



OUR COTEN END GEOGRAPHY CURRICULUM



INTENT

Our high-quality geography education will inspire a curiosity and fascination about the world and its people that will remain with the children for the rest of their lives. We want our children to understand the complexity of our world and appreciate the diversity of cultures that exist within it. Teaching will equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Pupil's appreciation of both substantive and disciplinary knowledge bind together to build the knowledge and progressive skills required to be a geographer. Children are encouraged to evaluate, explore, hypothesise, answer big questions, express opinions and make decisions. Children's knowledge of the formation and use of landscapes and environments develops through high-quality teaching of the four key strands of Geography (locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork).

National Curriculum

Key Stage 1

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.

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.
- 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.

Geographical skills and fieldwork:

- 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.
- 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 Geography – key stages 1 and 2 3.
- 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 Stage 2

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).

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.

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.
 - 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.

Geographical skills and fieldwork:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.
- 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.

GEOGRAPHY: OVERVIEW AND END POINTS

Learning Theme	Heroes Among Us	Shining Bright	Habitat Safari
EYFS Curriculum (statutory framework- Understanding of the World)	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.		
Knowledge I know...	- Where I live - The key features of where I live - The capital city of the country I live in - About different weather conditions in the UK - There are four seasons and the key features of them	- People have different customs and traditions - People in different countries have different customs and traditions	- The names of different countries around the world - Different countries have different key features - How to travel between countries - The key features of different climates around the world - Some simple things that I can do to look after the planet - How to get from one place to another - The vocabulary I need to use to direct others
Skills I am learning to...	- Notice - Measure - Ask questions - Record - Compare similarities and differences - Use my senses - Gather information from different sources - Draw, read and follow maps - Express opinions - Explain		

	Describe		
Big Question	Where do we live? What is it like where I live? What is the capital city of our country?	What festivals do you celebrate? What festivals do children in your class celebrate? Are there children in my class from other countries? Do children in my class speak different languages?	Can you name any different countries? What countries do these animals come from? What is it like in different countries? What is the weather like in different countries? How can we look after the planet?
Vocabulary	Seasons (Autumn, Winter, Spring, Summer) House Flat Road Town Park England London Capital City Warwick Leamington Spa	Halloween Diwali Christmas Country World Traditions Celebration	Countries Habitat Africa Asia Jungle Polar Arctic Antarctica Sea Ocean Weather Hot Cold Conservation Endangered Extinct Environment
Enrichment	Autumn park walk- collect autumn objects- start to learn about the four seasons	Show and tell items from children's cultures	School trip- All Things Wild
At the end of Year R, a great geographer can: ✓ talk about key features of different places and different countries. ✓ talk about similarities and differences between people's religions and cultures. ✓ compare similarities and differences. ✓ talk about where they live and key features of their local environment.			

Year 1 Geography Curriculum

Seasonal changes to be revisited throughout the year through daily weather observations/observing key seasonal changes.

	Human and Physical Features Local Area	Comparing UK and Japan	Countries and Capital Cities of UK Maps
Big Questions	- Can you sort these photographs into human and physical features? - Can you explain why a feature is human or physical? - Can you describe what you might see in a town, village and city? - Can you identify geographical features in our local area? - Which physical and human features can you spot during our local walk? - Which features would you expect to see at the coast? In the countryside?	- How is Japan similar to the UK? - How is Japan different from the UK? - Can you identify features that belong to each country? - Why does Japan experience more earthquakes and volcanoes than the UK? - Can you name some famous physical and human features in the UK and Japan?	- Can you name the four countries of the UK? - Can you match each capital city to its country? - Can you create a map of a familiar place? - Can you use a key to explain your map? - Can someone use your map to find different places?
Locational Knowledge	Children will know: - The local area contains a range of human and physical geographical features. - Different places have different geographical features. - Some features are found naturally, while others are built by people.	Children will know: - The UK is the country where they live. - Japan is an island country in Asia. - Both countries are surrounded by the sea. - Countries can be located on a world map and globe.	Children will know: The UK is made up of four countries: - England - Scotland - Wales - Northern Ireland Each country has a capital city: - London - Edinburgh - Cardiff - Belfast
Place Knowledge	Children will know: - Towns, villages, countryside and coastal areas have different characteristics. - Our local area has both human and physical features. - Different places are suitable for different purposes because of their geography.	Children will know: - The UK and Japan share some geographical features but also have important differences. - Climate, landscapes and buildings vary between countries. - People's lives are influenced by where they live.	Children will know: - Places can be represented using maps. - Maps help us understand where things are. - Familiar places can be mapped.

		Architecture reflects different cultures and environments.	
Human and Physical Knowledge	Children will know: - Physical features occur naturally. - Human features are built or changed by people. - Common physical features include: beach, cliff, coast, forest, mountain, hill, sea, ocean, river, lake - Common human features include: city, town, village, house, shop, office, farm, factory, port, harbour	Children will know: - Both countries have cities, towns, mountains, rivers and coasts. - Japan is more mountainous than the UK. - Japan experiences earthquakes and volcanic activity because it is located where tectonic plates meet. - The UK has a temperate climate. - Japan has varied climates across the country. - Human and physical geography influence how people live.	
Geographical Skills and Fieldwork	Children will: - Observe geographical features in the local area. - Identify human and physical features during a local walk. - Record observations using photographs, drawings or simple tally charts. - Sort photographs into human and physical features. - Describe what they notice using geographical vocabulary.	Children will: - Use maps and globes to locate countries. - Compare aerial photographs and landscape photographs. - Identify similarities and differences between places. - Use simple geographical language to describe places.	Children will: - Use simple maps. - Interpret maps using a key. - Draw simple sketch maps of familiar places. - Create symbols for a map key. - Observe and record features of the school grounds. - Carry out simple fieldwork around the school. - Use first-hand observations to create a map.
Vocabulary	human feature, physical feature, beach, cliff, coast, forest, mountain, hill, river, lake, sea, ocean, town, village, city, farm, factory, house, office, port, harbour, shop, local area	United Kingdom, Japan, Asia, island, country, human features, physical features, climate, weather, volcano, earthquake, tectonic plate, mountain, city, compare, similar, different, architecture	map, key, symbol, sketch map, aerial view, route, fieldwork, observe, location, country, capital city
At the end of Year 1, a great geographer can: ✓ Identify seasonal and daily weather patterns. ✓ Identify human and physical features. ✓ Compare similarities and differences between the UK and Japan. ✓ Name and locate the countries and capital cities of the UK and the surrounding seas. ✓ Use field work and observation skills to discuss the Geography of their school grounds.			

Year 2 Geography Curriculum

Learning Theme	Awesome Africa	Blue Planet	Fantastic Mr Fox
Big Questions	- What are the seven continents of the world? - What are the five oceans? - What similarities do the UK and Kenya share? How are they different? - What physical and human features can be found in Kenya and the UK? - How does proximity to the Equator or North/South Poles affect the climate in these countries?	- What are human and physical features are there in our local environment? - What is plastic pollution and what problems is it causing? - How can humans help reduce plastic pollution? - What pollution do we have in our school environment? - How can we improve our local environment?	- What are the four countries of the UK and where are they? - What are the four capital cities and where are they? - What different physical features can be found in the four different countries in the UK? - What are the four compass directions? - What are keys on a map?
Locational Knowledge	Name and locate the world's seven continents and five oceans.		
Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Warwick), and a small area in a contrasting non-European country (Kenya).		
Human and Physical Knowledge	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.	Impact of humans on the environment – locally and internationally.	Compare human and physical features in the local environment
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.	- 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. - Use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map.

			• 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. • 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.
Vocabulary	continent, ocean, world map, globe, Earth Equator, North Pole, South Pole, climate, hot, cold, hemisphere. human feature, physical feature, aerial photograph, Kenya, Warwick, Nairobi	human features, physical features, local area, pollution. environment , recycle	human feature, physical feature, map, key, symbol, compass, direction, route
At the end of Year 2, a great geographer can: ✓ name and locate the 7 continents of the world and the five oceans. ✓ compare different physical and human features that are found in different countries. ✓ talk about seasonal and daily weather patterns in the UK. ✓ understand ways in which humans damage the environment.			

Learning Theme	The Firework Maker's Daughter	Viva Espana	Tomb Raiders
	How are volcanoes and mountains formed?	How is the climate different in Spain and the UK?	Why was the River Nile so important for the Ancient Egyptians?
Big Questions	- How are mountains and volcanoes formed? - Why do earthquakes occur? - What is the significance of the northern and southern hemispheres?	- What are some of the countries of Europe? - How does climate vary between different countries? - How does climate affect natural resources and tourism? - How does weather vary between Warwick and Madrid?	- What are the main features of a river? - What are some of the rivers of the United Kingdom? - Why do settlements develop near rivers? - How did Ancient Egyptians use the River Nile in their daily lives? - What is the Aswan Dam, and how has it changed the River Nile? - How do people help or harm rivers today?
Locational Knowledge	- To locate Italy, the UK and the Pacific Ocean - To locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic circles. - To know there is a volcano in Pompeii, Italy (Mount Vesuvius). - To understand that most earthquakes occur on or near a plate boundary	Locate some countries of Europe (including Russia): Britain, France, Spain, Russia, Germany, Portugal, Italy, Norway, Sweden, Finland	- Name and locate rivers of the United Kingdom: River Severn, River Thames, River Avon - Locate the River Nile
Place Knowledge	- To know that the UK does not have any volcanoes. - To know that The Ring of Fire is a horseshoe-shaped chain of volcanoes and earthquake sites that surrounds the Pacific Ocean	- Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism. - Provide reasons for their observations, views and judgements regarding places and environments.	- Understand why the Nile was important to people living in Egypt, especially the Ancient Egyptians. - Explain how settlements develop near rivers and why rivers are important for communities. - Compare rivers in the UK, such as the River Thames or the River Severn, with the River Nile
Human and Physical Knowledge	To describe how mountains and volcanoes are formed and how earthquakes occur, offering explanations for the locations of some of these features.	- Comparing the climate of Warwick and Madrid - Understand the concept of climate and how it differs from weather.	- To understand why people built settlements along the River Nile - To understand how the Ancient Egyptians used the River Nile in their daily life.

			To understand why the Aswan Dam was built and how it changed the River Nile.
Geographical Skills and Fieldwork	- To locate geographical features on a map or atlas, using symbols shown in a key - To use technical and geological vocabulary to describe geographical processes.	- Observe, measure and record the human or physical features in the local area responding to a range of geographical questions. Physical – Rainfall and Temperature Study (create a school weather station) How does the weather in our local area compare to the weather in Barcelona? Location: School grounds - Analyse data which they have collected from first-hand experiences, identifying any patterns. Temperature and amount of rainfall (suitable table and bar/line graphs) - Locate appropriate information, needed for a task, from a source material.	- To use aerial maps to learn about rivers - To draw a map to show the course of a river.
Vocabulary	- Landform - Tectonic Plates - Magma - Lava - Active - Dormant - Extinct - Hemisphere	- weather - climate - continent - country - human geography - physical geography - temperature - natural resources - tourism	- basin - delta - estuary - floodplain - mouth - silt - source - tributary - meander
At the end of Year 3, a great geographer can: ✓ explain how mountains and volcanoes are formed ✓ explain differences in climate between different countries and continents ✓ discuss the reasons why settlements develop near water (e.g. the Nile) ✓ locate, name and compare physical features of countries in Europe			

Year 4 Geography Curriculum

Learning Theme	The Big Freeze	The Variety of Life	Celts and Conquerors
	What environmental issues is Antarctica facing?	How does distance from the equator affect climate?	How did the Romans change the British landscape?
Big Questions	- Which route did Shackleton take from Plymouth to Antarctica? - What is a biome? - What are vegetation belts and how are they different in different parts of the world? - How is human activity affecting the physical characteristics of Antarctica and the wider planet? - What can humans do to help combat climate change?	- How can we use four-figure grid references to find places on a map? - What is the difference between a continent and a country? - How can maps help us describe how land is used in the UK? - Where are the main cities of the United Kingdom located? - How can we use maps to see how land use has changed over time? - How can we use latitude and longitude to find key places on a world map?	- Which countries were part of the Roman Empire? - Why were Roman roads so important and are there any left today? - Why did the Romans choose the specific locations for their settlements? - What was the difference between Celtic hillforts and Roman towns? - Why were rivers important for both Romans and Celts? - Which Roman influences are still present today?
Locational Knowledge	- To locate the world's climate zones and biomes. - To locate the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. - To name and locate vegetation belts across the United Kingdom, explaining how some of these have changed over time. - To know what and where the equator is and where the northern and southern hemispheres are. - To know where Antarctica and the Arctic cycle are on a map or globe.	- To know what latitude and longitude is in relation to the globe. - Label lines of latitude (equator, tropics of cancer and Capricorn, Arctic and Antarctic circles) and areas (tropics, subtropics, temperate zone, frigid zone) - To use an atlas to label countries within continents - To recognise where in the world aerial photographs are taken from	- To understand why Roman roads were important for the expansion and maintenance of the empire. - To identify and locate the countries that were part of the Roman Empire at its height. - To locate important Roman settlements and towns on a map of the Roman Empire, and understand their strategic importance.
Place Knowledge	- To understand why climate change is occurring and how it is impacting Antarctica. - To understand that different parts of the world have different biomes, depending on the climate there.	- To identify different features of areas and zones around the world - To plan a route from one place to another, identifying significant landmarks on the way.	To investigate why the Romans chose specific locations for their settlements, including factors like natural resources, defense, and trade routes.

	To compare and contrast areas of vegetation and biomes in two different locations.		- To compare and contrast the locations and characteristics of Celtic hillforts and Roman towns. - To learn how rivers were crucial for both the Romans and the Celts, for trade, defense, and settlement. - To recognise and locate lasting Roman influences in modern geography and infrastructure.
Human and Physical Knowledge	- To describe how human activity has impacted and/or changed the physical characteristics of a place in the world (climate change). - To explain how people try to sustain the environment. - To describe how human activity has impacted upon the world's climate. - To describe how changes in the features of a place can affect the lives and the activities of people living there. - To know what a climate zone is and recognise different countries have different climates and why. - To know the 5 major types of biomes and that a vegetation belt is the plant life within a biome.	- To recap and recall human and physical features in geography. - To identify human and physical features of urban and rural areas. - To consider different types of land use and patterns identified - To collect and analyse patterns in data - To recognise validity of a variety of geographical sources. - To describe patterns in geography and offer clear explanations for why they appear. - To build and sketch maps using symbols from a key.	- To identify the natural physical features (e.g., rivers, hills, and coastlines) that influenced the location of Roman settlements. - To recognise the importance of rivers as physical features for transportation, defense, and water supply. - To recognise physical structures that were built by the Romans, such as roads, aqueducts, and Hadrian's Wall.
Geographical Skills and Fieldwork	- To suggest which source material to use for a specific task, locating the information needed. - To offer reasons for their own views and recognise that other people may hold different views. - To plan a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed. - Locate and explain the significance of the Equator, Northern Hemisphere, Southern	- Draw sketch maps and plans using standardised symbols and a key. - To use 8 point compass points and describe their use in direction and position. - To use four figure grid references - To locate landmarks on a map using grid references. - To locate and name geographical features on an ordnance survey map.	- To use maps and atlases to locate important geographical features related to the Roman Empire, such as Roman roads, settlements, and rivers. - To use grid references to locate places on a map. - To learn to read and understand the symbols and keys on historical and modern maps. - To use geographical language to describe physical and human features of places, such as Roman

	Hemisphere, the Tropics of Cancer and Capricorn to a range of countries of the world.	- Propose geographical questions, collecting and recording specific evidence to answer them - Physical – Ecosystem exploration - To identify the factors that influence the characteristics of an ecosystem (climate, soil type, landforms) - Location: St Nics Park - Collect and analyse data from first and second-hand sources, identifying and analysing patterns and suggesting reasons for them. - Weather Data (temperature, wind speed) - Vegetation Data (plant species) - Wildlife Data - Soil analysis (soil composition, texture, pH levels, and moisture content) (suitable tables and line graphs/bar graphs)	settlements, roads, rivers, and hillforts.
Vocabulary	- Biomes - Climate zones - Ecology - Greenhouse effect - Tropics of Cancer - Tropics of Capricorn - Ecology - Global warming - Climate change	- Four figure grid references - Continent - Country - Land use - Land use patterns - Longitude - Latitude - Capital city - Aerial photographs - Satellite images - First/second hand sources - Ordnance Survey map - Sketch maps - Rural - Urban - Equator - Vegetation - Vegetation belts	- Conquer - Settlement - Empire - Trade Route - Infrastructure - Roman Roads - Forum - Defenses - Aqueduct - Civilization

At the end of Year 4, a great geographer can:

- ✓ identify key locations of a world map using longitude and latitude
- ✓ read and understand four-figure grid references
- ✓ plan a route on a map or globe from one place to another – identifying countries or significant landmarks that are passed
- ✓ consider the impact that humans are having on the environment

Year 5 Geography Curriculum

Learning Theme	Magical Muggles	The Explorer	Traders and Raiders
	What locations in the UK were used when filming the Harry Potter films?	Should humans be allowed to use resources from the Amazon rainforest?	How did the physical geography of Britain and Scandinavia shape the way the Vikings and Anglo-Saxons lived, travelled, and settled?
Big Questions	- Which counties make up the UK? - What UK locations were used for filming the Harry Potter films and why were they chosen? - How do you produce a scaled map? - How are grid references useful when locating places on an Ordnance Survey map? - How is land use different in different parts of the UK? - How can tourism affect an area, both positively and negatively?	- What are the key physical and human features of the Amazon rainforest, and how do they compare to other regions in the world? - How has human activity, such as deforestation, impacted the physical and human characteristics of the Amazon? - What are the environmental and social consequences of using resources from the Amazon rainforest? - How do physical processes like climate and weather affect the land use and food production in the Amazon? - How can we balance economic development with environmental conservation in the Amazon rainforest? - How can we use different geographical tools (maps, images, data) to understand the Amazon's changing environment and human impacts?	- Why were rivers and coastlines so important for Viking raids, trade, and settlement in Britain? - How did physical geography, such as fertile land and defensible locations, influence where the Anglo-Saxons and Vikings chose to settle? - How did the landscape of Britain impact the way Anglo-Saxon villages and Viking towns were built? - How did Viking and Anglo-Saxon settlements alter the environment and shape the landscape of Britain? - What impact did Viking trade routes and raids have on Anglo-Saxon Britain, and how was geography a key factor in this?
Locational Knowledge	To name and locate counties and cities of the United Kingdom, identifying and describing their	Understand and identify the location of the Amazon rainforest	Identify key locations and understand the migration routes of Vikings and Anglo-Saxons.

	human and physical characteristics.	- Identify the countries that are part of the Amazon Basin - Investigate how the Amazon's location influences trade, climate, and global environmental issues (e.g., deforestation and its impact on climate change).	- To learn about Viking homelands (Norway, Sweden, Denmark) and trace their migration and invasion routes to Britain. - Discuss why rivers (e.g., River Thames, River Humber) and coastlines were crucial for Viking raids, trade, and settlement.
Place Knowledge	- To develop an understanding of the local area, including key locations in Warwick. - To compare with key locations across the UK, identifying similarities and differences.	- Recognise the Amazon's global significance, particularly in terms of biodiversity, carbon storage, and its influence on global weather patterns. - Compare the Amazon rainforest with other regions in the world	- Understand how different civilizations used and altered the landscapes they settled in. - Investigate how both Anglo-Saxons and Vikings chose sites for their villages based on physical geography, such as access to water, fertile land for farming, and defensible locations (e.g., hillforts). - Compare the layout of Anglo-Saxon villages and Viking towns, considering the types of houses, land use (farming, trading), and defense structures.
Human and Physical Knowledge	- To recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding them. - To respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others. - To know the symbols for human and physical features on an ordnance survey map. - To understand the impact of tourism on an area.	- Recognise the physical features (e.g., rivers, forests, biodiversity) and human features (e.g., indigenous communities, towns, agriculture) of the Amazon. - Recognise how human activity has altered the landscape and environment of the Amazon - Understand how the Amazon's climate affects agriculture and settlements, and how changes in weather patterns (e.g., due to deforestation) impact these activities. - Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it. - Discuss and comment on a range of views people hold about environmental interaction and change.	- Study settlements, trade, and migration patterns, as well as land use and how geographical features influenced historical events. - Study how and why the Anglo-Saxons and Vikings migrated to Britain, focusing on push and pull factors (e.g., overpopulation, search for fertile land, warfare). - Discuss the movement of people across Europe during these periods, looking at how migration shaped settlements and cultures in Britain. - Discuss the interaction between the Anglo-Saxons and Vikings—how they fought over land and resources but also integrated into British society (e.g., Danelaw areas where Vikings settled and ruled). - Investigate how Anglo-Saxon and Viking settlers influenced place names in Britain (e.g., places ending in -by or -thorpe from Viking origins and -ham or -ton from Anglo-Saxon roots).

			- Study the Viking trade networks that connected Britain to other parts of Europe and beyond, focusing on key trade routes across seas and rivers. - Explore the economic impact of Viking trade and raids on Anglo-Saxon Britain, including the exchange of goods like silver, fur, and grain.
Geographical Skills and Fieldwork	- To use four and six figure grid references on an Ordnance Survey local area map and a map of the UK. - To produce their own scaled map. - To explore the local area, identifying and comparing the physical and human geographical features.	- Use maps, graphs, and satellite images to track deforestation, land use, and the spread of urbanization in the Amazon. - Choose the best method of recording observations and measurements, including sketch maps, plans, graphs and digital technologies. - Use aerial or satellite imagery to identify changes in land use, deforestation, and human settlements over time in the Amazon. - Conduct fieldwork locally to observe and record natural environments, comparing them to the Amazon in terms of biodiversity, climate, and human impact. - Evaluate different viewpoints on the use of resources in the Amazon	- Use maps, atlases, and digital tools to locate geographical features relevant to Viking and Anglo-Saxon history - Use geographical data (such as rivers and coastlines) to analyze settlement patterns - Collect data on land use, trade routes, or settlement patterns and use methods such as tables and graphs to analyze and draw conclusions.
Vocabulary	- Four figure grid references - Six figure grid references - Ordnance Survey map - Scaled map - Contour lines - Land use - Tourism - Viaduct - Scottish Highlands - Sustainable	- Rainforest - Biodiversity - Deforestation - Ecosystem - Amazon Basin - Sustainability - Carbon Cycle - Habitat - Indigenous - Climate Change	- Migration - Raid - Coastline - River System - Settlement - Fertile Land - Defensible - Hillfort - Trade Routes - Danelaw

At the end of Year 5, a great geographer can:

- ✓ Understand the human and physical characteristics of places and how geography influences settlement and land use.
- ✓ Locate countries on maps and understand their environmental regions.

- ✓ Understand the significance of lines of latitude and longitude, the Equator, hemispheres, tropics, and time zones.
- ✓ Be able to explain how landforms, like rivers and coastlines, change over time.

Year 6 Geography Curriculum

Learning Theme	Darwin's Discoveries	Battle of Britain	Kensuke's Kingdom
	How does the unique geography of the Galapagos Islands influence the wildlife found there and what can this teach us about adaptation and conservation?	How did World War II change the geography of the world?	How does Japan's geography influence the way people live?
Big Questions	- Where are the Galapagos Islands and what are their key physical features? - How were the Galapagos Islands formed? - What is the climate like and how does this affect the ecosystems found there? - What makes the Galapagos Islands special in terms of biodiversity? - What impact has tourism had on the islands and how is this trying to be managed sustainably?	- How do the key countries and major cities of Europe and the Americas help us understand the world? - How does where we live compare to other places in the world, and what can that teach us? - How can grid references help us find our way and understand maps better? - How do people and nature work together to shape the world we live in? - How do scaled maps help us represent and understand real places?	- How do the locations of key countries and cities in Europe, the Americas, and Japan help us understand our world better? - How do people and nature help make Japan similar to or different from other places? - How do nature and people help make Japan and Asia special? - How do extreme climates in Japan influence the daily lives of its people? - How do these climates shape both the human activities and the physical features of the country? - How can we find the fastest route and best way to travel between two places?

Locational Knowledge	- To learn where the Galapagos Islands are located (Pacific Ocean, off the coast of Ecuador). - To use maps and globes to explore their position relative to the Equator, latitude, and longitude.	- Locate key countries and major cities of Europe, North and South America - USA - Poland - Germany - France - Austria - The UK - Coventry - Warwick	- Locate key countries and major cities of Europe, North and South America - To locate Japan on a world map, identifying its position in Asia and the Pacific Ocean. - To identify Japan as an island nation made up of four main islands (Honshu, Hokkaido, Kyushu and Shikoku). - To describe Japan's position in relation to the Equator and lines of latitude and longitude. - To recognise neighbouring countries in East Asia, such as China and South Korea.
Place Knowledge	- To develop an understanding of how the physical geography of the Galapagos Islands influences biodiversity and adaptation. - To compare the biodiversity of the Galapagos with other ecosystems. - To discuss what makes the Galapagos Islands special in terms of biodiversity, with many species being endemic (found nowhere else in the world). - To explore how isolation and geographical location led to this high level of endemism.	Describe in detail the human characteristics of some of the largest cities of the United Kingdom, taking into account population, economic activity and transport systems.	To compare Japan with the UK, identifying similarities and differences in climate, land use, settlement patterns and economic activity.
Human and Physical Knowledge	- To understand how the Galapagos Islands were formed through volcanic activity, identifying key geographical features of volcanic islands (lava flows, craters, volcanic soil). - To investigate the climate of the Galapagos, focusing on its equatorial location and how the Humboldt Current affects its climate and ecosystem.	- Identify the effects of WW2 on our local area: COVENTRY AND WARWICK - Identify geographical patterns on a range of scales. - Explain how physical and human processes lead to diversity and change in places.	- To describe Japan's human features, including large cities such as Tokyo, transport systems and high population density. - To explain how physical geography influences where people live, how land is used, and how buildings are designed to cope with natural hazards.

	- To study the various ecosystems of the islands, including coastal zones, rainforests, and deserts. - To learn about the human impact on the Galapagos Islands, including the threats from tourism, fishing, and introduced species. - To discuss the challenges of balancing tourism and environmental protection. - To explore how tourism on the islands is managed to minimize environmental impact, linking to concepts of sustainable development.		Explain how extreme climates affect the lives of people living there and the human and physical geography.
Geographical Skills and Fieldwork	- To use maps, atlases, and digital mapping to locate the Galapagos Islands and explore their physical features. - To study Darwin's journey on the HMS Beagle and the importance of his visit to the Galapagos Islands in forming his ideas on evolution and natural selection. - To map his route and discuss the geographical challenges he would have encountered on his voyage.	- Produce accurate scaled maps using a range of sources, including digital mapping. - Compare areas in the UK and the wider world by analysing physical and human features on different types of maps. - Observe, measure and record geographical data (e.g. land use and pedestrian counts) and present findings using tables, graphs, charts and spreadsheets. - Analyse data from different sources, explain patterns and variations, and suggest reasons for these differences. - Use effective research skills to locate, interpret and present information clearly using appropriate geographical vocabulary.	Plan a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.
Vocabulary	- Biodiversity - Ecosystem - Conservation - Sustainable development - Endemism - Craters	- Satellite mapping - Satellite image - Population density - Transport systems - Texts/graphs/ - Spreadsheets	- Extreme climates - Diversity - Economic activity - Diversification - Tectonic plates - Urbanisation

	• Volcanic soil • Latitude • Longitude	• Scaled maps • Population	• Archipelago • Infrastructure • Economic activity • Sustainable development
--	--	---	---

At the end of Year 6, a great geographer can:

- ✓ Locate countries on maps, focusing on Europe, North and South America.
- ✓ Understand environmental regions, key features, and major cities of key countries.
- ✓ Identify the UK's counties, cities, and geographical regions, including human and physical characteristics.
- ✓ Recognise land-use patterns, understanding how these have changed over time.
- ✓ Understand the significance of latitude, longitude, the Equator, hemispheres, tropics, Arctic/Antarctic circles and the Prime Meridian time zones.