

Ackworth Howard C of E School

Educating for 'life in all its fullness.'



Geography Curriculum – Essential Knowledge

Intent

At Ackworth Howard J&I School, we believe that Geography should develop: the mind (physical and human geography, process of the world and changes over time), the body (locality, fieldwork and safety) and the spirit (diversity, comparisons and thriving in a shared society) of every child...



Mind

Geography at our school aims to promote inspiration, curiosity and fascination in our children about the world around them that will remain with them throughout their lives. Through the teaching of physical geography and human geography, children will develop a deep understanding of the Earth's key features and processes. Linked wherever possible to our History topics, children will understand that Earth's features have developed and changed over time.



Body

Through a strong focus on our local area and that of our partner school in Tanzania, children will have the opportunity to compare and consider the use of landscapes and environments around the world and closer to home. Children will use sources including maps, diagrams, globes, photographs and technology to immerse themselves in their community and enable them to gather data from fieldwork, apply their geographical knowledge into everyday situations, and explore the world around them safely.



Spirit

Children will study diverse places, people and resources and compare these to different environments around the world. Through their developing understanding of other landscapes, environment and cultures, children will have a greater understanding of the world they live in and successfully live in a shared society.

Essentials for Geography...

- To inspire in children a curiosity and fascination about the world and its people.
- To articulate why places (including terrestrial and marine) studied are significant, identifying their defining physical and human characteristics.
- To explain the difference between physical and human geographical aspects and how through these, we can understand the Earth's processes.
- To understand that the Earth changes over time and that human and physical geography features are interdependent and bring about this change.
- To collect, analyse and interpret a range of data gathered during fieldwork, and to communicate their findings in a variety of ways.
- To interpret a range of sources of geographical information and conclude what the information has told us.
- To use fieldwork skills to explore our local area.
- To use geographical vocabulary with confidence.
- To recognise their own impact on our local environment and identify opportunities to improve it.
- To apply questioning skills and use effective analytical and presentational techniques.
- To express well balanced opinions, rooted in knowledge and understanding about current issues in society and the environment.

Early Years: Geography (Understanding of the World)

Area of Learning	Ackworth Howard's Knowledge Essentials	Activities
<p><u>Understanding the World</u></p> <p>Early years outcomes are prerequisite skills for Geography within the National Curriculum. The table outlines the most relevant Early Years outcomes from 30-50 months to Early Learning Goal, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for Geography.</p>	<p><u>30-50 Months</u></p> <p>The World</p> <ul style="list-style-type: none"> - To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. - To talk about some of the things they have observed, such as plants, animals, natural and found objects. - To talk about why things happen and how things work. - To develop an understanding of growth, decay and changes over time. - To show care and concern for living things and the environment. <p><u>40-60 Months</u></p> <p>The World</p> <ul style="list-style-type: none"> - To look closely at similarities, differences, patterns and change. <p><u>Early Learning Goals</u></p> <p>People and Communities</p> <ul style="list-style-type: none"> - To talk about past and present events in their own lives and in the lives of family members, including where people are in the world. - To know about similarities and differences between themselves and others, and among families, communities and traditions. <p>The World</p> <ul style="list-style-type: none"> - To know about similarities and differences in relation to places, objects, materials and living things. - To talk about the features of their own immediate environment and how environments might vary from one another. 	<ul style="list-style-type: none"> • Dressing up and acting out • Creative play, make-believe, role play, dance and drama • Talking and listening to each other; hearing and discussing stories. • Exploring artefacts linked to topics. • Seeing pictures, books and videos of places of worship and meeting believers in class.

Early Years Geography Vocabulary

Essential Vocabulary

People and Communities

England
World
Country
Far
Near

The World

Town
Village
City
Buildings
Farm
Land
Water
Post box
Zebra crossing

Year 1

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> - To explain which countries make up the United Kingdom. - To name the capital cities of the four countries of the United Kingdom. - To name the surrounding seas of the United Kingdom. - To locate Ackworth on a map. 	<ul style="list-style-type: none"> - Use maps and globes of the world. - Use UK maps at a range of scales. - Use a range of secondary sources (for example, internet, pictures, photographs, information texts, videos, Google Earth) to identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Create a Union Jack flag using the composite country flags.
<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - To study the human and physical geography of a small area of the United Kingdom. 	<ul style="list-style-type: none"> - To identify Ackworth Howard School on a map and identify nearby rivers, dikes and becks. - To identify Ackworth Howard School on a map and identify nearby shops and human geography features. 	<ul style="list-style-type: none"> - Local area study. What is it like to live in our local area? Describe our local area in terms of landscape, jobs and weather. Use maps of the school grounds and local area to identify key features. - Create a guided walk around the school which highlights the geography of their school. - Undertake fieldwork skills at a local level. - Express their views about the local area in terms of people, places and environments (for example, seasonal changes in weather, the quality of the environment in the street). - Consider how they and other people impact on the local environment and what they might do to improve it.
<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - To 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. - To use basic geography vocabulary to refer to: Key physical features, including: season and weather, river and sea. Key human features, including: village, town, farm, harbour and shop. 	<ul style="list-style-type: none"> - To identify features of a village. - To identify features of a town. - To understand the difference between seas, rivers, dikes and becks. - To identify and track the weather in Ackworth. - To identify and track the weather in Tanzania. - To compare the weather in Ackworth and Tanzania and know this is due to the proximity to the equator. 	<ul style="list-style-type: none"> - Set up a weather station to record and track the weather in Ackworth using appropriate instruments such as rain gauges and weather vanes. - Record weather reports using digital technology where Tanzanian and Ackworth weather is compared.

Year 1

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - To begin to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as its surrounding seas. - To begin to 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. - To 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. - To 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. 	<ul style="list-style-type: none"> - To use world maps, atlases and globes. - To know the position of North, South, East and West. - To know left and right. - To compare distances between places. - To use simple map symbols in a key. - To explain the order an address is written in. - To plan a route using given options. 	<ul style="list-style-type: none"> - Sort photographs of our local area and ones from different settlements (e.g. cities and towns). - Draw a simple map of our school grounds, using map symbols in a key. - Write a letter to a family member, friend or inspiration and write their address on the envelope. - Use aerial photographs of our local area and plan a route from one place to another (e.g. school to the doctor's surgery.) Where would you go? Why would you take that route? Can you use directional language to explain your route? - Use directional language to talk a partner through an obstacle course.

Year 1 Geography Vocabulary

Essential Vocabulary

<u>Locational Knowledge</u>	<u>Place knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical Skills and Fieldwork</u>
United Kingdom Country City Capital City Town Village Atlas Globe World	River Dike Beck Same Difference Compare	Season Weather River City Town Village Farm House Shop Land Litter Environment Forest	Key Map Symbol Plan Left Right North South East West Compass Direction

Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - To name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> - To consolidate from Year 1, using maps and atlases to recap on the naming of countries, capital cities and the surrounding seas of the UK. - To name the 7 continents in the world. - To name the 5 oceans in the world. - To use a world map or atlas to locate the continents and oceans. 	<ul style="list-style-type: none"> - Investigate using maps with a range of scales and talk about why different maps would need different scales. (e.g. a map of the 7 continents VS a map of Ackworth) - Use a range of secondary sources to learn about places in the world, including continents, oceans and regions (Mara in Tanzania.)
<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - To 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. 	<ul style="list-style-type: none"> - To explain what human geography is. - To explain what physical geography is. - To describe the human and physical features of our local area, including farms and woodlands. - To compare features of Ackworth to that of Mara region in Tanzania, noting reasons for differences. - To understand how people need to take care of coastal areas to stop flooding. 	<ul style="list-style-type: none"> - Find out what is it like to live in Mara. Describe what it's like in terms of landscape, jobs and weather. Use maps of the area to identify key features. Express their views about the place in terms of people, places and environments (for example, the weather, daily activities of people, changing landscapes). - Create a brochure to inform others about the geography of Mara.
<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - To use basic geographical vocabulary to refer to: <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<ul style="list-style-type: none"> - To describe the physical and human features of a coastal town. - To describe the physical and human features of a city. - To describe the features of an ocean. - To explain the difference between an ocean and a sea. - To explain how people can take care of the world's oceans and why it is so important to do so. - To relate the link between plastic and pollution in the world's oceans. - To relate the link between increased building by humans and the reduced woodland and farmland areas. (Link to study of local farming in History) 	<ul style="list-style-type: none"> - Create a persuasive video or protest to convince people to take more care of the world around them, focusing on the pollution of the oceans. - Conduct a visual survey of all shops in our locality, including coffee shops, charity shops, hairdressers, post-office. Why is it important that our village has these local amenities. - Visit the building sites of new build homes in our local area. Compare the aerial photographs before the building began and now and explain whether this is a positive impact. (Join with Y5)

Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. - To 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. - To 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. - To 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. 	<ul style="list-style-type: none"> - To use a map, atlas and globe to locate the 7 continents and 5 oceans of the world. - To safely give and follow directions using locational and directional language. - To use aerial photographs and plan perspectives from the past to now to note differences and changes in human and physical features in our local area. (Link to farming work in History.) - To create an accurate map of our local area, including key human and physical features studied in Y1 and Y2. - To read, use and construct basic symbols in a key. - To create a graph to present information recorded from observations and fieldwork in our local area. (e.g. amount of farmland, natural land, urban land etc., or the amount of human and physical geography features in our local area.) 	<ul style="list-style-type: none"> - Use cameras, iPads and other technology to take photographs and identify key human and physical features of the local environment surrounding the school. - Make links to Computing lessons where directional language is used in coding. - Make links to maths lessons by using vocabulary such as 'a quarter turn to your left' to give directional instructions. - Annotate a local area map of the school, highlighting key features. - Draw a simple route map using a scale of 1cm to 1m. - Design a tourist map and leaflet with a key. - Devise, make and photograph their own 3D map. - Create symbols to make a key for their map. - Create a guided walk of our local area, pointing out key human and physical features for adults and other children to look out for.

Year 2 Geography Vocabulary

Essential Vocabulary

Locational Knowledge

Country
Continent
City
Town
Village
Region
Ocean
Seas

Place knowledge

Human
Physical
Farmland
Woodland
Urban
Rural
Coastal
Leisure

Human and Physical Geography

Beach
Cliff
Coast
Forest
Sea
Ocean
Soil
Vegetation
Town
Village
Factory
Farm
Port
Harbour
Shop
Mountain
Valley

Geographical Skills and Fieldwork

Scale
Map
Atlas
Globe
Direction
Location
Key
Aerial photograph
Route

Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. - To name and locate cities of the United Kingdom, 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. - To identify the position and significance of the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle. 	<ul style="list-style-type: none"> - To locate the countries in the world on maps, recapping from Y2 work to recall continents. - To define what a county is and explain which county our local area is part of. - To study the key topographical features (including hills, mountains, coasts and rivers) of Europe using maps, atlases, globes and digital technology. - To locate and compare the position of two places in the Wakefield district on a local area map (simple OS) - To locate and compare the position of two places within a country on a map (e.g. Ackworth and Robin Hoods Bay (link to Stone Age to Iron Age history topic.) - To locate and compare the position of two places on a world map (e.g. the UK and South Africa – link to British Empire of Africa history topic.) - To identify the position and significance of the Equator. 	<ul style="list-style-type: none"> - Create videos to add to our school website/Facebook page that give key information about countries in the world, including where they are located and their key topographical features. Use maps, atlases, globes and digital technology as a teaching aid. - Write a comparison of tow areas in the locality, explaining similarities and differences. - Use keys and symbols on maps to identify key topographical features, physical features and human features.
<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. 	<ul style="list-style-type: none"> - To study the area of Robin Hoods Bay (link to Stone Age to Iron Age history topic) and note the human and physical geographical features. - To compare the noted features of Robin Hoods Bay to those of our local area, understanding the geographical similarities and differences of the United Kingdom. 	<ul style="list-style-type: none"> - Present a comparison of the key features of Robin Hoods Bay and Ackworth through artwork, computing or writing.

Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><u>Human and physical geography</u> - To describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, rivers, and the water cycle.</p> <p>Human geography, including: types of settlement including land use and economic activity.</p>	<ul style="list-style-type: none"> - To define a climate zone. - To define coastal erosion. - To understand and explain the water cycle. - To explain how natural and human resources impact on what people choose to do in the local urban area. - To explain how natural and human resources impact on how people live their lives in South Africa (link to British Empire of Africa history topic.) - Following on from Y2, analyse the impact of pollution (e.g. human waste/plastic pollution) on the ocean, people and wildlife, and make conclusions about what will happen if this is sustained. Link to Great Barrier Reef in Australia and air pollution quality in Asia. - To explain how pollution has affected people, wildlife and the oceans already. 	<ul style="list-style-type: none"> - Build a model to represent the water cycle. - Use STEM skills to create an experiment to demonstrate the effects of coastal erosion. - Research into the lives of people who's homes have been affected by coastal erosion and how the pace of it has increased over time. - Make a plan on how to decrease the pollution in our world and contact our local MP.
<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - To use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom and the wider world. - To 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 and plans. 	<ul style="list-style-type: none"> - To use maps, atlases, globes and digital technology to locate countries, regions and villages studied. - To use maps, atlases, globes and digital technology to describe and compare the key geographical features of the areas studied. - To confidently use maps to locate objects in an orienteering activity. - To use 8 points of a compass to give and follow directions. - To compare the population data for Ackworth and Robin Hoods Bay and draw conclusions. - To observe and measure litter in the local area using a range of sources to track (maps, plans and aerial photographs) and methods (tables, photographs and sketches) to record. - To present the information gathered in fieldwork in a variety of ways, and draw conclusions from this. 	<ul style="list-style-type: none"> - Take part in orienteering activities. - Create their own orienteering course and maps for other children to complete. - Work with school council and eco-council to feedback and present what information they found out from their research about litter in the local area.

Year 3 Geography Vocabulary

Essential Vocabulary

<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical Skills and Fieldwork</u>
Topographical Hills Mountains Coasts Rivers Equator District Region Area	Compare Similarities Differences Changes	Climate Climate Zone Coastal Erosion Water Cycle Precipitation Evaporation Condensation Effect Pollution Sustainability Impact	Orienteering Observe Track Record Present Conclusion North East South West North East North West South East South West

Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - To locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - To 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. - To 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) 	<ul style="list-style-type: none"> - To locate the equator, Tropic of Capricorn/Cancer, Arctic and Antarctic Circle and line of latitude and longitude. - To understand that the world is split into Northern Hemisphere and Southern Hemisphere. - To define meridian and know how this affects time zones. - To explain why time zones exist. (Link to Maths: digital 12 hour and 24 hour time.) - To consider land use patterns of our local areas and the Holy Island of Lindisfarne (link to Vikings, Anglo Saxons and Scots history topic) - To understand why some land use patterns have changed over time. 	<ul style="list-style-type: none"> - Create a model globe that includes the equator, tropic of Cancer and Capricorn, Arctic and Antarctic Circle and lines of latitude and longitude and use this to explain what these features are and why they are significant. - Plan a route from one country to another and apply time zone knowledge so they don't miss the transport.
<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - To understand geographical similarities and differences through the study of human and physical geography of a region in a European country. 	<ul style="list-style-type: none"> - To compare Ancient Rome to Modern Rome, considering how human and physical geography has changed and hypothesise why this might be. (Link to Romans topic in History.) - To compare Rome to Sorrento, considering the physical and human geographical differences and similarities. (Link to Romans topic in History.) - To consider the impact of tourism on regions in Europe. 	<ul style="list-style-type: none"> - Write an argument on the pros and cons of tourism on the environment. - Use graphs and other presentational devices to show the similarities and differences between key physical and geographical features in Rome and Sorrento.

Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - To describe and understand key aspects of: <p>Physical geography, including: climate zones, mountains and volcanoes.</p> <p>Human geography, including: economic activity including trade links.</p>	<ul style="list-style-type: none"> - To explain how natural and human resources impact on where people choose to settle in the UK. - To explain what a volcano is and how it is formed. - To define tectonic plate. - To explain how earthquakes occur. - To explain the impact earthquakes and volcanic eruptions can have on communities. (Link to Pompeii.) - To understand how mountains are formed. - To explain what a trade link is. (Link to Romans history topic) 	<ul style="list-style-type: none"> - Use STEM skills to create volcano ready to erupt. - Showcase these in a 'science fair' and ask parents and visitors to attend. - Apply what you know about earthquakes and design a building that could withstand the effects of one. - Film a demonstration of how earthquakes occur/mountains to share on our school website/Facebook page.
<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - To use the eight points of a compass, four-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. - To 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. 	<ul style="list-style-type: none"> - To use 8 points of a compass to locate places in the United Kingdom and in the wider world. - To use four figure grid references to locate places in the United Kingdom and in the wider world. - To use fieldwork to observe, measure, record and present information on tourism in our local area and cities. - To consider the benefits and disadvantages of tourism on the human and physical features of an area using graphs and technology. 	<ul style="list-style-type: none"> - Create a presentation that explains the positive and negative impacts of tourism on the areas studied. - Persuade tourists to visit our local area by explaining all about the human and physical geographical features here, but remind tourists how to respect the area whilst they are here.

Year 4 Geography Vocabulary

Essential Vocabulary

Locational Knowledge

Equator
Tropic of Capricorn
Trophic of Cancer
Arctic Circle
Antarctic Circle
Line of latitude
Line of longitude
Northern Hemisphere
Southern Hemisphere
Land use
Settlement

Place Knowledge

Compare
Similarities
Differences
Changes
Tourism
Environment

Human and Physical Geography

Volcano
Volcanic
Eruption
Earthquake
Tectonic Plate
Mountains
Trade

Geographical Skills and Fieldwork

Grid Reference
8 point compass
North
East
South
West
North East
North West
South East
South West
Positive
Negative
Impact
Benefit
Consequence

Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - To locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - To 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. - To 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) 	<ul style="list-style-type: none"> - To use maps and digital technologies to locate the world's countries and environmental regions. - To use maps and digital technologies to locate regions in Benin in Africa and South America. (Link to Benin history topic.) - To explain the key physical and human characteristics, countries and major cities in South America. - To consider the effect of the location of Benin and South America in regards to climate, weather, biomes and natural resources available based on the proximity to the equator, the tropics of Cancer and Capricorn and the lines of latitude and longitude. 	<ul style="list-style-type: none"> - Compare the two areas studied firstly only with location in relation to the equator, the tropics of Cancer and Capricorn and the lines of latitude and longitude, then with maps, then through aerial photographs and other secondary sources and finally with Google Earth where the children can immerse themselves within the environment.
<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - To understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. 	<ul style="list-style-type: none"> - To note similarities and differences between the Amazon rainforest in South America and compare it to the rainforests of Benin in Africa. (Link to Benin history topic) - To compare physical and human geography of the two areas studied. - To explain the structure of the rainforest and the wildlife that lives there. To use this information to draw conclusions about the amount of deforestation in the area. - To explain the human uses of the rainforests studied and the effect that this has on the environment. - To compare the level of deforestation in the two areas studied and draw conclusions about the reasons for this. 	<ul style="list-style-type: none"> - Create a guide to the rainforest and its structure, and how this can contribute positively to the economy of a country. - Explain the impact of irresponsible deforestation through the form of protest posters.

Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - To describe and understand key aspects of: <p>Physical geography, including: climate zones, biomes and vegetation belts, and earthquakes.</p> <p>Human geography, including: types of settlement and land use, and economic activity including trade links.</p>	<ul style="list-style-type: none"> - To explain trade links and economic activity in the Kingdom of Benin. - To examine trade routes linked to Benin and the Industrial Revolution history topics. - To map trade links Benin had before and after direct European contact. - To define 'economy'. - To define 'ecosystem'. - To define 'biome'. - To define 'fair trade'. - To explain the different types of biomes and which are located in countries currently or previously studied. - To explain why certain biomes are located in these global positions. - To explain land uses in South America and Benin and the impact this has on their economy, physical geography and natural resources. 	<ul style="list-style-type: none"> - Create graphs to track the temperatures in biomes across the world. Note which biomes countries studied currently/previously would a part of. - Create a 3D or digital map with a key to explain the trade routes linked to the Benin or Industrial Revolution topics. Invite parents in to showcase these. - Construct a model 3D biome and track its progress.
<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - To 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. - To 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. 	<ul style="list-style-type: none"> - To use maps and digital technologies to locate Benin in Africa and South America. - To use digital mapping to identify describe physical and human features studied. - To use 8 compass points and 4 and 6 figure grid references to locate countries, cities and regions in the UK and the wider world. - To read and understand symbols and keys (including Ordnance Survey maps). - To use fieldwork to observe, measure and record the depletion of rural land in our local area. (link to Y2 investigating the link between increased building by humans and the reduced woodland and farmland areas) 	<ul style="list-style-type: none"> - Visit the building sites of the new build homes in our local area and discuss the ways the homes are built in order to help our environment. (Join with Y2) - Create sketch maps, plans and graphs showing the effect of the urbanisation of our local area. - Use digital technology to immerse themselves in the rainforest of the Amazon and the forest of Benin, looking for key human and physical features.

Year 5 Geography Vocabulary

Essential Vocabulary

Locational Knowledge

Latitude
Longitude
Equator
Northern Hemisphere
Southern Hemisphere
Tropic of Cancer
Tropic of Capricorn
Arctic Circle
Antarctic Circle
Environmental
Region

Place Knowledge

Structure
Layer
Canopy
Forest Floor
Emergent
Understory
Tourism

Human and Physical Geography

Deforestation
Economy
Ecosystem
Biome
Trade links
Trade route
Currency
Fair trade

Geographical Skills and Fieldwork

North
East
South
West
North East
North West
South East
South West
Reference
4 figure
6 figure
Urbanisation
Industrial

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - To 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. - To 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 - To 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) 	<ul style="list-style-type: none"> - To confidently use maps, atlases, globes and digital technology to locate countries from the whole world. - To confidently use maps, atlases, globes and digital technology to identify key human and physical characteristics of countries, cities and regions in the world. - To offer accurate explanations as to why certain regions have certain characteristics and topographical features. - To use keys and symbols to identify major road and rail networks across the world. - To consolidate use of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	<ul style="list-style-type: none"> - Using knowledge built upon throughout school, create own maps/globes of the world including latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, keys, symbols, topographical features, biomes, vegetation belts, land use patterns, time zones and trade links.
<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - To 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. 	<ul style="list-style-type: none"> - To study North America as a continent and name the states. - To explain the variety of human and physical geography features of North America. - To describe and explain the different landscapes and environments that are present in the United States of America. - To offer explanations as to why certain landscapes exist in the locations that they do. - To compare the position on a map of Nevada and other deserts in the world. - To locate and compare the position of countries involved in WWII on a map. (Link to WWII history topic.) 	<ul style="list-style-type: none"> - Use a world map to explain the start of WWII, explaining which countries were involved and routes that were taken. Consider benefits and disadvantages of the locations.

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - To describe and understand key aspects of: <p>Physical geography, including: climate zones, biomes and vegetation belts.</p> <p>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>	<ul style="list-style-type: none"> - To explain the different climate zones in North America and explain why this is. - To define 'vegetation belt'. - To explain the types of vegetation belts in the world, classifying countries presently and previously studied. - To define 'fertile land' and identify this in North America. - To define 'desertisation.' - To explain how global warming and climate change is changing global landscapes. - To compare the economic activity and trade links with South America (studied in Y5). - To explain how bombing raids during WWII changed landscapes in Britain, Europe and the wider world. (e.g. North America/Hawaii) 	<ul style="list-style-type: none"> - Write explanations of the types of vegetation belts in the world. - Track the routes of trade links and activity in North America and make suggestions as to why these routes are followed. - Research into slave trade and make links with Apartheid (Y4).
<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - To use the eight points of a compass, 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. - To 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. 	<ul style="list-style-type: none"> - To research into climate change. - To observe, measure and record the effects of climate change on our local area. - To explain how global warming is impacting on the features of fertile land and contributing to global desertisation. - To analyse the impact of global warming on fertile land globally (desertisation) and determine if this can be maintained. - To use the 8 points of a compass, 6 figure grid references, symbols and keys to build their knowledge of the UK and the wider world. 	<ul style="list-style-type: none"> - Use of aerial photographs and secondary sources to consider changes in the world due to climate change. - Link work on compass points and direction to work in PE and orienteering.

Year 6 Geography Vocabulary

Essential Vocabulary

Locational Knowledge

Latitude
Longitude
Equator
Northern Hemisphere
Southern Hemisphere
Tropic of Cancer
Tropic of Capricorn
Arctic Circle
Antarctic Circle
Environmental regions
Characteristics

Place Knowledge

Landscapes
Deserts
Tundra
Forest
Grassland
Ice Sheet

Human and Physical Geography

Global warming
Climate change
Vegetation belt
Biomes
Fertile land
Desertisation
Economic activity
Trade links
Sustainability

Geographical Skills and Fieldwork

North
East
South
West
North East
North West
South East
South West
Grid reference