



# St Mary and St Paul's CE Primary

## Knowledge Overview – Geography



	Autumn	Spring	Summer	Enhancements
Year 1	<p><b>Local Area: Where do we live?</b></p> <ul style="list-style-type: none"><li>I can find my home on an aerial photograph and a large-scale plan or map.</li><li>I can talk about the area where you live and find some familiar features on an aerial photograph or large-scale plan.</li><li>You can share your ideas about how you could investigate the local area and help plan fieldwork in the street outside your school.</li><li>I can investigate the street outside my school and do some fieldwork to observe and record what is there.</li><li>I can collect information to find out how pupils in my class get to school, and why they travel that way.</li><li>I can make a map of my journey to school showing the buildings and places I pass on the route.</li></ul>	<p><b>The UK: What kind of place is it?</b></p> <ul style="list-style-type: none"><li>I can locate the UK on a globe and world map and annotate a map with key information.</li><li>I can locate the UK's capital cities and find out some information about cities.</li><li>I can locate and name some of Scotland's geographical features using atlases, maps, photographs and Google Earth.</li><li>I can locate and name some of England's geographical features using atlases, maps, photographs and Google Earth.</li><li>I can locate and name some of Wales' geographical features using atlases, maps, photographs and Google Earth.</li><li>I can locate and name some of Northern Ireland's geographical features using atlases, maps, photographs and Google Earth.</li></ul>	<p><b>Local Area: How do we read maps and plan routes?</b></p> <ul style="list-style-type: none"><li>I can talk about my favourite places to play in the school grounds and locate them on an aerial photograph.</li><li>I can plan a route to show a visitor our school grounds using an aerial photograph and a large-scale map.</li><li>You can plan a route to your local play area using aerial images and a large-scale map.</li><li>I can observe and use geographical vocabulary to talk about features of our local area as we follow a route to a local play area.</li><li>I can make a map of my route to a local play area.</li><li>I can make a map or model to show my ideas for improving the school grounds.</li></ul>	<p>Field work – local area visit using and planning maps.</p> <p>Links to D&amp;T topic</p> <p>Summer – Free standing structures (play equipment).</p> <p>Seasonal change – cross curricular with Science, ongoing throughout the year.</p>
Vocabulary	Aerial photograph, large scale plan / map, locational language, label, home, local area, village, town, city, fieldwork, familiar features, danger, street, buildings, recording sheet, display, journey, block graph, data, transport, choices, route, detail, symbol, street map.	Country, island, coastline, English channel, city, capital city, urban, rural, mountain, lake, town, moorland, farmland, lough, coast.	School grounds, aerial photographs, map, visitor, route, play area, risk, opinion, fieldwork, journey stick, play equipment, plan, symbol, place, model, improvement, develop.	
Key skills	<ul style="list-style-type: none"><li>Use aerial photographs and plan perspectives to recognise basic human and physical features.</li><li>Devise a simple map, and use and construct basic symbols in a key.</li><li>Know which is north, east, south and west on a compass.</li><li>Know their address (including postcode).</li><li>Know and use the terminologies: left, right, below and next to</li></ul>			



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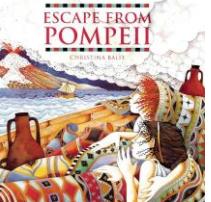
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Year 2	<p><b>Continents and Oceans: What can we find out about the world?</b></p> <ul style="list-style-type: none"> <li>I can use globes, satellite images and geographical vocabulary to describe Earth.</li> <li>I can understand that a map is a 2D model of the world and I know what continents and oceans are.</li> <li>I can explain what an ocean is and name Earth's five oceans.</li> <li>I can explain what a river is and give examples of different rivers in the world.</li> <li>I can explain what a mountain is and give some global examples of mountains and landmarks with the aid of maps and atlases.</li> <li>I can use atlases and maps to locate the UK in the world.</li> </ul>	<ul style="list-style-type: none"> <li><b>Cold Places: What is it like in the North and South Pole?</b></li> <li>I can explain what affects temperatures locally and why it is cold at the North and South Poles.</li> <li>I can locate the North and South Polar regions and describe some of their icy features.</li> <li>I can locate and talk about the Arctic Circle using maps and globes, and describe seasonal changes.</li> <li>I can use a range of geographical sources to describe Antarctica and its extreme weather and climate.</li> <li>I can identify some of the wildlife found in the Arctic and Antarctic and explain how it is affected by seasonal change</li> <li>I can understand how people adapt to living in the harsh environments like the Arctic and can give an example.</li> </ul>	<p><b>Non-European locality: What is life like in, Arusha, Tanzania?</b></p> <ul style="list-style-type: none"> <li>I can locate Africa and the UK on a map and describe the location of some African countries and ways to travel there.</li> <li>I can use photographs to find out about the climate and landscapes of Tanzania.</li> <li>I can use aerial photographs and satellite images to find out about Tanzania's physical and human features.</li> <li>I can use photographs to identify similarities and differences between Arusha and Liverpool.</li> <li>I can use role play to investigate some of the jobs that people do in Arusha.</li> <li>I can identify similarities and differences between the life of a child living in Arusha and my own life.</li> </ul>	<p>Prior learning: Year 1 topics of The UK: What kind of place is it? Year 1 Science: Seasonal Change.</p>
Vocabulary	Ocean, land, satellite, atmosphere, planet, 2D, 3D, continent, Earth, life, tourist, river, source, mouth, mountain, feature, landmark, built, natural, UK, country, Europe, globe.	Temperature, axis, thermometer, solar energy, hemisphere, glacier, iceberg, ice floe, ice shelf, Arctic Circle, Arctic Ocean, permanent ice, midnight sun, ice cap, climate, breeding, species, survive, polar bear, Arctic fox, reindeer, walrus, climate change, Inuit, seal skin, Tundra.	Continent, transport, route, ocean, photograph, climate, landscape, aerial photograph, satellite image, natural, globe, 3D, similarities, differences, climate, physical features, city, job, community, safari, charity, village.	
Key skills	<ul style="list-style-type: none"> <li>Know the names of the seven continents of the world.</li> <li>Know the name of and locate the five oceans of the world.</li> <li>Know the main differences between a place in England and that of a small place in a non-European country</li> <li>Know features of hot and cold places in the world.</li> <li>Know where the equator, North Pole and South Pole are on a globe.</li> <li>Use maps and atlases to identify counties and continents.</li> </ul>			



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Year 3	<p><b>Mountains, Volcanoes and Earthquakes: What, where and why?</b></p> <ul style="list-style-type: none"> <li>I can use geographical vocabulary to describe and explain how mountains are formed and shaped over time.</li> <li>I can recognise and name the key features of a mountain landscape and describe the conditions found on Mount Everest.</li> <li>I can recognise the key features of a volcano and can use geographical vocabulary to name and explain them.</li> <li>I can describe and explain the impact of volcanic eruptions on people and understand why some people choose to live near volcanoes.</li> <li>I can describe and explain the forces at work when volcanoes erupt, and how these may alter the landscape and environment.</li> <li>I can describe how earthquakes occur and identify their key features.</li> </ul>	<p><b>Climate Zones: Why do they matter?</b></p> <ul style="list-style-type: none"> <li>I can understand the position of the Earth in space in relation to the sun and how this affects climate.</li> <li>You can understand what the main climate zones are and describe where they are found.</li> <li>I can read information from climate graphs and identify patterns in data.</li> <li>I can understand and explain the difference between climate zones and biomes.</li> <li>I can understand how plants and animals have adapted to live in different biomes.</li> <li>You can recognise that sudden changes in climate have an effect on living things.</li> </ul>	<p><b>Settlements and our local area (Prescot): Where do people live and why?</b></p> <ul style="list-style-type: none"> <li>I can name and recognise the key features of villages, towns and cities.</li> <li>You can locate and identify villages, towns and cities in atlases and on OS maps.</li> <li>I can describe and explain some of the reasons why settlements are established and grow.</li> <li>I can use old Ordnance Survey maps and photographs to identify some changes in my local area.</li> <li>I can use Ordnance Survey maps to identify some reasons my local town grew and compare it to another town I know.</li> <li>I can design a new settlement that would be good for the future.</li> </ul>	<p>Make a model volcano to demonstrate eruptions.</p> <p>Field work – learning walk in Prescot.</p> <p>Read Escape from Pompeii.</p> 
Vocabulary	Tectonic plates, coverage, mountain, peak, arête, altitude, erupt, distribution, magma, lava, minerals, geothermal energy, lahar, diverge, economy, meltwater, Eyjafjallajökull, Iceland, focus, epicentre, seismic waves, magnitude, seismograph	Solar Energy, equator, poles, latitude, weather, temperature, location, climate graph, data, horizontal axis, vertical axis, climate zone, biome, adapt, interdependent, environment, greenhouse gases, climate change, heatwave, drought	Settlements, services, facilities, population, distribution, atlas map, symbol, location, settlers, natural resources, cross roads, bridging point, site, change, development, comparison, annotate, factories, similarities, differences, design, feature, future, reflect	
Key skills	<ul style="list-style-type: none"> <li>Know what Ordnance Survey symbols stand for.</li> <li>Know how to use four-figure grid references.</li> <li>Use graphs and identify patterns in data.</li> </ul>			



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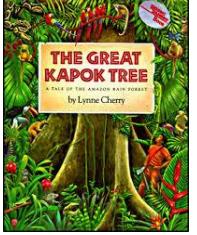
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Year 4	<p><b>Rivers: What is special about them?</b></p> <ul style="list-style-type: none"> <li>• I can describe the key features of a river system and explain how rivers drain the land.</li> <li>• I can describe processes happening in a river and landforms that they create</li> <li>• I can describe changes in a river and its landforms as it flows along its course.</li> <li>• You can identify some causes and impacts of flooding and give recent examples.</li> <li>• I can explain the short and long term impacts of flooding and describe ways that flooding can be reduced.</li> <li>• I can locate different rivers in the UK on a map and describe the features found along the River Severn.</li> </ul>	<p><b>UK Region: Why is the Lake District a National Park?</b></p> <ul style="list-style-type: none"> <li>• I can name and locate some of the UK's regions and counties.</li> <li>• I can locate and label our National Parks on a map and explain what a National Park is.</li> <li>• I can locate the Lake District and identify its key human and physical features using geographical language and maps.</li> <li>• I can identify some of the processes that have caused this landscape of mountains and lakes.</li> <li>• I can research and explain some of the impacts of weather and climate on the Lake District.</li> <li>• I can describe the Lake District and how the landscape is used by people who work and visit there.</li> </ul>	<p><b>Europe: How diverse are its landscapes and places? (including Venice case study).</b></p> <ul style="list-style-type: none"> <li>• I can use atlas maps and a globe to locate the continent and countries of Europe.</li> <li>• I can identify different climate zones in the world and describe the climate of different countries in Europe.</li> <li>• I can locate a number of major cities in Europe and I understand why they are important.</li> <li>• I can use digital and atlas maps to identify and locate key physical geographical features of Europe.</li> <li>• I can describe key features of the human geography of Europe and use atlas maps to identify spatial patterns.</li> <li>• I can describe the location and features of Venice and explain how it is affected by tourism.</li> </ul>	<p>Links to Science and the water cycle.</p> <p>River visit opportunity (River Alt or Mersey).</p>
Vocabulary	Reservoir, hydro-electricity, source, mouth, erosion, transportation, deposition, landform, course, downstream, tributary, bank, drainage basin, deforestation, digital map, embankment, evaporation, River Severn	Region, county, map, protected, natural environment, landscape, working landscape, world heritage site, national park, lake, mountain, erosion, tarn, volcanic ash, tectonic plates, lava, climate, Gulf Stream, latitude, wind farm, hydro-electric, common land, tradition, economy, tourism, quarrying	Continent, location, globe, atlas map, weather, climate, latitude, equator, climate change, settlements, major city, capital city, map key, scale, interpretation, physical feature, land use, human features, spatial patterns, World heritage site, sustainable, solution	
Key skills	<ul style="list-style-type: none"> <li>• Know counties and regions of the UK.</li> <li>• To name and locate the countries of Europe.</li> <li>• Know and locate rivers in the UK.</li> <li>• Use of Ordnance Survey maps.</li> <li>• To use digital maps and atlases.</li> <li>• Understand human and physical features.</li> </ul>			



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Year 5	<p><b>North and South America: How diverse are their places and landscapes?</b></p> <ul style="list-style-type: none"> <li>I can locate selected countries in North and South America on a map, identify lines of latitude and longitude, and start to appreciate the size of these continents.</li> <li>I can use climate data to investigate and describe different climates in North and South America.</li> <li>I can describe the key features of the physical geography of North and South America, including a range of landscapes and biomes.</li> <li>I can describe key features of the human geography of the Americas, including population distribution and major cities.</li> <li>I can describe economic activities in the Americas and make comparisons between countries.</li> <li>I can use research to design a trip covering six geographical highlights of North and South America.</li> </ul>	<p><b>South America: Why does the Amazon rainforest matter?</b></p> <ul style="list-style-type: none"> <li>You can explain what a rainforest is, describe the distribution of tropical and temperate rainforests, and make comparisons between these two rainforest types.</li> <li>You can locate the Amazon rainforest on a world map and describe some of its geographical characteristics.</li> <li>You can use geographical and scientific vocabulary to describe key features of the rainforest.</li> <li>You can list some tropical rainforest food products, describe the climatic conditions that are necessary to grow them, and explain how and why these products are exported around the world.</li> <li>You can compare different types of settlement and traditional lifestyles of indigenous peoples living in the Amazon rainforest.</li> <li>You can explain why rainforests are important, identify some of the threats to rainforests, and describe some ways in which people are taking action to protect rainforests.</li> </ul>	<p><b>Sustainable world: Does it matter how we live?</b></p> <ul style="list-style-type: none"> <li>I can explain what sustainability means to me and start to identify choices that can be made with this in mind.</li> <li>I can explain what a carbon footprint is and identify changes likely to make a positive difference.</li> <li>I can identify ways to reduce use of fossil fuels and explain why this matters.</li> <li>I can explain which foods have the highest carbon footprint and suggest choices that can lower this.</li> <li>I can explain what biodiversity is and give some reasons why nature matters for a sustainable world.</li> <li>I can research, identify and give examples of some ways in which cities can become more sustainable.</li> </ul>	<p>Sustainable World topic linked to the Eco Committee work in school.</p> <p>Class novel – The girl who stole an elephant – rainforest setting.</p>  <p>The Great Kapok Tree</p> 
Vocabulary	Continent, location, equator, northern and southern hemisphere, weather, climate, latitude, physical geographical feature, landscape, biome, settlement, population, major city, landmark, locality, goods and service, wealth, inequality, indicator, tourist attraction, human geographical feature, route.	Equator, Tropic of Capricorn, Tropic of Cancer, temperate rainforest, tropical rainforest, continent, climate, biodiversity, forest floor, understory, canopy, emergent layer, rainforest products, trade, settlements, ethnic groups, colonists, carbon dioxide, water cycle.	Natural resource, inequality, consumption, climate change, greenhouse gas, global warming, fossil fuels, transport, renewable, energy, emissions, carbon footprint, food miles, climate crisis, conservation, rewilding, pollination, city, sustainable, Sustainable Development Goals.	
Key skills	<ul style="list-style-type: none"> <li>Know the names of, and locate, a number of South or North American countries.</li> <li>Know the key differences between living in the UK and in a country in either North or South America.</li> <li>Use digital/ computer mapping to locate a country or place of interest and to follow the journey of rivers etc.</li> </ul>			



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Year 6	<p><b>Time Zones: Can we time travel on planet Earth?</b></p> <ul style="list-style-type: none"> <li>I can explain why we have day and night and what lines of longitude are.</li> <li>I can identify the Prime Meridian and understand time zones.</li> <li>I can use time and date maps and the International Date Line to explore time zones around the world.</li> <li>I can understand that time zones can have an effect on travel.</li> </ul>	<p><b>Global Trade: How do we get our stuff?</b></p> <ul style="list-style-type: none"> <li>I can investigate how we are linked to other people and places through global trade in clothing.</li> <li>I can use import and export data to investigate global trade in commodities and manufactured goods.</li> <li>I can understand that most of the supermarkets in the UK are global companies and describe how they get their food from global supply chains.</li> <li>I can investigate the production of a mobile phone and describe some of the effects the manufacturing process has on people's lives.</li> <li>I can describe how different types of goods are transported from producers to supermarkets and evaluate the costs and benefits of different forms of transport.</li> <li>I can explain how the choices we make can affect other people, places and environments, and reflect on my own opinions about ethical trade.</li> </ul>	<p><b>Coasts: What happens when the land meets the sea?</b></p> <ul style="list-style-type: none"> <li>I can describe what a coast is and how people's lives are affected by it.</li> <li>I can use maps and other sources to recognise, locate and describe a range of coastal features in the UK.</li> <li>I can use geographical vocabulary to describe coastal processes.</li> <li>I can understand how coastal erosion affects people's lives.</li> <li>I can name and describe different types of coastal protection and discuss their effectiveness.</li> <li>I can identify some threats to coastal habitats around the world and explain why these places matter to wildlife.</li> </ul>	Field work – visit to a coastal area e.g. Formby.  Global trade – career related learning links.
Vocabulary	Globe, rotation, longitude, latitude, axis, Co-ordinated Universal Time (UTC), Greenwich Mean Time (GMT), Prime Meridian, time zone, Antemeridian, border, Eastern Hemisphere, Western Hemisphere, Daylight Saving time.	Global trade, spatial pattern, globalisation, manufacture, imported, exported, commodities, manufactured, data, global company, supply chain, raw material, processing, natural resources, transport, working conditions, place of origin, costs and benefits, perishability, food miles, carbon footprint, responsibility, companies, government.	Maritime, ocean, settlement, human features, physical features, land use, waves, erosion, geology, sediment, deposition, static, flood, energy, habitat, pollution, organism.	
Key skills	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight major capital cities across the world.</li> <li>Know about time zones and work out differences.</li> </ul>			