



**St Augustine’s Geography Curriculum: Overall Aims**

To provide opportunities for: promoting curiosity about the world; inspiring wonder, joy and passion; understanding the key concepts, distinctive practices, skills and applications of the subject; appreciating dynamic links and interrelationships; addressing real-world issues; promoting personal/moral development, independent thinking, and the development of informed, engaged citizens.

**Curriculum Content for Geography** :Covers four main areas: Locational Knowledge Place Knowledge, Human and Physical Geography and Geographical Skills and fieldwork.

**Substantive Knowledge:** knowledge about the world, based on appropriate selections of curriculum content for different levels of curriculum design (national/local), and for their different ages and circumstances. Substantive knowledge is established fact that is not open to debate.

**Disciplinary Knowledge:** knowledge about how geographers understand the world, investigate it, and build and test new knowledge, which is dependent on access to geographical concepts and practices being built into the curriculum. The 8 disciplinary concepts are: Place, Space, Scale, Interdependence, Physical and Human Processes, Environmental Impact, Sustainable Development and Cultural Awareness and Diversity.

Substantive Knowledge	Disciplinary Knowledge	Geographical Skills and Fieldwork	Lesson Question
<b>Year 1</b>			
<b>Street Detectives – Our Local Area of Coventry</b>			
Know the school address, including post code. Understand a simple map of an area and be able to recognise key landmarks in the school grounds.	<b><u>Locational Knowledge: Scale</u></b> I understand how my classroom fits within the school. I understand how my school fits in my local area.		Where am I now (school/class) and what will I find there?
Know which is N, S, E and W on a compass. Use cardinal directions to navigate around the class and school grounds. Design a simple map that shows the class/school.		<b><u>Geographical Skills and Fieldwork</u></b> I can use directional language to describe a route. I can use cardinal directions I can devise a simple map.	How do I plan a route around my class and school?



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<p>Know their own address, including post code. Understand a simple map of an area. Use own symbols on a map.</p>	<p><b><u>Locational Knowledge: Scale</u></b> I understand how my school fits near where I live Physical and Human Geography: Physical and Human Processes I can understand</p>		<p>Where do I live and what will I find there?</p>
<p>Name key features of my local area Understand a simple map of an area. Use own symbols on a map.</p>	<p><b><u>Place Knowledge: Place</u></b> I understand that places can have meaning to people. <b><u>Locational Knowledge: Space</u></b> I can identify some key human and physical features of my local area. <b><u>Scale:</u></b> I Understand how my local school fits within my local area</p>		<p>What is in my local area?</p>
<p>Know where the local area is – Jubilee Crescent</p>		<p><b><u>Geographical Skills and Fieldwork</u></b> I can use directional language to describe a route. I can use cardinal directions I can devise a simple map.</p>	<p>How can I plan a route around my local area?</p>
<p>Make observations about the type of traffic that passes school. Make records of the type of traffic using simple tally charts.</p>		<p><b><u>Geographical Skills and Fieldwork</u></b> I can collect and record simple data I can present simple data in a chart</p>	<p>How much traffic goes past my school?</p>
<p>Know the name of the city I live in – Coventry – and be able to locate it on a map of the country I live in – England.</p>	<p><b><u>Place Knowledge: Place</u></b> I can understand that places can have meaning to people. <b><u>Locational Knowledge: Space</u></b> I can identify some key features of the city I live in. <b><u>Scale:</u></b> I understand how my city fits within the country I live in.</p>	<p><b><u>Geographical Skills and Fieldwork</u></b> I can use simple fieldwork and observational skills to answer geographical questions.</p>	<p>Where is Coventry and what can I find there?</p>



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## Key Vocabulary

address, country, local area, settlement, city, town, traffic, symbol, cardinal directions, east, west, south, north, pictogram, tally chart, bar chart, map, atlas,

## Bright Lights, Big City – London

<p>Know the names of the four countries which make up the UK and their capital cities: England - London, Northern Ireland - Belfast, Wales - Cardiff and Scotland - Edinburgh</p>	<p><b><u>Locational Knowledge: Space</u></b> I can understand that the UK is split into countries. <b>Scale:</b> I understand that England, Scotland, Northern Ireland and Wales are countries within the UK each with a capital city.</p>		<p><b>What are the four countries and capital cities of the UK?</b></p>
<p>Know the names of 4 main seas/oceans which surround the UK.: Atlantic Ocean, North Sea, English Channell. Irish Sea</p>	<p><b><u>Locational Knowledge: Space</u></b> I can understand that the UK is split into countries and surrounding seas.</p>		<p><b>What are the four main seas/oceans surrounding the UK?</b></p>
<p>Observe and describe the human and physical geography of areas in the UK – focus on London.</p>	<p><b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can identify human and physical geographical features in a capital city.</p>		<p><b>What are the human and physical features of London?</b></p>
<p>Recognise and describe Some key landmarks that can be found in London: Big Ben, House of Parliament, The London Eye, Tower bridge, etc.</p>	<p><b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can identify human and physical geographical features in a capital city.</p>	<p><b><u>Geographical Skills and Fieldwork</u></b> I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.</p>	<p><b>Why do people visit London?</b></p>
<p>Compare and describe the human and physical geography of areas in the UK. <b>(Coventry and London)</b></p>	<p><b><u>Place Knowledge: Place</u></b> I can make simple comparisons between two familiar places, using human and physical geography.</p>		<p><b>How does London compare with Coventry?</b></p>

## Key Vocabulary

**Country, capital city, united kingdom, landmark, tourist attraction, compare, human feature, physical feature, aerial photograph, bird's eye view. photograph, England, Wales, Scotland, Northern Ireland, Atlantic Ocean, North Sea, English Channell. Irish Sea, Big Ben, House of Parliament, The London Eye, Tower bridge, human features, physical features**

## Splendid Skies – Weather Patterns and the Seasons

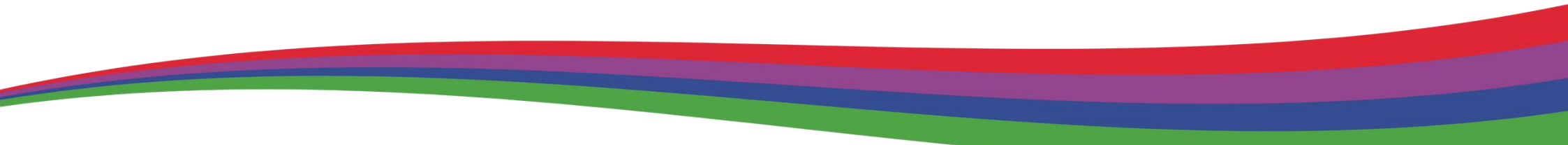


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<p>Recall the names of the four seasons: Autumn, Winter, Spring and Summer Identify patterns in weather across the different seasons.</p>	<p><b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can identify seasonal and daily weather patterns in the UK</p>	<p><b><u>Geographical Skills and Fieldwork</u></b> I can collect and record simple data I can present simple data in a chart</p>	<p>What are the four main seasons and what typical weather do we expect?</p>
<p>Know where the Equator, North Pole and South Pole are on a globe.</p>	<p><b><u>Locational Knowledge: Space</u></b> I can identify the Equator, North Pole and South Pole</p>		<p>Where is the Equator, South Pole and North Pole?</p>
<p>Identify typical weather in different parts of the world, showing where to find hot and cold places around the world.</p>	<p><b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can identify weather around the world I can find hot and cold areas of the world in relation to the North Pole, South Pole and Equator with support. I understand that the poles and the equator impact the climate on Earth.</p>		<p>What is the weather like in different parts of the world?</p>
<p>Know and recognise key weather symbols used in daily weather forecasts.</p>			<p>What is a meteorologist and how do they read the weather? (VOCATIONS)</p>

## Key Vocabulary

Autumn, winter, spring, summer, seasonal, weather, patterns, meteorologist, Equator, North Pole, South Pole, hot, cold, warm, mild, climate, weather data, record, present.





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### Year 2

Substantive Knowledge	Disciplinary Knowledge	Geographical Skills and Fieldwork	Lesson Question
<b>Why do we like to be by the seaside?</b>			
<p>Know the names of and locate the four countries and capital cities of the UK. (Revision from yr1)</p> <p>Know how to use the contents and index pages of an atlas to locate countries.</p> <p>Begin to understand the need for a key on a map and start to use agreed symbols as a class.</p>	<p><b><u>Locational Knowledge: Space</u></b> I can understand that the UK is split into countries and surrounding seas.</p> <p><b><u>Scale:</u></b> I understand that England, Scotland, Northern Ireland and Wales are countries within the UK each with a capital city.</p>	<p><b><u>Geographical Skills and Fieldwork</u></b> I can use atlases and globes to discover countries, seas and oceans in the UK. I can use a key</p>	<p>What are the countries and capital cities of the UK and how do I use an atlas to help me locate these?</p>
<p>Know and use the four main compass points – North, South, East, West and use them to help direct people to different parts of England.</p>		<p><b><u>Geographical Skills and Fieldwork</u></b> I can use directional language to describe a route. I can use cardinal directions</p>	<p>How do I use a compass to help me navigate my way?</p>
<p>Identify physical features, e.g. beach, river, cliff, forest, mountain, valley, hill.</p> <p>Identify human features, e.g. city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can use basic geographical vocabulary to refer to physical and human features.</p>		<p>What is a physical and human feature?</p>
<p>Locate and name a variety of seaside towns and link to holidays experienced to popular seaside towns.</p>	<p><b><u>Place Knowledge: Place</u></b> I can understand that places have meaning to people</p>		<p>Where are the seaside towns?</p>
<p>Know the key features, both human and physical, of the seaside.</p>	<p><b><u>Physical and Human Geography: Physical and Human Processes</u></b></p>		<p>What is it like to live by the seaside?</p>



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	I can use basic geographical vocabulary to refer to physical and human features.		
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## Key Vocabulary

England, London, Wales, Cardiff, Edinburgh, Scotland, Northern Ireland, Belfast, aerial photograph, aerial view, atlas, compare, compass, contents page, index page, key, map, page numbers, symbol, beach, river, cliff, forest, mountain, valley, hill, village, factory, farm, house, office, port, harbor and shop

## Where Would you prefer to live England or Kenya?

Know the names of and locate the seven continents of the world. Know the names of and locate the five oceans of the world.	<b><u>Locational Knowledge: Space</u></b> I can understand that the world has seven continents.	<b><u>Geography and Fieldwork</u></b> I can use atlases and globes to discover the continents and oceans of the world.	Where are the continents and what oceans surround them?
Know the location of an area on the UK and an area in a non-European country – Kenya.	<b><u>Locational Knowledge Scale</u></b> I understand that Kenya is a country in Africa (Non-European) and England is a country in Europe.		Where is Kenya and where is England?
Identify physical features and human features of two contrasting locations.	<b><u>Physical and Human Geography: Cultural Awareness and Diversity</u></b> I can understand the similarities and differences between my country and other countries.	<b><u>Geography and Fieldwork</u></b> I can use photographs to recognise landmarks and features of a place.	What physical and human features are in Kenya and England?
Understand geographical similarities and differences through studying the human and physical geography of a small area on the UK and an area in a non-European country.	<b><u>Place Knowledge: Place</u></b> I can make comparisons between an area of the UK and a non-European country.		What is it like to live in Kenya? What makes it different to England?

## Key Vocabulary

capital, city, continent, country, Earth, equator, landmark, locality, town, village, aerial photograph, aerial view, atlas, compare, compass, contents page, index page, key, map, page numbers, symbol, Europe, Asia, North America, South America, Australia, Antarctica, non-European, Kenya, England, similar, different, compare



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### Investigating Weather and Climate

<p>To understand that climate is the usual weather over a long period. The weather is the daily changes in the conditions outside. There are different climates in large areas of the world. These areas are called climate zones. To know recognise three key climate zones – hot, temperate and cold.</p>	<p><b><u>Physical and Human Geography:</u></b> <b><u>Physical and Human Processes</u></b> I can understand the difference between weather and climate. I can identify hot and cold areas of the world in relation not the poles and the equator. I can understand that the poles and equator impact the climates on the earth.</p>		<p>What is the difference between weather and climate?</p>
<p>Use weather symbols and weather maps to describe the weather today. Recognise different weather symbols and read a simple weather map. I know that weather can be variable all year in the UK, but winter is always colder than summer</p>	<p><b><u>Physical and Human Geography:</u></b> <b><u>Physical and Human Processes</u></b> I can understand the difference between weather and climate.</p>		<p>What is the weather like in my school grounds?</p>
<p>Can name instruments used to measure different kinds of weather. Can decide which instruments are most suitable for measuring weather and where to locate them</p>		<p><b><u>Geographical Skills and Fieldwork</u></b> I can collect weather data using the equipment</p>	<p>How can we collect weather data?</p>
<p>I can explain why the instruments are situated where they are. I can describe how we will carry out our fieldwork.</p>		<p><b><u>Geographical Skills and Fieldwork</u></b> I can record and collect weather data</p>	<p>How can we collect and record weather data?</p>
<p>I can evaluate what went well in our fieldwork and what I would do better another time.</p>		<p><b><u>Geographical Skills and Fieldwork</u></b> I can analyse my weather data</p>	<p>How can we analyse our weather data and evaluate our fieldwork?</p>



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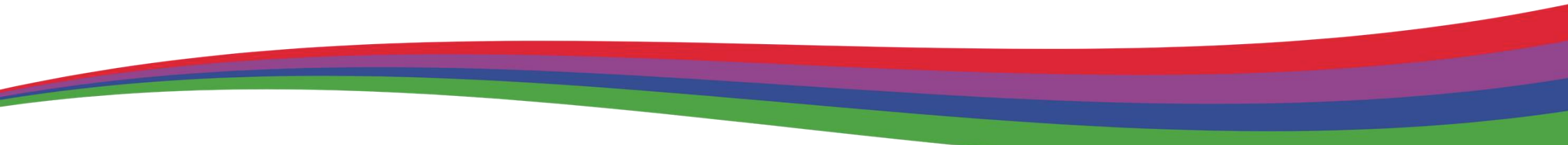


I can analyse the findings of our fieldwork to answer our original question.



### Key Vocabulary

atmosphere, climate, climate zone, forecast, meteorologist, mild, precipitation, season, temperate, weather, equator, North Pole, poles, South Pole, instruments





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Year 3

Substantive Knowledge	Disciplinary Knowledge	Geographical Skills and Fieldwork	Lesson Question
<b>The UK and the Region I live in</b>			
Identify and locate the four countries and capital cities within the UK. (Revise year 1 and 2) Name and locate their region and other regions in England	<b><u>Locational Knowledge: Space</u></b> I can understand that the UK is split into counties and regions. I can understand that regions are split into counties. <b><u>Scale:</u></b> I understand that England, Scotland, Wales and Northern Ireland are countries in the UK. I understand how my region is an area within England.	<b><u>Geographical Skills and Fieldwork</u></b> I can use maps and atlases to discover the UK and my region.	What are the key geographical characteristics of the UK and my region?
Label major cities in the UK on an annotated map, including their own nearest city. Mark and label their county and the counties in their region on a coloured map. Understand counties can have distinct physical and human features and cultural identities.	<b><u>Locational Knowledge: Space</u></b> I can understand that the UK is split into counties and regions. I can understand that regions are split into counties. I understand that counties contain settlements. <b><u>Scale:</u></b> I can differentiate between settlements of various sizes. <b><u>Physical and human Geography: Cultural Awareness and Diversity</u></b> I can understand that England is made up of different regions and counties and that people living here may have different senses of identity.	<b><u>Geographical Skills and Fieldwork</u></b> I can use maps and atlases to discover the UK and my region. I can locate settlements on a map.	What are the settlements and countries of the UK?
Be able to explain what a human geographical feature is. Be able to name some human features and their uses. Be able to name and locate some human landmarks in the UK	<b><u>Physical and human Geography: Physical and Human Processes</u></b> I can identify key human features of the UK and my region.		What are the human features of the UK?



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I can identify different physical features on a map. I can name some physical features in they are. the UK and say where I can name the key physical features in my region	<b><u>Physical and human Geography: Physical and Human Processes</u></b> I can identify key physical features of the UK and my region.	<b><u>Geography Skills and Fieldwork</u></b> I can identify physical features on a map. I can study satellite photos.	What are the physical features of the UK?
I can explain what maps are and why they are used. I can identify the compass, symbols and key on a map. I can design symbols and make a key for a map		<b><u>Geography Skills and Fieldwork</u></b> I can use compass points, symbols and a key.	How can I use a compass, key and symbols to read a map?
I can identify and locate my region. I can describe some human and physical features of my region. I can name the main cities in my region	<b><u>Physical and Human Geography: Cultural Awareness and Diversity</u></b> I can understand that England is made up of different regions and counties. People living in these counties may have different senses of identity based on where they live.	<b><u>Geography Skills and Fieldwork</u></b> I can devise a simple map of my region that I live in.	What are the key features of the West Midland region?
<b>Key Vocabulary</b>			
aerial photographs, atlas, compass, compass rose, contour lines, eastings, key, map, northings, Ordnance Survey, pattern, scale, symbol, analyse, bar chart, evaluate, capital, city, continent, country, county, landmark, land use, locality, location, region, city, hamlet, land use, rural, semi-rural, settlement, site, suburb, suburban, town, urban, village			
<b>Rivers</b>			
Know and label the main features of a river:	<b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can identify the main parts of a river.		What are the main parts of a river?
Know the names of major rivers in the UK, e.g. Trent, Thames, Severn, Tyne.	<b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can identify rivers on a map. <b><u>Locational knowledge: Space</u></b> I can identify the location of various rivers in the UK	<b><u>Geographical Skills and Fieldwork</u></b> I can identify physical features on a map. <b>I can use maps and atlases to discover the UK.</b>	What are some of the main rivers in the UK?
Know the names of some major rivers in the world, e.g. Nile, Danube, The Amazon.	<b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can identify rivers on a map.	<b><u>Geographical Skills and Fieldwork</u></b> I can identify physical features on a map.	Where are the major rivers in the World?



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Locate the countries these major rivers are located.	.	<b>I can use maps and atlases to discover the UK</b>	
Recognise reasons for the use of rivers in a location. Describe the function of rivers.	<b><u>Physical and Human Geography: Interdependence</u></b> I understand that UK settlements rely on different areas of land to thrive. <b><u>Physical and human processes</u></b> I can name and explain the different features of a river. <b><u>Place Knowledge: Place</u></b> I understand that people can choose to use land in different ways depending on the physical geography of the landscape.	<b><u>Geographical Skills and fieldwork</u></b> I can plan a geographical enquiry using fieldwork skills and observational skills.	Are rivers important?
Describe land use in an area. Know why cities are located by rivers. (link to historical river settlements in Bronze age, iron age and stone age)	<b><u>Physical and Human Geography: Interdependence</u></b> I understand that UK settlements rely on different areas of land to thrive. <b><u>Place Knowledge: Place</u></b> I understand that people can choose to use land in different ways depending on the physical geography of the landscape.		Why are cities located near rivers?
Know the environmental impact of flooding and tsunamis on our world.	<b><u>Physical and Human Geography: Environment Impact</u></b> I can understand how physical processes can impact the environment		What are floods? What are the effects of floods?
<b>Key Vocabulary</b>			
River, source, tributary, channel, riverbank, floodplain, mouth, flow, estuary, meander, oxbow lake, waterfall, land use, settlement, physical feature, human feature, flood, environment,			
<b>Rocks, Relics and Rumbles</b>			
To know the Earth is made up of four layers. These are the crust, mantle, outer core and inner core.	<b><u>Physical and Human geography: Physical and human processes</u></b> I understand how the Earth is made		What is the Earth made up of??



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<p>To know the Earth's crust is made up of different pieces called tectonic plates. A tectonic plate is a large, slow moving piece of rock that makes up the Earth's crust.</p>	<p><b><u>Physical and Human geography: Physical and human processes</u></b>          I understand what tectonic plates are.          I understand tectonic movement has shaped the Earth's surface.</p>		<p>Where and what are tectonic plates?</p>
<p>Name the main parts of a volcano: ash cloud, crater, conduit, vent, magma chamber, lava, magma.          Describe The Ring of Fire: a large area around the Pacific Ocean where many earthquakes and volcanic eruptions occur.          Identify the location of the Ring of Fire: the edge of the Pacific Plate.</p>	<p><b><u>Physical and Human geography: Physical and human processes</u></b>          I understand how volcanoes happen.</p>	<p><b><u>Geographical Skills and Fieldwork</u></b>          I can use atlases, maps and globes to locate volcanoes around the world.</p>	<p>What is a volcano?          Where and what is the Ring of Fire?</p>
<p>Know an earthquake is the sudden and sometimes violent shaking of the Earth's crust.          Recognise the devastating effects that an earthquake can have on the surrounding location.</p>	<p><b><u>Physical and Human geography: Physical and human processes</u></b>          I understand how earthquakes happen.</p>	<p><b><u>Geographical Skills and Fieldwork</u></b>          I can use atlases, maps and globes to locate where earthquakes have occurred around the world.</p>	<p>What is an earthquake and what are the effects of earthquakes?</p>
<p>Know a tsunami is a giant wave caused by a huge earthquake under the ocean</p>	<p><b><u>Physical and Human geography: Physical and human processes</u></b>          I can understand that physical processes are natural forces that change Earth's physical features.</p>		<p>What are the causes and effects of tsunamis?</p>
<p>Key Vocabulary</p>			
<p>Earthquake, tectonic plate, magnitude, Tsunami, volcano, eruption, lava, crust, magma, molten rock, ash cloud, Earth's crust, conduit, vent, mantle, outer core, inner core.</p>			



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## Year 4

Substantive Knowledge	Disciplinary Knowledge	Geographical Skills and Fieldwork	Lesson Question
<b>Understanding the land – Map skills</b>			
<p>I can explain what four-figure grid references are and why they are used. I can read four-figure grid references to locate a place or feature. I can create four-figure grid references to locate a place or feature.</p>		<p><b><u>Geographical Skills and Fieldwork</u></b>            I can use maps to locate places and describe geographical features studied.            I can use four figure grid references, symbols and a key to build me knowledge of a place.</p>	<p>How can I use four figure grid references to read a map?</p>
<p>I can name and identify a variety of Ordnance Survey symbols on a map.</p>		<p><b><u>Geographical Skills and Fieldwork</u></b>            I can use maps to locate places and describe geographical features studied.            I can use four figure grid references, symbols and a key to build me knowledge of a place.</p>	<p>What symbols can I find on a map?</p>
<p>Know the 8 compass: North, North-East, South, South-east, North-west, South-west, East, West</p>		<p><b><u>Geographical Skills and Fieldwork</u></b>            I can use the 8 points of a compass.            I can use maps to locate places and describe geographical features studied.            I can use four figure grid references, symbols and a key to build me knowledge of a place.</p>	<p>How do I use a compass to navigate my way around?</p>





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I can identify simple topographical features on a map. I understand how we can show elevation (the height of the land) on a map	<u><b>Physical and Human Geography:</b></u> <u><b>Physical and Human Processes</b></u> I can understand that land has height. I can identify mountains, hills and rivers on maps.	<u><b>Geographical Skills and Fieldwork</b></u> I can use maps and atlases to discover the UK.	What are the key topographical features found in the UK?
I can give examples of different types of land use. I can suggest why land use might change	<u><b>Physical and Human Geography:</b></u> <u><b>Physical and Human Processes</b></u> I understand that land use patterns have changed over time.	<u><b>Geographical Skills and Fieldwork</b></u> I can locate settlements on a map.	How have land use patterns changed over time in the UK?
<b>Key Vocabulary</b>			
<b>Grid reference, symbols, map, Ordnance Survey map, South, East, West, North, North-East, North-West, South-East, South-West, topography, land use</b>			
<b>Misty Mountains</b>			
Know and explain how mountains are formed: Mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards.	<u><b>Physical and Human Geography:</b></u> <u><b>Physical and Human Processes</b></u> I can understand that physical processes are the natural forces that change Earth's physical features.		What is a mountain and how are they formed?
Know the five main types of mountain – fold, fault-block, dome, volcanic and plateau.	<u><b>Physical and Human Geography:</b></u> <u><b>Physical and Human Processes</b></u> I can understand that physical processes are the natural forces that change Earth's physical features.		What are the five main types of mountain?
Know the names of main mountain ranges in the UK, e.g. Ben Nevis, Snowdon, Helvellyn, Pen y Fan.		<u><b>Geographical Skills and Fieldwork</b></u> I can identify physical features on a map. I can use maps and atlases to discover the UK.	Where can we find mountains in the UK?



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Know the names of significant mountain ranges in the world, e.g. The Himalayas, Andes, Alps, Pyrenees.		<b><u>Geographical Skills and Fieldwork</u></b> I can identify physical features on a map. I can use maps and atlases to discover the UK.	Where can we find mountains in the world?
Understand the impact of climate on animal's habitats.	<b><u>Physical and Human Geography: Environmental Impact</u></b> I can understand how land use impacts the survival of different animals.		Can animals live on a mountain?
<b>Key Vocabulary</b>			
<b>Mountains, tectonic plates, fold, fault-block, dome, volcanic, plateau, landscape, topography, contour lines, steep, slop, altitude, physical features, human features</b>			
<b>An Eye on Europe: Poland</b>			
Know the names of and locate at least ten European countries and their capital cities.	<b><u>Locational Knowledge: Scale</u></b> I can understand that Europe is made up of many different countries. <b><u>Space:</u></b> I can use maps to identify some of the countries of Europe and their capital cities.	<b><u>Geographical Skills and Fieldwork</u></b> I can use maps and atlases to discover the world	What countries and capital cities are in Europe?
Identify the position of the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn and locate countries in these positions.	<b><u>Locational Knowledge: Space</u></b> I can identify the position and significance of the northern and southern hemispheres and the tropics of Cancer and Capricorn.	<b><u>Geographical Skills and Fieldwork</u></b> I can use maps and atlases to discover the world	What is the equator, hemisphere and tropics?
Identify a country and position on a map of the world. Identify countries that border it and use directional vocabulary to describe the location in more detail.	<b><u>Locational Knowledge: Scale</u></b> I can understand where Poland is in Europe and the countries which border it.	<b><u>Geographical Skills and Fieldwork</u></b> I can use maps and atlases to discover the world	Where is Poland?
Understand geographical similarities and differences through studying the human and physical geography of country in Europe. <b>(Poland)</b>	<b><u>Physical and Human Geography: Physical and Human Processes</u></b>		What human and physical features can be found in Poland?



# Holy Cross Catholic MAC - Geography



	I can describe some human and physical features of an area.		
Understand geographical similarities and differences through studying the human and physical geography of country in Europe. ( <b>Poland</b> )	<u><b>Physical and Human Geography:</b></u> <u><b>Physical and Human Processes</b></u> I can describe some human and physical features of an area and use them to make comparisons.		How does Poland compare to where I live?
Key Vocabulary			
the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn, Poland, country, continent, similarities, differences, European, Europe, Warsaw,			





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Year 5

Substantive Knowledge	Disciplinary Knowledge	Geographical Skills and Fieldwork	Lesson Question
<b>Trading and Economics</b>			
I can explain the UK's trade links with other countries.	<b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can describe some human features of an area such as trade links.		What do we trade?
I can explain the UK's trade links with other countries. I can show trade links on maps.	<b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can describe some human features of an area such as trade links and economic links.	<b><u>Geographical Skills and Fieldwork</u></b> I can use maps to show the UK's trade links with other countries.	Who do we trade with?
I can explain links between El Salvador and the UK.	<b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can describe some human features of an area such as trade links and economic links.		How do we trade with El Salvador?
I can explain the importance of fair trade.	<b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can describe some human features of an area such as trade links and economic links and the distribution of natural resources.		Why is fair trade important?
I can explain the global supply chain	<b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can describe some human features of an area such as trade links and economic links and the distribution of natural resources.		What does the global economy look like?
I can explain how trading has changed through History.	<b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can describe some human features of an area such as trade links and economic links and the distribution of natural resources.		How has trading changed?



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## Key Vocabulary

Fair Trade, economy, trade links, natural resources, economy

### An Eye on the World: Africa

<p>Know the names of and locate many European countries and their capital cities.</p>	<p><b><u>Locational Knowledge: Scale</u></b> I can understand that Europe is made up of many different countries. <b><u>Space:</u></b> I can use maps to identify some of the countries of Europe and their capital cities.</p>	<p><b><u>Geographical Skills and Fieldwork</u></b> I can use maps and atlases to discover the world</p>	<p>What are the names of the European countries and their capital cities?</p>
<p>Recognise key landmarks in a European country that would make them popular to tourists.</p>	<p><b><u>Locational Knowledge: Scale</u></b> I can understand that Europe is made up of many different countries. <b><u>Space:</u></b> I can use maps to identify some of the countries of Europe and their capital cities.</p>		<p>Which European country or city would you choose to visit?</p>
<p>Know the names of and locate several countries and their capital cities in Africa.</p>	<p><b><u>Locational Knowledge: Scale</u></b> I can understand where Africa is in World and can name some of the countries that are found there.</p>	<p><b><u>Geographical Skills and Fieldwork</u></b> I can use maps and atlases to discover the world</p>	<p>What are the names of some African countries and their capital cities?</p>
<p>Use lines of latitude and longitude to find the position of locations.</p>	<p><b><u>Locational Knowledge: Space</u></b> I can identify the position and significance of latitude, longitude.</p>	<p><b><u>Geographical Skills and Fieldwork</u></b> I can use maps and atlases to discover the world</p>	<p>Why is the position of latitude and longitude important to locate places around the world?</p>
<p>Describe the climate zone of Africa and describe typical weather found there. Compare it to the climate of where we live.</p>	<p><b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can understand the difference between weather and climate. I can explain how the equator, poles, circles and tropics affect climate. I can identify climate zones worldwide. <b><u>Locational Knowledge: Space</u></b> I can identify climate zones worldwide and their relation to the equator and poles.</p>		<p>What is climate like in Africa compared to where we live?</p>



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Compare a region in the UK with a region in another continent (Africa)	<b><u>Place Knowledge: Place</u></b> I can compare a region in the UK with a region in Africa.		What are the similarities and differences between a region in the UK and a region in Africa?
Recognise that there are different time zones around the world and the reasons for this.	<b><u>Locational Knowledge: Space</u></b> I can identify the position and significance of Prime/Greenwich Meridian	<b><u>Geographical Skills and Fieldwork</u></b> I can use maps and atlases to discover the world	Why is the time different in different parts of the world?
<b>Key Vocabulary</b>			
<b>Climate, weather, continent, country</b>			
<b>Sustainability – How can we reduce our plastic waste?</b>			
I can understand what plastic is and its history. I can understand the uses of plastic. I can understand the problems that plastic creates.	<b><u>Physical and Human Geography: Environmental Impact</u></b> I can explain the impact that plastic waste has on the environment. <b><u>Interdependence:</u></b> I can understand that the actions of individuals can have a large-scale impact. <b><u>Place:</u></b> I understand that the impact on the environment in an area has an impact on the people who live there.		What is plastic waste?
I can explain ways we can reduce plastic at home and school. I can understand the 5 R's. I can explain how plastic is recycled and reused.	<b><u>Physical and Human Geography: Sustainable Development</u></b> I can make suggestions on how the school can reduce the impact it is having on the environment.		What can our school do to reduce plastic waste?
I can plan effective ways to reduce plastic waste in school. I can carry out effective ways to reduce plastic waste in school.	<b><u>Physical and Human Geography: Sustainable Development</u></b> I can make suggestions on how the school can reduce the impact it is having on the environment.	<b><u>Geographical Skills and Fieldwork</u></b> I can collect data using a range of equipment.	How can we plan out and carry out effective ways to reduce plastic waste in school?
I can record effective ways to reduce plastic waste in school. I can evaluate effective ways to reduce plastic waste in school.	<b><u>Physical and Human Geography: Sustainable Development</u></b> I can make suggestions on how the school can reduce the impact it is having on the environment.	<b><u>Geographical Skills and Fieldwork</u></b> I can record data in a variety of ways.	How can we evaluate and record the effectiveness of



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I can explain the future solutions for reducing plastic waste.		I can analyse data and explain what I have learnt.	<b>reducing plastic waste in school?</b>
Key Vocabulary			
<b>Sustainability</b> , environment, biodegradable, plastic waste, recycle, reduce, resue,			





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Year 6			
Substantive Knowledge Objective	Disciplinary Knowledge Objective	Geographical Skills and Fieldwork	Lesson Question
<b>Doly Moch – Map skills</b>			
Know that cartographers make maps. Be familiar with the purpose of a range of maps that may be encountered in everyday life.		<b><u>Geographical Skills and Fieldwork</u></b> I can understand the purpose of a range of maps.	How do we navigate ourselves around different places in our world?
Be familiar with the use of an OS Map of Wales (Links to Doly Moch)		<b><u>Geographical Skills and Fieldwork</u></b> I can explore features of an Ordnance Survey Map including using 6 figure grid references.	How do I use an OS Map?
Understand how 4 and 6 figure grid references can help locate an exact point on a map.		<b><u>Geographical Skills and Fieldwork</u></b> I can use compass points and 4 and 6 figure grid references to build my knowledge of the world.	How do I locate places using 4 and 6 figure grid references?
Use accuracy when planning a route on a map and scale.		<b><u>Geographical Skills and Fieldwork</u></b> I can measure straight line distances using the appropriate scale.	How do I plan a route using a map?
Be able to describe physical and human features found in Doly Moch	<b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can describe some human features and physical features of a place.		Where is Doly Moch and what is it like to visit?
<b>Key Vocabulary</b>			
<b>Cartographer, navigate, topological map, physical map, thematic map, road map, topographical map, navigation map, OS Map, OS symbols, four figure grid reference Wales, Snowdonia.</b>			



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### Frozen Kingdoms

Use lines of latitude and longitude to find the position of locations.	<b><u>Locational Knowledge: Space</u></b> I can identify the position and significance of latitude, longitude, the northern and southern hemispheres and the tropics of Cancer and Capricorn, Arctic and Antarctic Circles.	<b><u>Geographical Skills and Fieldwork</u></b> I understand how to read markings on a map.	<b>How is location identified on a map and a globe?</b>
Name the main climate zones around the world: Polar, Temperate, Arid, Tropical, Mediterranean, Mountains	<b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can understand how the climate impacts the landscape. <b><u>Locational Knowledge: Space</u></b> I can identify climate zones worldwide and their relation to the equator and poles.		<b>What climate zones can be found around the world?</b>
I can name the biomes and vegetation belt of the UK. I can name some different ecosystems in the UK	<b><u>Locational Knowledge: Space</u></b> I can name biomes and vegetation belts that are found across the world. <b><u>Scale:</u></b> I can understand how you different biomes and vegetation belts within countries.		<b>What are biomes and vegetation belts?</b>
Locate and describe the position of the Arctic and Antarctica on a map of the world. Understand the conditions experienced in these locations and make comparisons.	<b><u>Locational Knowledge: Space</u></b> I can identify the position and significance of Arctic and Antarctic Circles.	<b><u>Geographical Skills and Fieldwork</u></b> I can use maps, globes and computer mapping to locate countries and continents and describe features studied.	<b>What is lifelike in the Arctic and Antarctica?</b>
Understand how natural resources are used within the Arctic.	<b><u>Physical and Human Geography: Physical and Human Processes</u></b> I can describe some human features of an area such as trade links and economic links and the distribution of natural resources.		<b>How are natural resources distributed in the Arctic?</b>
Links back to History and famous people (Vocations)			<b>Polar Expeditions: Who won the race to the South Pole?</b>



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## Key Vocabulary

latitude, longitude, location, biomes, vegetation belts, climate zones, Polar, Temperate, Arid, Tropical, Mediterranean, Mountains, natural resources

## An Eye on the World: North America

Know that North America is one of the seven continents that makes up our world and is the 3rd largest continent in the world.	<b><u>Locational Knowledge: Space</u></b> I can identify the continents of the world.	<b><u>Geographical Skills and Fieldwork</u></b> I can use maps and atlases to locate countries studied.	Where is North America?
Be able to name and locate several countries in North America.	<b><u>Locational Knowledge: Space</u></b> I can identify the continents of the world. I can use maps to identify countries within North America. <b><u>Scale:</u></b> I understand that 23 countries make up the continent of North America.	<b><u>Geographical Skills and Fieldwork</u></b> I can use maps and atlases to locate countries studied	What countries are in North America?
I can describe the landscape of three countries in North America: Canada, Mexico, USA.		<b><u>Geographical Skills and Fieldwork</u></b> I can observe, record and present information about the physical features of countries in North America.	What is the landscape of Canada, Mexico and USA like?
I can identify at least 3 similarities and differences between Canada, USA and Mexico and use key vocabulary in my answer.	<b><u>Place Knowledge: Place</u></b> I can make comparisons between countries in North America. I can explain why there are similarities and differences between places using evidence to support.		How do these regions compare?
I can locate where the USA is on a map. I can identify the four regions of the USA and understand they are made up of states with their capital cities	<b><u>Locational Knowledge: Space</u></b> I can identify some key settlements in the USA. <b><u>Scale:</u></b> I can make comparisons between the USA and my country in terms of land and population.	<b><u>Geographical Skills and Fieldwork</u></b> I can use maps and atlases to locate countries studied	What is the USA?

## Key Vocabulary

North America, continent, countries, landscape, USA, Mexico, Canada, settlements,