know different types of maps have different uses. e.g. political maps, physical, climate map or topographic.

Human and Physical geography

- I know how to **recognise, describe** and **explain** the key geographical features
- I know how to **compare and contrast**, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region.
- I know how to **explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution.**
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Vocabulary
Volcano, Eruption, Fire, Magma, Lava, Glacier, Earthquake, Geothermal, Archipelago, Mantle, Core, Tectonic plates

National Curriculum Links
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (Iceland)

Useful resources
Connect geography – volcanoes in Hiemaey

Year 5 Spring term

Why is fair trade fair?

Key concepts
Place and locational knowledge
Human and physical geography

Knowledge
Place and locational knowledge

- I know and **locate** China on a map recalling its capital city and the continent it is in.
- I know and can **locate** Southampton on the UK map, recapping previous UK cities that I have learnt or know.
- I know what **longitude and latitude are and can identify them.**



Human and Physical geography

- **I know and can describe and explain why the Silk Road was the most important trading route in the history of the world.**
- I know and can **explain** why and how countries trade with each other, **identify and describe** the commodities that are most frequently traded and **evaluate** some benefits and disadvantages of trading.
- I know and can **compare** the range of commodities most imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and **describe** and **explain** the differences.
- **I know and can describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world.**
- **I know and can explain what Fairtrade is, compare the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from certification.**

Vocabulary

Merchant, Transport, Manufacture, Commodities, Silk Road, Silkworm, Mulberry, Cocoon, Larvae, Factory, Basin, Desert, Depression, Profit, Trade, Trade route, Container, Import, Export, Plantation, Wholesaler, Shipping, Port, Dock

National Curriculum Links

Human geography including trade links

Useful resources

Connect geography – fairtrade

Year 5 Summer term

Why is the rainforest important to us all?

Key concepts

Place and locational knowledge
Human and physical geography

Knowledge

Place and locational knowledge

- I know and can locate the North and South poles, equator, tropics and hemispheres.
- **I know where three rainforests can be found including the continent and country they are in.**
- I know and can locate the Amazon rainforest, explaining which countries it runs through.
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Human and Physical geography

- **I know and can explain and identify different plants in the rainforest including their different uses e.g. medicine and food.**
- I know and can **explain** how plants adapt to the part of the rainforest they grow in, looking at how the layer of the rainforest effect this.
- **I know and can explain the effect of deforestation and evaluate the positive and negative effects this has on humans and the environment.**

Fieldwork

I
(Collecting data on an aspect of Aycliffe, traffic survey, tree survey etc, or look at how ROF has changed)

- I know how to annotate sketches to explain processes and patterns.
- I know how to select appropriate ways to record and present data.
- **I know how to use an eight-point compass and six grid references on a map.**



- I know how we can help the environment, **reflecting** on the impact we have and what we can do in our local area.

Vocabulary

Shrubs, Canopy layer, Deforestation, Tropical, Climate, Leaf canopy, Forest floor, Emergent floor, Timber, Temperate, Species, Oxygen, Carbon dioxide, Understory layer, Decay, Logging, Ecosystem, Rainfall, Rainforest

National Curriculum Links

Understand geographical similarities and differences through the study of human and physical geography a region within South America

Useful resources

Botanical Gardens
Eden project

Year 6 Autumn term

How is climate change affecting the world?

Key concepts

Place and locational knowledge
Human and physical geography

Knowledge

Place and locational knowledge

- I know and can locate **Gambia, Australia, Greenland on a map and know their capital cities and continents.**
- I know the tropics of Cancer and Capricorn, Arctic and Antarctic circle.
- I know different types of maps have different uses and which one to use when. e.g. political maps, ordnance surveys, physical, climate map or topographic.
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Human and Physical geography

- I know and can **identify, describe** and **explain** why communities in The Gambia are being affected by changes in weather patterns associated with climate change and **evaluate** the impact on people
- I know and can **evaluate** a range of evidence, reach a conclusion and make **judgements** as to the impact on people of changing weather patterns in Victoria in Southeast Australia.
- I know and understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make **judgements** about what should be included in them.
- I know and can **reflect** upon and **evaluate** different viewpoints and reach a personal **judgement** about the implications of changing weather patterns on the people of Greenland.

Fieldwork or project

Understand how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions.



- **I know and can identify, describe, compare and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places.**
- **I know and understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be.**

Vocabulary

Climate change Life Expectancy, Draught, Climate zones, Tropical, Natural Disaster, Settlement, Hazard, Erosion, Tourists, Commuter, Transport, Resident

National Curriculum Links

Useful resources

Connect geography – fairtrade

Year 6 Spring term

Why do we have mountains?

Key concepts

Place and locational knowledge
Human and physical geography

Knowledge

Place and locational knowledge

- **I know and can identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover.**
- I know different types of maps have different uses and which one to use when. e.g. political maps, ordnance surveys, physical, climate map or topographic.

Human and Physical geography

- I know and can **recognise, identify** and **explain** what geographers define as mountains and understand how this can lead to disagreements.
- I know and can **explain** how the movement of plates of the Earth's crust can form ranges of fold mountains
- I know and can **identify, describe, compare** and **explain** the differences between the Cambrian Mountains of Wales and the Himalaya Mountains.
- **I know and can explain and reach a conclusion as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east.**
- I know and can **evaluate** a range of evidence to make a **judgement** as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago.
- **I know and understand that even 'green' and 'renewable' energy schemes will have environmental costs, evaluate both sides of an argument and make a judgement about the most appropriate way forward.**

Vocabulary

Mountain Range, Himalaya, Andes, Rockies, Alps, Fold mountains, Summit, Peak, Erosion, Precipitation, Ordnance survey, Reservoir

National Curriculum Links

Describe and understand key aspects of mountains. Name and locate counties, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Useful resources

Connect geography – mountains



Year 6 Summer term

Who are Britain's national parks for?

Key concepts

Place and locational knowledge
Human and physical geography

Knowledge

Place and locational knowledge

- I know and can identify, locate, describe and explain the distribution of at least three National Parks in the UK.
- I know different types of maps have different uses and which one to use when. e.g. political maps, ordnance surveys, physical, climate map or topographic.
- I know where the counties of Cumbria, Lancashire and Yorkshire are in England and can locate some of them.

Human and Physical geography

- I know and can observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces'
- I know and can recognise those other special qualities of National Parks, which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this.
- I know and can recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special.
- I know and can recognise, describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the United Kingdom.
- I know and understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do.

Fieldwork – visit a local beauty spot and collect some data

- I know how to evaluate the quality of my data and suggest improvements.
- I know how to annotate sketches to explain processes and patterns.
- I know how to use an eight-point compass and six-point grid references on a map.

Vocabulary

National parks Location, Counties, Conservation, Cultural Heritage, Area of outstanding natural beauty, Region, World Heritage Site, Site of special scientific interest, Vegetation belts, Natural resources, Industrial Revolution

National Curriculum Links

Name and locate counties, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Useful resources

Connect geography – National parks