

# St. Mary's - Geography Curriculum - Knowledge Map



\*Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:

Work likely in ...	Early Years	KS1	KS2
<b>Locational Knowledge</b>	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	To know the continents and the oceans of the world. Be familiar of places and location of the United Kingdom.	Be familiar with the world countries including environmental regions, key physical and human characteristics, countries and major cities. Continue to develop geographical knowledge of the United Kingdom by naming and locating counties, cities and geographical regions. When studying the locations, we include hill, mountains, coasts and rivers and how land has been used over time. Use geographical vocabulary to identify the position and significance.
<b>Place Knowledge</b>	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate-maps. 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.	Understand geographical similarities and differences between small areas of the United Kingdom and another location.	Understand geographical similarities and differences of human and physical geography between areas of the United Kingdom and a wider range of countries
<b>Human and physical Geography</b>	Children know and talk about the seasons.	Identify daily weather patterns in the United Kingdom and a contrasting area of the world.	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.
<b>Geographical skills and fieldwork</b>	Using walks around the local area.	Use maps and globes Use simple compass directions Use directional language	Use maps atlas, globes and IT Use 8 points of a compass Understand maps using grid references symbols and keys 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.

	Topic Title / Question	Geographical Terms & Vocabulary	Locational Knowledge	Place Knowledge	Human and physical Geography	Geographical skills and Fieldwork (Concrete experience, visit, trip)	Independent work opportunities and writing as a geographer <a href="https://new.geography.org.uk/Writing-in-geography#2">https://new.geography.org.uk/Writing-in-geography#2</a>	Books to use in Geography topic
EYFS	Seasons-every term	Change, weather, Seasons, Winter, Autumn, Spring, Summer, country,	What does our local area look like? Note the features; pond, field, community gardens, woodland area, town centre, River Calder (UF) What do these look like in Spring/Summer/Autumn/Winter	How have those places changed across the seasons? e.g How does the pond look different in Winter, How has the woodland changed in Spring?		Go on a Seasonal walk Autumn visit to Thornes Park to compare (LF)	LF opportunities within provision will include: <ul style="list-style-type: none"> <li>Natural resources, found during the walk brought into the classroom.</li> </ul> UF opportunities within provision will include: <ul style="list-style-type: none"> <li>Natural resources, found during the walk brought into the classroom.</li> </ul>	Non-fiction Seasonal books

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	<b>Arctic topic</b>	<i>Polar regions, Arctic, Antarctica, World</i>	Where are the Polar regions on a globe.	<i>Compare their environment to that of the Polar regions</i>	<i>frost, ice, melting ice</i>	<i>Use the globe to find the Arctic/Antarctica Look at Arctic climates</i>	LF opportunities within provision will include: <ul style="list-style-type: none"> <li>Globe</li> <li>Images of polar regions</li> </ul> UF opportunities within provision will include: <ul style="list-style-type: none"> <li>Globe</li> <li>Images of polar regions</li> </ul> Writing as a geographer: <ul style="list-style-type: none"> <li>Inform-Fact file of a penguin or polar bear and their habitat.</li> </ul>	<i>Lf-Polar Bear, Polar Bear what do you hear?  UF-Non fiction books about polar regions</i>
	<b>Our Wonderful World</b>	City, road, village, Mosque, house, path, flat, Church, World, community	Observe, find out about and discuss the place where they live. What do we have in our locality-Go for a walk, take photographs of buildings such as the fire station, Train station, Mosque. Create a photo book of our local environment -label	Talk about where we live and other countries we have visited-ask parents to send in photos of their home country. Talk about the similarities and differences; Mara, Africa, Pakistan		Create box models/paintings of their environment/Space/Mara or imaginary landscapes. Create story maps	LF opportunities within provision will include: <ul style="list-style-type: none"> <li>Photos of landmarks in our locality</li> </ul> UF opportunities within provision will include: <ul style="list-style-type: none"> <li>Different exotic fruits</li> <li>Images of African clothing and houses</li> <li>Box model village and designing maps.</li> </ul>	Handa's Surprise The Creation story Whatever Next
<b>Y1</b>	<b>The United Kingdom</b>	<b>United kingdom, England, wales, Scotland, northern Ireland, country, city, landmark, globe, map, UK, Wakefield, direction, left, right, forward, back, countryside, town</b>	Know what the United Kingdom is. To describe the united kingdom as an independent nation with a government.  Know the names of the 4 countries in the United Kingdom and their capital cities.  To identify and locate cities and physical features of the United Kingdom: <ul style="list-style-type: none"> <li>Edinburgh castle</li> <li>Buckingham palace</li> <li>Giant's causeway</li> <li>Mount Snowdon</li> </ul>	Know the difference between a city/ town and the countryside <ul style="list-style-type: none"> <li>Be able to describe a town and its features</li> <li>To be able to describe the countryside and its features</li> </ul> To compare the differences between the two – are there any similarities?	Track weather patterns over a week in: <ul style="list-style-type: none"> <li>England</li> <li>Wales</li> <li>Northern Ireland</li> <li>Scotland</li> </ul> To understand the purpose of the landmarks/ physical features of the United Kingdom: <ul style="list-style-type: none"> <li>Edinburgh castle and be able to describe features of a castle</li> <li>Buckingham palace and be able to explore the role of the palace and the reason for the palace.</li> <li>Giant's causeway</li> <li>Mount Snowdon</li> </ul>	To be able to identify the United Kingdom on a globe.  To be able to identify England, Scotland, Wales and Northern Ireland on a map of the United Kingdom.  To be able to identify where Wakefield is on a map of the UK.  To be able to direct using left, right, forwards and back around the local environment.	Independent work opportunities: <ul style="list-style-type: none"> <li>Label a map of the United Kingdom with the countries and capital city</li> <li>Compare the difference between a town and the countryside through pictures. In a Venn diagram</li> </ul> Writing as a geographer: <ul style="list-style-type: none"> <li>Inform people about a physical feature through a postcard from a place (e.g. Edinburgh castle, Buckingham Palace, Giant's causeway, Mount Snowdon)</li> </ul>	Paddington Bear – Michael Bond  Atlases  Maps

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	<b>Around the world 6 weeks</b>	<b>Kenya, weather, storm, thunder, lightning, rain, sun, clouds, snow, diary, USA, united states of America, Egypt, France</b>	<p>Know 4 countries in the world:</p> <ul style="list-style-type: none"> <li>- USA</li> </ul> <p>Know the famous landmarks: Golden Gate Bridge, Statue of Liberty, Mount Rushmore and independence hall.</p> <ul style="list-style-type: none"> <li>- Egypt</li> </ul> <p>Know that kings of Egypt were called pharaohs, know what mummies are and who Tutankhamun is</p> <ul style="list-style-type: none"> <li>- France</li> </ul> <p>Know different types of foods people eat in France</p> <p>Learn some of the language: hello, how are you, my name is, what is your name, goodbye, good, ok, not good</p> <ul style="list-style-type: none"> <li>- Kenya (English)</li> </ul> <p>Fruit tasting based on Handa's surprise- know what fruits are grown and eaten in Kenya.</p>	<p>Compare Wakefield to Kenya (link to Handa's surprise)</p> <ul style="list-style-type: none"> <li>- Difference in houses</li> <li>- Difference in food/ cooking – link to what the children have already learnt in history about kitchens</li> </ul>	<p>Week weather diary and compare to a week in Kenya</p>	<p>Know where USA, Egypt, France, Australia and Kenya are on a map and globe.</p>	<p><b>Independent work opportunities:</b></p> <ul style="list-style-type: none"> <li>- A week weather diary to compare Wakefield to Nice</li> </ul> <p><b>Writing as a geographer:</b></p> <ul style="list-style-type: none"> <li>- <b>Compare</b> Wakefield to France comparing food. (photographs and written sentences)</li> </ul>	<p>Handa's Surprise – English</p> <p>Around the world in 80 days – Jules Verne</p> <p>Barnaby bear videos</p>
<b>Y2</b>	<b>England and Africa</b>	<b>Continents, ocean, land, globe, map, forest, hill, mountain, river, soil, valley, vegetation, shop, factory, farm, house,</b>	<p>Name the continents of the world and the oceans</p> <p>Locate the continents on a map and globe.</p>	<p>Compare and contrast the differences and similarities of Wakefield/ Eastmoor with a small town in Africa (not Handa's surprise to give another perception of Africa)</p> <ul style="list-style-type: none"> <li>- Houses</li> <li>- Weather</li> <li>- Travel</li> <li>- Lifestyle</li> </ul>	<p>Compare the different physical and human features from a map/aerial view of the two.</p> <ul style="list-style-type: none"> <li>- -forest/hill/ mountain/ river/soil/ valley/ vegetation</li> </ul> <p>Shop/ factory/ farm/ house</p>	<p>Use globes and maps to locate the continents</p>	<p><b>Independent Work Opportunities</b></p> <p><b>Happy Holidays!</b></p> <p><b>Describe the climate/human and physical features of a small town in Kenya in a post card from a Safari Trip</b> [Place Knowledge and Human/Physical Geography]</p> <p><b>Writing as a Geographer</b></p> <p><b>Would you rather live in a small town in Kenya or Wakefield?</b> Evaluate Discuss aspects of life in Kenya and the UK, evaluating similarities and differences producing a Travel Brochure. [Locational and Place Knowledge]</p>	<p>Too Small Tola- Atinuka (English Link)</p>

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	<b>Weather</b>	<b>Equator, thermometer, weather, season, change, climate, north pole, south pole, compass, north, south, east, west</b>	Understand that the earth's tilt and the position of a continent/country in relation to the equator impact on the weather. <ul style="list-style-type: none"> <li>- Warm and cold climates</li> <li>- What grows in those countries</li> <li>- What animals live in different climates</li> </ul>	Describe the changes of due to seasons in the UK  Describe the weather differences between Wakefield and a city on a different continent	Collect daily weather information from thermometers, rain gauges and broad casts to track weather for 2 weeks over 2 seasons.  Children to write their own weather forecast using geographical language	Create our own weather broadcast using maps, keys, compass directions and position language.	<b>Independent Work Opportunities</b> <b>Why do we gather data on weather?</b> <b>Record weather on a weather chart describe weather on a chart and look for patterns.</b> [Geographical Skills and Fieldwork] <b>Writing as a Geographer</b> <b>Summarise a daily weather pattern using a weather report and data collected.</b> [Geographical Skills and Fieldwork]	Online daily weather reports
	<b>St Mary's (link in with the history)</b>	<b>Past, old, human, city, town,</b>	To locate Wakefield and St. Mary's school using a map. Looking at a road and street names	Compare aerial photos of the school and surrounding areas to a photo of the old St. Mary's school unpicking how the human geography has changed.	→	Complete walks around the school and local area identifying the human and physical geography <ul style="list-style-type: none"> <li>- Make maps (with Keys)</li> </ul> Devise routes (positional language)	<b>Independent Work Opportunities</b> <b>Fieldwork Route Map and Keys – Identify Physical and Human Features around Local Area</b> [Human and Physical Geography] <b>Writing as a Geographer</b> <b>How has the Human Geography of Wakefield has changed throughout History?</b> <b>Comparison of St Mary's and Local Area of now and in the past.</b> [Place Knowledge and Human and Physical Geography]	
<b>Y3</b>	<b>The United Kingdom</b> <b>Yorkshire/Wakefield and Scottish Highlands/Loch Ness</b>  <b>Including local geography and local fieldwork</b>	Physical Human Continent Country Island United Kingdom England Wales Scotland Northern Ireland Yorkshire Highlands Settlement City Town Village Local Community	Locate United Kingdom on world and European maps and know it is part of Europe. Describe the location of UK in Europe using 8 point compass.  Locate the countries of UK and use 8 point compass to describe their location within UK and Europe.  Identify on maps capital cities and major physical features of the landscape e.g. rivers/mountains. Use maps of different scales including OS	Identify similarities and differences in human and physical features between different regions in UK <ul style="list-style-type: none"> <li>o Yorkshire/Wakefield</li> <li>o Scottish Highlands/Loch Ness</li> </ul> Local Geography: Identify the similarities and differences between housing in Wakefield: <ul style="list-style-type: none"> <li>o Field work in the local area around school and sketch map the different housing types identified</li> </ul>	Physical features of UK/localities: <ul style="list-style-type: none"> <li>o Rivers/lakes</li> <li>o Mountain ranges/land height</li> <li>o Soil/mineral distribution</li> </ul> Human features of UK/localities: <ul style="list-style-type: none"> <li>o Types of settlement</li> <li>o Land use – housing types</li> </ul> Identify within the local area: <ul style="list-style-type: none"> <li>o River Calder</li> <li>o Aire and Calder Navigation</li> <li>o Kirkgate and Westgate Stations</li> </ul>	Use of maps including OS, at a range of scales.  Use maps.nls.uk to use OS maps alongside aerial photographs  Use of grid references and 8 point compass.  Local fieldwork: <ul style="list-style-type: none"> <li>o Sketch map of local area – street focus – housing types</li> </ul> Survey – housing types.	<b>Fieldwork sketch map</b> – identifying housing types in local area.  <b>Bar chart</b> – results of class survey into housing types lived in by children in Y3  <b>Writing as a geographer - Report to summarise</b> – summarising findings about housing types in the local area	Links to reading for enjoyment books: <ul style="list-style-type: none"> <li>o <i>Water Horse</i> Dick King Smith</li> <li>o <i>The true story of the Loch Ness Monster</i> Frances Gilbert</li> <li>o <i>Nessie – The Loch Ness Monster</i> Richard Brassey</li> </ul> Wakefield Now and Then (Library book)

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		Detached Semi-detached Bungalow Flat	Locate geographical regions of the UK- including Yorkshire, West Yorkshire and Wakefield.  Identify physical and human features of Wakefield (North and South) using maps including OS and aerial photographs  Identify physical and human features of a Scottish region (Loch Ness/Scottish Highlands) using maps including OS and aerial photographs	<ul style="list-style-type: none"> <li>Conduct a class survey into housing types in Wakefield to identify the similarities and differences of housing types within our class population</li> </ul> Local Geography: Identify similarities and differences between Wakefield/Eastmoor in the present day and the past using present day and historical maps.	<ul style="list-style-type: none"> <li>Hepworth Gallery</li> <li>Housing types - through local fieldwork</li> </ul>			
	<b>Extreme Earth - Volcanoes and Earthquakes</b>	Earth Continent Country Structure Crust Mantle Core Rock Molten Volcano Crater Lava Magma Active Dormant Extinct Earthquake Plates Epicentre Richter scale Tsunami Tectonics Boundaries	Identify the structure of the Earth and what it is like below ground using diagrams of the Earth's physical structure  Identify the location of volcanoes using maps at a range of scales (world, continent and country) and identify patterns in their locations (e.g. along fault lines)  Use 8 point compass to describe locations of countries and volcanoes.  Read and interpret keys (maps and diagrams)  Use geographical vocabulary to describe the physical features of the Earth's structure, volcanoes and earthquakes.	Identify similarities and differences in the Earth's land/plates/continents between the past (225 million years ago and 200 million years ago) and present day  Identify similarities and differences between active and dormant volcanoes and the impact on the settlements located near them  Identify the impact of the volcanic eruption in Pompeii on human and physical factors.	Understand and explain the physical structure of the Earth: <ul style="list-style-type: none"> <li>Identify what the Earth is like underground/below the surface</li> <li>Identify the layers of the Earth</li> </ul> Understand and explain plate tectonics and boundaries: <ul style="list-style-type: none"> <li>Understand the Earth's crust is split into plates</li> <li>Identify plate boundaries</li> <li>Identify using maps and reference materials</li> </ul> Understand and explain about how volcanoes and earthquakes happen due to the physical structure of the earth: <ul style="list-style-type: none"> <li>Explain how the movement of plates causes volcanoes and earthquakes</li> <li>Identify the features of a volcano and the actions that take place in an eruption</li> <li>Understand how some volcanoes are active and some are dormant</li> <li>Understand how the plate movement/earthquakes causes Tsunamis</li> </ul>	Use of maps at a range of scales and diagrams with symbols and keys to locate countries/continents, plate boundaries and volcanoes.  First hand experience – practical work using a peach to represent the physical structure of the Earth  First hand experience – making model volcanoes with the features learnt and creating a simulated eruption	Volcano cross section diagram and labelled features (children to sketch own cross section diagrams)  Writing as a geographer – Explanation text to explain – explain how a volcanic eruption occurs	Links to reading for enjoyment books: <ul style="list-style-type: none"> <li><i>The firework maker's daughter</i> Philip Pullman</li> <li><i>Escape from Pompeii</i> Christina Balit</li> </ul> Non-fiction reference books about volcanoes and earthquakes

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Y4	Spain	<b>Country</b> <b>Continent</b> <b>Europe</b> <b>Eight point compass point/directions</b> <b>Location</b> <b>Landscape</b> <b>Climate</b> <b>Land use</b> <b>Inland</b> <b>Coast/coastal</b> <b>Border</b> <b>City</b> <b>Region</b> <b>Map</b> <b>Scale</b> <b>Time zone</b>	To describe Spain's location: <ul style="list-style-type: none"> <li>• A country in the continent of Europe</li> <li>• Within Europe – South West</li> <li>• Compared with other European countries – e.g. Spain is East of Portugal and South West of France</li> </ul> To identify and locate cities and physical features of Spain, e.g.: <ul style="list-style-type: none"> <li>• Capital city – Madrid</li> <li>• Seas – Bay of Biscay, Atlantic Ocean, Mediterranean Sea</li> <li>• Islands – Balearic Islands and Canary Islands</li> <li>• Borders with other countries</li> <li>• Rivers – e.g. River Ebro</li> </ul> Identify differences in time zones between Spain and UK.	Use of landscape maps to identify similarities and differences in types of landscape (e.g. land height) between the North, South, East and West of Spain  Use of climate maps to identify similarities and differences in climate types and their features (e.g. temperature, rainfall) between the North, South, East and West of Spain  Understand the land use in a Spanish town/city (e.g. Marbella) using land use maps. (Link to field work in local area and comparison of land use in Spanish town/city and Wakefield)	Physical geography - Describe the landscape and climate in the North, South, East and West of Spain.  Human Geography - Describe the land use and economic activity of Spanish settlements (e.g. coastal settlements as tourist towns – e.g. land use and tourism in Marbella)	Maps at a range of scales – World, Continent (Europe), Country (Spain) and town/region (Marbella)  Maps for different purposes – location, landscape, climate, land use (using keys and symbols to interpret them)  Use of 8 point compass directions to locate and describe when using maps across a range of scales.  Fieldwork – local fieldwork to explore the land use in our local area, creating a sketch map and then using to compare similarities/differences between land use in Wakefield and in a Spanish town (e.g. Marbella)	Fieldwork survey - identify land use in our local area.  Writing as a geographer – Inform – about a place on a postcard	<b>English text – Toro! Toro! Michael Morpurgo</b>  Atlas/maps  Information books/websites about Spain  Oak Academy lesson – time zones
	Local Geography (Fieldwork topic)  What is the weather like around our school? How do weather patterns affect it?	<b>Weather, Climate, Season, Water cycle, Precipitation, Evaporation Condensation Run off Groundwater Clouds Wind Air mass Pattern Classify Data Eight point compass point/directions Map Scale Forecast</b>	Our locality - use of classification charts and use of geographical vocabulary to observe and identify different types of clouds in the sky (on different days over time) (Link to fieldwork in local area)	Understand similarities and differences between weather patterns in different parts of the UK, e.g. Arctic, tropical, maritime and continental wind patterns from the North, South, East and West.  Understand how our local weather is affected by these weather patterns	Physical geography – describe weather patterns of parts of the UK, e.g.: <ul style="list-style-type: none"> <li>• Patterns of warm/cold air mass movements (UK/Atlantic Ocean)</li> <li>• Arctic, tropical, maritime and continental wind patterns</li> <li>• How is our local weather affected by these weather patterns?</li> </ul> Physical geography – describe and understand the stages and processes of the water cycle.	Fieldwork – photographing cloud types and identifying using classification chart (cloud types across the 3 cloud levels)  Fieldwork – collecting weather data over time, in different locations around school, to investigate patterns in: <ul style="list-style-type: none"> <li>• Wind speed (use of anemometer)</li> <li>• Wind direction (use of weather vane and compass)</li> </ul> → plot data collected using bar charts and time graphs  Weather maps (UK focus) and charts (e.g. classifying cloud types)  School plan (for use in fieldwork)  Use of BBC weather reports and weather maps online	Fieldwork bar graph and time graphs  Writing as a geographer – Explain – the climate of a place. Which part of Spain would you prefer to visit and why?	<b>English texts:</b> <ul style="list-style-type: none"> <li>• <b>Water Dance – Thomas Locker</b></li> <li>• <b>The Rhythm of the Rain – Grahame Baker-Smith</b></li> </ul> Daily use of BBC weather reports online  Information books/websites about weather, water and the water cycle.  Link to Science and information books about States of Matter

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Y5	South America	South America, Brazil, continent, equator, climate, biome, Amazon river basin, physical and human characteristics, habitat, environment, Amazon rainforest, deforestation, impact, tropics or Cancer and Capricorn, longitude, latitude, Northern and Southern hemisphere, borer, ocean	Use maps and directional language of North, South, East, West to describe Brazil's location within South America. <ul style="list-style-type: none"> <li>A country in the continent of South America</li> <li>Within South America, describe the position of countries which surround Brazil- Bolivia, Paraguay, Peru, Argentina, Uruguay, Ecuador, Colombia Venezuela, Chile.</li> </ul> Use maps to compare the physical features of South America.	Use landscape maps to compare similarities and differences the physical landscape of Brazil to the UK.	Physical Geography- Describe the 4 biomes (vegetation belts) of South America and identify their location within (North, South, East, West).  Human Geography- Describe land use and economic activity within Brazil (Amazon Rainforest, Rainforest is used for natural resources links to England. What do we get from the Amazon and use in our everyday lives? Know the impact of deforestation impacts on the local and worldwide community.	Tropical World, Rainforest workshop  Use maps, atlases, globes to locate countries and describe features studied.  Understand maps using grid references, symbols and keys.	Independent work Landscape map to compare the physical features of UK and Peru  Writing as a geographer Describe the 4 biomes and annotate their location in South America	Journey to the River Sea- Eva Ibbotson Rainforest in 30 Seconds- Dr Jenn Green The Great Kapok Tree- Lynn Cherry The Vanishing Rainforest- Richard Platt
	Investigating the School Grounds and the UK.	North, South, East, West, compass, pole, orientate, cardinal points	Geographical vocabulary- Understand directional vocabulary of North, South, East, West to describe and represent position within the school grounds.	Describe similarities and difference of human and physical geography on an OS map.	Create a 3D model using map contour lines (art link). <ul style="list-style-type: none"> <li>Identify a range of symbols recognise human and physical features on an OS map.</li> <li>Describe how height is shown on OS maps using contour lines by showing the shape of the land. The closer the contour lines are, the steeper the slope of the land.</li> </ul>	Geographical skills -Use and understand the 8 cardinal and intermediate points of a compass to identify locations in the school grounds.  Describe the location of human and physical features on an OS map using directional language-North, South, East, West and apply this to my current location.	Independent work Label locations on a school grounds map with the direction from a central point cardinal and intermediate points  Writing as geographer Analyse contour lines on a 3D map linking to height	
Y6	North America	Equator Tropic of Cancer and Capricorn Climate Countries	22 countries of North America Identify the variety of physical features of North America eg mountain ranges, canyons rivers. Compare to features of South America.	Compare the climates in NA and how they compare to UK  Compare different countries in NA looking at natural land features.	Describe climate zones of Alaska and Florida in North America. Plot on a map and compare findings. Rivers and mountains in NA  Look at land use of different countries of NA and compare. Trade links with NA. What products do we get from different countries?	Use maps and atlases for different purposes.  Using grid references up to 8 figures.  Use websites to find out more information about places in NA	Independent work- plotting on sketch map climate zones of Alaska and North America  Writing as a Geographer: Describe the land use of different countries of NA and the trade links.	Information books

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	Topic Title / Question	Geographical Terms & Vocabulary	Locational Knowledge	Place Knowledge	Human and physical Geography	Geographical skills and Fieldwork (Concrete experience, visit, trip)	Independent work opportunities and writing as a geographer <a href="https://new.geography.org.uk/Writing-in-geography#2">https://new.geography.org.uk/Writing-in-geography#2</a>	Books to use in Geography topic
					Investigate a chosen country from NA and find out as much as you can about it – climate, tourism, mountains, rivers etc	Use books, website and atlases to find this information out. Present to the class.		
	<b>Local Geography</b>	Energy use Conservation Generation Sustainable Energy use Power station Carbon emissions Carbon footprint	What is the impact of potential change on the local area linked to sustainable travel?	How can school reduce its carbon emissions?  The impact of change on individuals and the local area  Analyse local traffic flow plans  Undertake a travel to school survey of children. Children learn about travel patterns in school and why people make the choices they do.  Research carbon footprint of Wakefield City Centre.	Use mapwork to identify local power stations and sustainable energy resources e.g. windfarms and solar farms	Travel survey in school- asking and answering questions  Survey of walk to school Using and understanding new geographical vocab. What are the benefits from walking or cycling?  Use maps of the local area to monitor traffic flow.	<b>Independent work:</b> Travel to school survey Writing as a Geographer  <b>Evaluate survey</b> results and write a travel plan to inform school of solutions (example evaluations from results- reduction in carbon emissions, parking problems and congestion on local road)	