

England (KS1)	Primary Geography: unit name, topic name, toolkit callouts
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</p>	<p>Year 2 -Comparing countries of the UK L1: What is the UK? (Countries of the UK) Practise 1, Explain/Explore, Extend and stretch L2: Where do people live in the UK? (Physical and human features, City, town or village?) Explain/Explore, Extend and stretch L3: Where are the capital cities of the UK? (Capital cities, Map outlines, Labelling the UK) Practise L4: Which UK countries have we visited? Explain/Explore, Targeted activity, Demonstrate understanding L5: What is it like in a capital city? (How similar or different is your location to a capital city?)</p> <p>Year 1 and Year 2 (2022 – 2023 academic year) -Weather and fieldwork L1: What is weather? Explain/Explore, Extend and stretch L2: How do we make decisions?</p> <p>Year 2 - Hot and cold places L1: How hot and cold is our school? Explain/Explore 1, Practise, Explain/Explore 2, Extend and stretch L2: What do hot and cold places feel like? Explain/Explore, Practise, Extend and stretch L3: Where are hot and cold places found on Earth? (Continents) L4: How does temperature affect hot and cold places? Demonstrate understanding, Explain/Explore 2 L5: What features does an animal need to live in a hot/cold place? Demonstrate understanding, Targeted activity, Summative assessment</p> <p>Location and place toolkit: <i>Hot and cold places</i> links to Waypoint 2</p>
<p>Pupils should understand basic subject-specific vocabulary relating to human and physical geography.</p>	<p>Year 2- Comparing countries of the UK L2: Where do people live in the UK? (Physical and human features, City, town or village?) Practise, Explain/Explore, Extend and stretch L3: Where are the capital cities of the UK? (Capital cities, Map outlines, Labelling the UK) Practise L4: Which UK countries have we visited? Explain/Explore, Targeted activity, Demonstrate understanding L5: What is it like in a capital city? (How similar or different is your location to a capital city?)</p> <p>Year 1 and Year 2 (2022 – 2023 academic year) - Weather and fieldwork L1: What is weather? Explain/Explore, Extend and stretch</p>
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<p>Pupils should begin to use geographical skills, including first-hand observation, to enhance their local awareness.</p>	<p>Year 2- Comparing countries of the UK L2: Where do people live in the UK? (Physical and human features, City, town or village) L3: Where are the capital cities of the UK? (Capital cities, Map outlines, Labelling the UK) L5: What is it like in a capital city? (How similar or different is your location to a capital city?) L6: What would you write in postcard from a capital city? Summative assessment</p> <p>Year 1 and Year 2 (2022 – 2023 academic year) Weather and fieldwork L1: What is weather? Explain/Explore, Extend and stretch</p> <p>Decision making toolkit: <i>Weather and fieldwork</i> unit – an example of the target board activity is used in Waypoint 2</p>
<p>Local knowledge: name and locate the world’s seven continents and five oceans.</p>	<p>Year 2 - Hot and cold places L3: Where are hot and cold places found on Earth? (Continents) Practise, Explain/Explore</p>
<p>Local knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Year 2- Comparing countries of the UK L1: What is the UK? (Countries of the UK) Practise 1, Explain/Explore, Extend and stretch L3: Where are the capital cities of the UK? (Capital cities, Map outlines, Labelling the UK) Practise, L4: Which UK countries have we visited? Explain/Explore, Targeted activity, Demonstrate understanding</p> <p>Year 1 and Year 2 (2022 – 2023 academic year) Weather and fieldwork L1: What is weather? Explain/Explore, Extend and stretch</p>
<p>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 non-European country.</p>	<p>Year 2 - Comparing countries of the UK L2: Where do people live in the UK? (Physical and human features, City, town or village) Practise, Explain/Explore, Extend and stretch</p>

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Human and physical geography: 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	<p>Year 1 and Year 2 (2022 – 2023 academic year) Weather and fieldwork L1: What is weather? Explain/Explore, Extend and stretch</p> <p>Year 2- Hot and cold places L3: Where are hot and cold places found on Earth? (Continents, Average temperatures around the world) Explain/Explore, Practise, Extend and stretch L4: How does temperature affect hot and cold places? (Comparing cities)</p>
Human and physical geography: use basic geographical vocabulary to refer to key physical features and key human features.	<p>Year 2- Comparing countries of the UK L2: Where do people live in the UK? (Physical and human features, City, town or village) Practise, Explain/Explore, Extend and stretch</p>
Geographical skills and fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries as well as the continents and oceans studied at this key stage.	<p>Year 2- Comparing countries of the UK L1: What is the UK? Practise, Explain/Explore L3: What are capital cities of the UK? Extend and stretch</p> <p>Year 2- Hot and cold places L3: Where are hot and cold places found on Earth? (Continents, Average temperatures around the world) Explain/Explore, Practise, Extend and stretch L4: How does the temperature affect hot and cold places? (Comparing cities)</p>

<p>Geographical skills and fieldwork: use simple compass directions (North, South, East, West) and location and directional language to describe the location of features and routes on a map.</p>	<p>Year 2 - Comparing countries of the UK L3: What are the capital cities of the UK? Practise 1, 2 and 3. L4: Which UK countries have we visited? Demonstrate understanding, Targeted activity 2</p>
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England (KS1)	Primary Geography: unit name, topic name, toolkit callouts
<p>Geographical skills and fieldwork: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Year 2 - Comparing countries of the UK L4: Which UK countries have we visited? Demonstrate understanding, Targeted activity 2</p> <p>Year 1 and Year 2 (2022 – 2023 academic year) Weather and fieldwork L3: What do we need to find out? Explain/Explore 1 and 2, Practise, L4: How can we use criteria to help us decide? (Collecting data) Targeted activity, Demonstrate understanding L5: How can data help us decide? Explain/Explore, Demonstrate understanding L6: How can you present your decision? Presentation</p> <p>Year 2 - Hot and cold places L1: How hot or cold is our school? Explain/Explore, Practise, Extend and stretch L2: What do hot and cold places feel like? Explain/Explore.</p>

Geographical skills and fieldwork: 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.

Year 2- Comparing countries of the UK

L4: Which UK countries have we visited? Demonstrate understanding, Targeted activity 2

Year 1 and Year 2 (2022 – 2023 academic year) Weather and fieldwork

L3: What do we need to find out? Explain/Explore 1 and 2, Practise,

L4: How can we use criteria to help us decide? (Collecting data) Targeted activity, Demonstrate understanding L5: How can data help us decide? Explain/Explore, Demonstrate understanding L6: How can you present your decision? Presentation

Year 2- Hot and cold places

L1: How hot or cold is our school? Explain/Explore, Practise, Extend and stretch L2: What do hot and cold places feel like? Explain/Explore.

Cause and effect toolkit: *Hot and cold places* unit provides an example of a cause-and-effect task for Waypoint 1

England (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.</p>	<p>Year 4 - Rivers L1: Where are the major rivers of the world? KQ3; L3: Why is the Volga River important to people? Year 5 -KQ1 Slums L2: What are the similarities between Rocinha and Dharavi? Year 3- KQ1 Mountains L1: What is the Earth made of? Demonstrate understanding Year 5 - Biomes L1: What are the Earth's biomes? Explain/Explore 2 Year 4 - Migration L1: What is migration? Explain/Explore 2 Year 6 - Population L1: Where do people live around the world? Explain/Explore 2 Year 5 - Energy and Sustainability L4: What is special about Curitiba?; L5: What is special about Freiburg? Natural Year 4 - Resources L3: What resources does Chile have?</p> <p>Location and place toolkit</p>
<p>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.</p>	<p>Units: Year 4- Rivers, Year 3 - Mountains, volcanoes and earthquakes, Year 5- Energy and sustainability Year 4- Rivers L2: How do rivers shape the land?, L3 + L4 : What landforms can rivers create? Year 3 - Mountains, Volcanoes and Earthquakes L2: How are mountains and volcanoes formed?, KQ1 What are fold mountains? Year 5- Energy and sustainability: Why is the environment under so much pressure today?</p>

<p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	<p>Units: all.</p> <p>Location and place toolkit</p>
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England (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>Local 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.</p>	<p>Year 4- Rivers L1: Where are the major rivers of the world? KQ3; L3: Why is the Volga River important to people?</p> <p>Year 5 – KQ1 Slums L2: What are the similarities between Rocinha and Dharavi?</p> <p>Year 3 – KQ1 Mountains L1: What is the Earth made of? Demonstrate understanding</p> <p>Year 5 -Biomes L1: What are the Earth's biomes? Explain/Explore 2</p> <p>Year 4 - Migration L1: What is migration? Explain/Explore 2</p> <p>Year 6 - Population L1: Where do people live around the world? Explain/Explore 2</p> <p>Year 5 - Energy and Sustainability L4: What is special about Curitiba?; L5: What is special about Freiburg?</p> <p>Year 4 - Natural Resources L3: What resources does Chile have?</p>

<p>Local knowledge: 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.</p>	<p>Year 6 – Local fieldwork L4: Designing tools for fieldwork; L5: Conducting fieldwork; L6: What does your fieldwork show? Year 3 - Villages L1: Where do people live? KQ4 Year 3 - Water L5: Why is the weather in the UK unpredictable? Year 4 - Migration L5: What caused the Windrush generation to move to Britain? Year 6 - Population L1: Where do people live around the world? KQ4; L2: How and why has population changed? Year 4 – KQ2 Natural Resources L4: What resources does the UK have? Change toolkit; Cause and effect toolkit</p>
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England (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>Local knowledge: 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).</p>	<p>Year 3 - Water L3: Why do we have seasons? Year 5 -Biomes L2: Why are the biomes where they are?</p>

<p>Place knowledge: 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.</p>	<p>Year 4 - Rivers L3: Why is the Volga River important to people? Year 5 - Slums L2: What are the similarities between Rocinha and Dharavi? Year 3 - Villages L1: Where do people live? Year 3- KQ3 Water L3: Why do we have seasons? Year 3- Mountains L3: How do earthquakes and volcanic eruptions happen? Year 4 - KQ3 Migration L4: Can I create a profile for a migrant? Year 6 - Population L2: How and why has population changed? Year 5 - Energy and Sustainability L4: What is special about Curitiba?; L5: What is special about Freiburg? Year 4 - Natural Resources L3: What resources does Chile have?</p>
<p>Human and physical geography: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Units: Year 4- Rivers; Year 3- Water; Year 5- Biomes; Year 3- Mountains, Year 3 - Volcanoes and Earthquakes: L2: How are mountains and volcanoes formed? ; L3: How do earthquakes and volcanic eruptions happen?, L4: What are the effects of earthquakes and volcanic eruptions? Year 5 - Energy and sustainability L1: What is sustainability?, L4: What can we learn from Curitiba? Change toolkit; Decision making toolkit</p>

England (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>Human and physical geography: describe and understand key aspects of: 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.</p>	<p>Units: Year 5- Slums; Year 3 - Villages, towns and cities; Year 4- Migration; Year 6 - Population; Year 5 - Energy and Sustainability; Year 4- Natural Resources; Year 6 - Globalisation</p> <p>Year 4 - Rivers L4: Why are rivers important to people?; L6: Why should we protect rivers from pollution?</p> <p>Year 3- Mountains L5: Do the benefits of living near a volcano outweigh the risks?; L6: Imagine you are in charge of a town. How would you plan for a volcanic eruption?</p> <p>Year 5 - Biomes L3: Why are biomes under threat?; L5: How can we persuade people to protect biomes?; L6: 'It is already too late to protect biomes from climate change.' How much do you agree?</p> <p>Change toolkit; Decision making toolkit</p>
<p>Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Year 4 - Rivers L1: Where are the major rivers of the world? Explain/Explore 2/3; L3: Why is the Volga River important to people? Explain/Explore 1</p> <p>Year 5 - Slums L2: What are the similarities between Rocinha and Dharavi? Explain/Explore 1</p> <p>Year 6 - Local L1: Why do geographers undertake fieldwork? KQ4</p> <p>Year 3 - Villages L1: Where do people live? Demonstrate understanding 1/2; L4: What makes up a city? Explain/Explore 2</p> <p>Year 3- Water L2: Why does it rain? Targeted activity, L3: Why do we have seasons? Explain/Explore 2, L5: Why is the weather in the UK unpredictable? Targeted activity</p> <p>Year 3- Mountains L1: What is the Earth made of? Demonstrate understanding</p> <p>Year 5 - Biomes L1: What are the Earth's biomes? Explain/Explore 2</p> <p>Year 4- Migration L1: What is migration? Explain/Explore 2</p> <p>Year 6- Population L1: Where do people live around the world? Explain/Explore 2; L3: What are the challenges of an ageing population? Explain/Explore; L5: What are the best ways to feed the planet? Demonstrate understanding</p> <p>Year 5- Energy and Sustainability L4: What is special about Curitiba? L5: What is special about Freiburg?</p> <p>Year 4 - Natural Resources L1: Where are the world's natural resources? Task 6; L3: What resources does Chile have? Spark Globalisation L2: How has globalisation changed the way we communicate? Task 5</p>

England (KS2)	Primary Geography: topic name, unit name, toolkit callouts
<p>Geographical skills and fieldwork: 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.</p>	<p>Year 6 - Local L1: How are maps used for fieldwork? KQ4; What is the purpose of fieldwork? KQ2; L2: KQ2 What is the difference between quantitative and qualitative data?, KQ1 What is a field sketch and how do geographers conduct one?</p>
<p>Geographical skills and fieldwork: 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.</p>	<p>Year 6 - Unit: Local fieldwork Year 6 - Population L1: Where do people live around the world? Explain/Explore 1; L2: How and why has population changed? Demonstrate understanding 1; L4: How is a population pyramid created? Year 3 - Villages L1: Where do people live? Explain/Explore 2 Year 5 - Energy and Sustainability L3: How do we produce energy? Task 1-3; L6: What does the future hold? Task 3 Year 4 - Natural Resources L2: How has the use of natural resources changed? Task 1/3 Year 6 - Globalisation L2: How has globalisation changed the way we communicate? Task 6; L3: How does Globalisation affect trade? Task 3; L6: Where will Globalisation lead us? Task 1;</p>

Describe and understand key aspects of 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.

Units: **Year 5** - Slums; **Year 6** - Local fieldwork; **Year 4** - Migration; **Year 6** - Population; Year 5 - Energy and Sustainability; **Year 4** - Natural Resources; **Year 6**- Globalisation

Change toolkit; Cause and effect toolkit