

GEOGRAPHY CURRICULUM

Woore Primary School

Class 1

Crucial Knowledge & Vocabulary



Geography Crucial Knowledge



Autumn Term: My Local Area

'What is it like here?'

- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Sequence of Learning

1. Where in the world are we? Can you locate our school on an aerial photograph?
2. What can we see inside our classroom?
3. What can we find in our school grounds? Can you make a map of our school?
4. What is in our local village? Can you complete some fieldwork to explore our village?
5. How do we feel about our playground and how could we make it better?

Crucial Language

Aerial photograph
Atlas
Village
Directional language
Key
Land
Location
Map
Sea
Symbols
Town

Geography Crucial Knowledge



Spring Term: Weather & Seasons

'What is the weather like in the UK?'

Sequence of Learning

1. Where is the UK?
2. What are the four seasons?
3. What are the compass directions?
4. What is the weather like today?
5. Is the weather the same everywhere in the UK?
6. How do people prepare for the weather?

Crucial Language

Atlas
Autumn
Direction
East
England
Europe
Map
North
Northern Ireland
Place
Scotland
Season
South
Spring

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

use 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

Geography Crucial Knowledge



Summer Term: Contrasting Countries

'What is it like to live in Shanghai?'

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Sequence of Learning

1. What can we see in our local area?
2. Can we map our local area?
3. Where in the world is China?
4. What can you see in China?
5. What is Shanghai like?
6. How is Shanghai different from our local area?

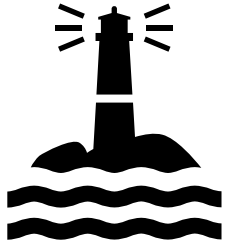
Crucial Language

Continent
Country
Different
Directional language e.g.
near, far, next to, behind,
Key
Human feature
Map
Physical feature
Similar
Symbol

Class 2

Crucial Knowledge & Vocabulary

Geography Crucial Knowledge



Cycle A Autumn Term: The Coast

'What is it like to live by the coast?'

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

use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- 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

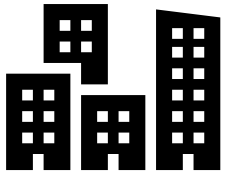
Sequence of Learning

1. Where are the seas and oceans surrounding the UK?
2. What do we mean by the coast? Can you explore our local coastline?
3. What are the features of the Jurassic Coast?
4. How do people use Weymouth?
5. How do people use our local coast? Can you present your findings?

Crucial Language

Arch
Bay
Cliff
Coast
Coastline
Harbour
Mudflat
Pier
stack
Atlantic Sea
North Sea
Irish Sea

Geography Crucial Knowledge



Cycle A Spring Term: Settlements

'Are all settlements the same?'

- 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
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Sequence of Learning

1. What do different settlements look like?
2. How is land used in my local area?
3. Can I explain the location of features in my local area?
4. How has my local area changed over time? Can I compare the similarities and differences?
5. How is land used in New Delhi and how does this compare to my local area?

Crucial Language

Agriculture
Capital city
Commercial land
County
Land use
Legend
Monument
Place of worship
Recreational land
Region
Residential land

Geography Crucial Knowledge



Cycle A Summer Term: Climates

'Would you prefer to live in a hot or cold place?'

- 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
- 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
- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Sequence of Learning

1. Where are the continents? Can you name and locate all 7 continents?
2. Where are the coldest places on Earth?
3. Where is the Equator and what is it like there?
4. What is life like in a hot country?
5. Do we live in a hot or cold place? Where would you prefer to live?

Crucial Language

Arid
Climate
Continent
Desert
Equator
Ocean
Pack ice
Polar
Rainforest
Savannah
Temperate
Temperature

Geography Crucial Knowledge



Cycle B Autumn Term: The World

'Why is our world so wonderful?'

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- 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

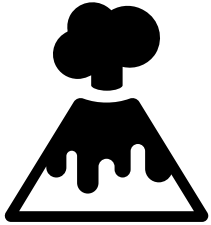
Sequence of Learning

1. What are some of the UK's amazing features and landmarks?
2. Where are some of World's most amazing places?
3. Where are our oceans? Can you name and locate them on a map?
4. What is amazing about our local area?
5. How can we look after natural habitats?

Crucial Language

Capital City
Continent
Country
Landmark
OS map
Symbol
Scale
Atlantic Ocean
Indian Ocean
Pacific Ocean
Southern Ocean
Arctic Ocean

Geography Crucial Knowledge



Cycle B Spring Term: Volcanoes

'Why do people live near volcanoes?'

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

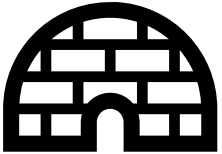
Sequence of Learning

1. How is the Earth constructed? Can you name and label the layers of the Earth?
2. Where are mountains found and how are they formed?
3. Why and where do we find volcanoes?
4. What are the effects of volcanic eruptions on local communities?
5. What are earthquakes and where do we get them?

Crucial Language

Active volcano
Composite volcano
Earthquake
Epicentre
Dormant volcano
Faultline
Inner core
Outer core
Magma
Mantle
Tectonic plates
Metamorphic rock

Geography Crucial Knowledge



Cycle B Summer Term: Antarctica

'Who lives in Antarctica?'

- 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
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- name and locate the world's 7 continents and 5 oceans

Sequence of Learning

1. What is climate? Can you describe location using lines of latitude and longitude?
2. Where is Antarctica? Can you describe its location and physical geography?
3. Who lives in Antarctica? Compare their lifestyle to our own in the UK.
4. Who was Shackleton? Can you plot his journey across Antarctica?
5. Can you plan your own expedition around school or the local area?

Crucial Language

Climate
Climate Zone
Hemisphere
Ice sheet
Lines of latitude
Lines of longitude
Ernest Shackleton
Expedition
Compass points

Class 3

Crucial Knowledge & Vocabulary

Geography Crucial Knowledge



Cycle A Autumn Term: Rivers

'What are rivers and how are they used?'

Sequence of Learning

1. What is the 'Water Cycle' and how is water used?
2. How is a **river** formed, and can you describe the journey of a river?
3. Can you locate important rivers of the world including their **sources** and **mouths**?
4. How are rivers used and why are they important?
5. What features do our local rivers have and can you collect fieldwork data?

Crucial Language

Source
Confluence
Tributary
Meander
Erosion
Oxbow lake
Estuary
Mouth
Evaporation
Condensation
Precipitation
Transpiration

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

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geography Crucial Knowledge



Cycle A Spring Term: Mountains

'What is life like in the Alps?'

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

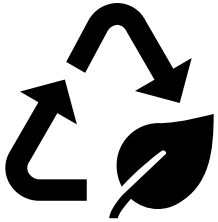
Sequence of Learning

1. Where are they **located** and can you locate and describe their location on a map.
2. What is the **climate** like there, and can you describe both physical and human features?
3. Can you discover why mountains are important to local people and what life is like there?
4. Can you compare how these areas are similar or different to our own **climate**?
5. Can you research a famous mountain or range of mountains and write a report about them?

Crucial Language

Climate
Glacier
Mountain
Summit
Hemisphere
Latitude & Longitude
Leisure
Mountain Range
Population
Sea Level
Tourism
Vegetation

Geography Crucial Knowledge



Cycle A Summer Term: Energy

'Where does our energy come from?'

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- 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.

Sequence of Learning

1. What is an **energy source** and why are they important?
2. What is **renewable energy**? What are the benefits and drawbacks of this?
3. How do we generate energy in the United Kingdom? Can you compare this with other countries.
4. What is the best way to **generate** energy?
5. How can we help our community become more **sustainable**?

Crucial Language

Biofuel
Sustainability
Consumption
Crude oil
Dam
Emissions
Hydropower
Natural gas
Non-renewable
Regenerate
Wind power
Solar power

Geography Crucial Knowledge



Cycle B Autumn Term: Deserts

'Would you like to live in a Desert?'

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Sequence of Learning

1. What are the characteristics of a hot desert biome?
2. Where are deserts located around the world?
Can you locate and explore the features of a desert?
3. What physical features can be found in desert biomes?
4. How can humans use deserts and what are threats to these biomes?
5. Would you like to live in a desert? Can you explain similarities and differences between two different environments?

Crucial Language

Agriculture

Arid

Barren

Climate

Desert

Biome

Drought

Flash flooding

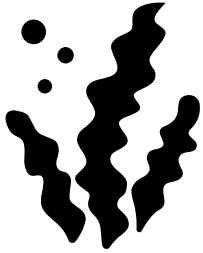
Rainfall

Salt flat

Vegetation

Ranching

Geography Crucial Knowledge



Cycle B Spring Term: Oceans & Seas

'Why do oceans matter?'

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- 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.

Sequence of Learning

1. Where are the oceans located and how do we use them?
2. What is the Great Barrier Reef and what is its importance?
3. Why are our oceans suffering and what impact are humans having on the coral reefs?
4. What can we do to help our oceans? How littered is our marine environment?
5. What is fast fashion and why is it a problem? How can we positively impact our local community?

Crucial Language

Biome

Marine

Coral Bleaching

Great Barrier Reef

Ecosystem

Habitat

Biodegradable

Human footprint

Decompose

Microplastics

Erosion

Geography Crucial Knowledge



Cycle B Summer Term: Rainforests

'Why are rainforests important to us?'

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Sequence of Learning

1. Where in the world are tropical rainforests? Can you describe this biome's features?
2. What is the Amazon rainforest like?
3. Who lives in the rainforests? Can you research the indigenous people who live there?
4. How are rainforests changing? What threats do they face?
5. How are our local woodlands used, and can we compare this to the rainforests?

Crucial Language

Canopy layer
Deforestation
Global warming
Logging
Indigenous
Biome
Emergent layer
Forest floor
Humidity
Palm oil
Endangered