

# Year 1 Geography – The Weather

## National Curriculum Focus

Understand geographical similarities and differences through studying the human and physical geography of [...] the United Kingdom, and of a [...] contrasting non-European country [Singapore];  
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.

## Building on...

Y1 – The United Kingdom.

## Key Skills

- 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 and construct basic symbols in a key.

## Outcome of unit

Pupils will have:

- Identified similarities and differences between seasonal and daily weather patterns in the United Kingdom (UK);
- Observed and described daily weather patterns in the local area;
- Predicted daily and seasonal weather conditions and made weather forecasts using their learning;
- Represented their predictions using weather symbols on a map to demonstrate their knowledge and understanding;
- Compared and contrasted weather conditions and patterns in inland and coastal areas of a country;
- Compared and contrasted seasonal weather patterns in equatorial and polar regions with those in the UK.

## Knowledge

### Revise:

- The United Kingdom (UK) is made up of four countries: England, Scotland, Wales and Northern Ireland.
- Priory Primary School is in the town of Dudley in the country of England.
- There are many different words to describe the weather, such as rain and wind.
- What we wear depends on what the weather is like.

### New Knowledge – Physical Geography:

- The daily weather in the UK can sometimes be different to the expected weather for that season of the year.
- Different regions of a country can have different patterns of weather. For example, inland areas often have different weather conditions to coastal areas.
- In countries near the Equator, such as Singapore, the weather is usually hotter and wetter than it is in the UK.
- In countries near to the North and South Poles, such as Norway, the weather is usually colder than it is in the UK, with much shorter or longer days.

### New Knowledge – Human Geography:

- Weather forecasts are used to help people decide on the things they do. Symbols are used on maps to show the different types of weather in each place.
- The differences in weather patterns in different parts of the world have an impact on how people behave.

## Subject Specific Vocabulary/Facts

<b>Atmosphere</b>	The air in a particular place.
<b>Beaufort Scale</b>	A way of measuring wind speed.
<b>Climate</b>	The average weather conditions of a place.
<b>Gales</b>	Very strong winds that can cause damage.
<b>Meteorologist</b>	An expert in the study of meteorology.
<b>Meteorology</b>	Science that focuses on changes in the atmosphere.
<b>Seasons</b>	Parts that the year is divided into.
<b>Temperature</b>	The measure of how hot something is.
<b>Weather</b>	The conditions outside.
<b>Weather station</b>	An observation post where weather conditions are recorded.

# Year 2 Geography – Africa

## National Curriculum Focus

Name and locate the world's seven continents and five oceans;  
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 [Kenya];  
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 [...] key human features [...].

## Building on...

Y2 – ALL; Y1 – The Weather, The United Kingdom.

## Key Skills

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans at this key stage;
- Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.

## Outcome of unit

Pupils will have:

- Located the continent of Africa on a map of the world and from there located the country of Kenya;
- Done a detailed case study of Kenya, including: climate, wildlife, settlements and natural features;
- Explored the similarities and differences between the people, places and lifestyles of people in Kenya and the UK;
- Used compass points and directional language to navigate around a map.

## Knowledge

### Revise:

- The world has seven continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America. The United Kingdom (UK) belongs to the continent of Europe.
- The UK is made up of four countries: England, Scotland, Wales and Northern Ireland.
- A compass helps to find a direction, especially on a map, by using the points North, South, East and West.

### New Knowledge – Physical Geography:

- Kenya belongs to the continent of Africa. Some of its natural features are like the UK's, but others are different because the countries are on different continents.
- The natural features of Kenya help its wildlife to survive. They are able to use trees for shade and bodies of water to drink and bathe.
- A country's climate depends on how close it is to the Earth's poles or the Equator. Kenya's climate has wet and dry seasons, with some similarities to the UK.

### New Knowledge – Human Geography:

- Going on safari is popular in Kenya because of the range of animals that live there, their habitats and how they travel around the country.
- The settlements in Kenya range from small villages in rural areas to large cities.
- The Maasai tribe is an example of the different types of people that live in Kenya. Their lives are very different to the lives we are able to lead in the UK.

## Subject Specific Vocabulary/Facts

<b>Capital city</b>	The city where the country's government sits.
<b>Continents</b>	Large landmasses that contain several countries.
<b>Kenya</b>	A country in East Africa.
<b>Mountains</b>	Landforms that rise prominently above their surroundings.
<b>Museums</b>	Buildings that house objects of interest or importance.
<b>Nairobi</b>	The capital city of Kenya.
<b>National Park</b>	An area protected by the state to preserve wildlife.
<b>Oceans</b>	Large bodies of water.
<b>Patterns</b>	Repetition or order of events.
<b>Rainfall</b>	The falling of rain.
<b>Safari</b>	An expedition to observe animals in their natural habitat.
<b>Savannah</b>	A grassy plain in tropical or subtropical regions, with few trees.
<b>Skyscraper</b>	A very tall building.
<b>Tourists</b>	People travelling to visit a place for pleasure.
<b>Valleys</b>	Low areas of land between hills or mountains.

# Year 3 Geography – UK: Human and Physical Features

## National Curriculum Focus

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.

## Building on...

Y3 – Comparing UK/Mediterranean [...]; Y2 – Map Skills; Y1 – The United Kingdom.

## Key Skills

- 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

## Outcome of unit

Pupils will have:

- Identified and described key human and physical geographical features of the United Kingdom, whilst knowing the differences between them;
- Learnt about the differences between rural and urban areas and how urbanisation leads to a range of land usage;
- Conducted fieldwork and/or study of the local area to identify its land-use patterns and key geographical features;
- Compared and contrasted the local area with another region of the UK (Scottish Highlands);
- Learnt how to identify, label, interpret and replicate human and physical geographical features from an aerial viewpoint.

## Knowledge

### Revise:

- The United Kingdom (UK) is located in the Northern Hemisphere and is part of the continent of Europe. It is surrounded by the English Channel to the south, the North Sea to the east and the Irish Sea to the west.
- Four separate countries make up the UK: England, Scotland, Wales and Northern Ireland. England has the largest area and population (about 55.5 million), whilst Northern Ireland has the smallest area and population (about 2 million).

### New Knowledge – Human and Physical Geography:

- Human geography refers to features that are man-made, such as buildings and road networks, whilst physical geography concerns natural features like mountains and rivers.
- Urban areas are places that have a lot of buildings, such as cities and towns, whereas rural areas have fewer buildings and are in the countryside.
- The buildings in urban areas can be used in a variety of ways: for manufacturing (industrial), for living in (residential), or for selling goods (commercial).
- Almost 1,000 years ago, Dudley was a small market town with a lot of agricultural land. It became more urbanised over time, particularly from around the 18<sup>th</sup> century through industry, and is now the main town in the Black Country.
- Human and physical geographical features can be represented in many ways, such as on maps or in photographs. Aerial photographs in particular give a 'birds-eye view' of geographical features and allow people to see a large area all at once to find similarities and differences in how the land is used.

## Subject Specific Vocabulary/Facts

<b>Aerial</b>	Happening in the air.
<b>Agricultural</b>	Farming land.
<b>Area</b>	Region or part of a town, country or place.
<b>Commercial</b>	Concerned with trade and commerce (offices, shopping centres, pubs, healthcare).
<b>Human</b>	Man-made features of an area.
<b>Industrial</b>	Relating to industry and manufacturing (factory/warehouse).
<b>Mountain</b>	A landmass that rises prominently above its surrounding area.
<b>National Park</b>	An area of countryside protected by the state for the preservation of wildlife.
<b>Natural Resources</b>	Materials or substances occurring in nature.
<b>Physical</b>	Natural features of an area.
<b>Population</b>	Amount of people living in a place.
<b>Region</b>	An area that has definable characteristics.
<b>Residential</b>	Designed for people to live in.
<b>River</b>	A large, natural stream of water, flowing in a channel to the sea.
<b>Rural</b>	Relating to the countryside.
<b>Trade</b>	The action of buying and selling goods or services.
<b>Urban</b>	Relating to a town or city.

# Year 4 Geography – Europe: Rivers and Mountains/The Water Cycle

## National Curriculum Focus

Locate the world's countries, using maps to focus on Europe (including the location of Russia) [...], concentrating on their [...] key physical [...] characteristics;  
Describe and understand key aspects of physical geography, including: [...] rivers, mountains, [...] and the water cycle.

## Building on...

Y4 – ALL; Y3 – ALL; Y2 – Continents, Map Skills; Y1 – The Weather, The United Kingdom.

## Key Skills

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- Use the eight points of a compass, [...], symbols and key to build their knowledge of the United Kingdom and the wider world.

## Outcome of unit

Pupils will have:

- Learnt about the water cycle and its ecological importance;
- Learnt about the importance of rivers and how they erode, transport and deposit material along their course;
- Learnt about the causes and environmental impact of river pollution upon its surrounding area, and further afield;
- Made a detailed geographical enquiry in order to investigate the course of a European river, including its landscape and environmental impact throughout the continent.

## Knowledge

### Revise:

- The continent of Europe is in the Northern Hemisphere and is made up of many European countries, including the United Kingdom (UK).
- The UK is surrounded by the English Channel in the south, the North Sea in the east and the Irish Sea in the west. It also has many rivers flowing through it.

### New Knowledge – Human Geography:

- Rivers have valuable uses for living things, including: water, transport, habitat, energy, farming and leisure.
- River pollution has wide ranging effects on both the aquatic life within it and the wider environment, although there are ways to prevent such pollution.
- Pollution can be found in any river, such as the local River Stour (which is a tributary of the River Severn). Another example would be the Marilao River in the Philippines, which is one of the most polluted rivers in the world.

### New Knowledge - Physical Geography:

- The water cycle is a vital part of the world's ecosystem and involves a series of processes such as evaporation and condensation, which help to recycle precipitation back into the atmosphere using rivers and other bodies of water.
- A river begins at its source, often in mountainous areas, and flows to its mouth, with defining features such as tributaries, meanders and deltas along its route. They are formed through the erosion of natural materials, which are transported and deposited along its length.
- One of the longest and most interesting rivers in Europe is the River Danube, which flows through ten European countries from Germany to the Black Sea.

## Subject Specific Vocabulary/Facts

<b>Bed-load</b>	Stones that bounce along the river bed.
<b>Confluence</b>	Where two rivers join.
<b>Deposit</b>	To drop materials.
<b>Embankment</b>	A body of earth built up along a river.
<b>Erosion</b>	The wearing away of rocks.
<b>Estuary</b>	The tidal mouth of a large river.
<b>Flood</b>	An overflow of water.
<b>Groundwater</b>	Rain that soaks into the ground.
<b>Infiltration</b>	Soaking into the ground.
<b>Meander</b>	A bend in a river.
<b>Mouth</b>	Where a river flows into the sea.
<b>Oxbow lake</b>	A lake that forms when a loop in a river is cut off.
<b>Source</b>	The beginning of a river.
<b>Stream</b>	A small, narrow river.
<b>Tributary</b>	A stream or river that joins to another, larger river.
<b>Waterfall</b>	When a river or stream flows over a steep drop.

# Year 5 Geography – World Atlas and Globes

## National Curriculum Focus

Locate the world's countries, [...] concentrating on their environmental regions, key physical and human characteristics, countries and major cities;

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).

## Building on...

Y5 – Scandinavian Geography; Y4 – ALL; Y3 – ALL; Y2 – ALL; Y1 – The United Kingdom.

## Key Skills

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- Use the eight points of a compass [...] to build their knowledge of the [...] wider world.

## Outcome of unit

Pupils will have:

- Built upon their knowledge of continents to locate their constituent countries and their capital cities on a world map;
- Built upon their knowledge of countries to identify them from their key geographical features, both human and physical;
- Used a range of source material to compare and contrast continents and countries according to their key geographical features.

## Knowledge

### Revise:

- There are seven continents that make up the land of the world: Africa, Antarctica, Asia, Australia, Europe, North America and South America. The United Kingdom (UK) belongs to the continent of Europe.
- Continents are comprised of different countries, which are governed from a capital city. London is the capital of the UK.
- Continents and countries are identifiable by their, amongst others, geographical features. These features can make somewhere similar to another location, as well as demonstrate the differences between them.
- Whereas the natural geographical features of a country or continent are described as physical, man-made geographical features are described as human.

### New Knowledge – Human and Physical Geography:

- Predictions can be made about how a continent or country's location may impact upon its human characteristics: for example, its economy based upon natural resources and its ability to trade with neighbouring or more distant countries.
- Predictions can also be made about a continent or country's physical features based on location: for example, the differences in climate between continents and countries nearest to the polar regions in comparison to those nearest the Equator.
- Some of the key areas for comparison between continents and countries include their size, rivers and their lengths, mountains and their heights and annual temperature ranges.

## Subject Specific Vocabulary/Facts

<b>Border</b>	A line between countries and/or continents.
<b>Capital city</b>	A city that houses a country's government.
<b>Coast</b>	Part of the land that joins the sea.
<b>Compass point</b>	A form of locating directions.
<b>Continent</b>	World's continuous expanse of land that contains several countries.
<b>Country</b>	A nation with its own government.
<b>Forest</b>	Large area covered in trees.
<b>Greenwich Meridian</b>	Line running through Greenwich, London.
<b>Hemisphere</b>	Half of a sphere.
<b>Human</b>	Man-made features.
<b>Latitude</b>	Distance of a place from the Equator (North or South).
<b>Longitude</b>	Distance of a place from the Meridian (East or West).
<b>Mountain</b>	Large natural elevation of Earth's surface.
<b>Ocean</b>	A large body of salty water.
<b>Physical</b>	Natural features.
<b>River</b>	A body of water that flows into an ocean.
<b>Vegetation</b>	A collection of plants.



# Year 6 Geography – Field Study of Dudley

## National Curriculum Focus

Name and locate [...] geographical regions [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.

## Building on...

Y6 – Sustainability, Rivers, Mountains and Coasts; Y5 – Mapping Priory Locality; Y4 – Europe Rivers/Mountains and the Water Cycle, UK Land Use, Victorian Dudley [HISTORY]; Y3 – UK Physical and Human Features; Y2 – Map Skills; Y1 – ALL.

## Key Skills

- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

## Outcome of unit

Pupils will have:

- Built upon their knowledge of settlements made within the Dudley area historically, in addition to the area's changing economic activity and land use;
- Conducted a field study of the local area, including key features of its climate zone (average temperature and rainfall), topography (in particular uplands and areas of higher altitude) and the location, course and features of local rivers.

## Knowledge

### Revise:

- The UK has a temperate climate and a wealth of natural resources, which are exported around the world alongside its manufactured goods. In turn, natural resources and goods not available here are imported.
- Priory Primary School is in Dudley and can be found at grid reference SO (938,912).
- Many of Dudley's landmarks are well-known tourist attractions, such as Dudley Castle, the Black Country Living Museum and Dudley Zoo.
- Dudley became a powerful market town in the Middle Ages because of the influence of Dudley Castle, St. James' Priory and its coal and iron reserves.
- Rivers begin at a source, usually at high altitude, and progress to an estuary on the coast. Different features can be found along a river's course.

### New Knowledge – Human Geography:

- Changes in land use over time in Dudley have greatly impacted the area through migration, job losses/opportunities and health implications caused by pollution. A clear example of this is the closure of Round Oak steelworks (1982) and its repurposing as the Merry Hill Shopping Centre (1986-1989).
- In addition to its landmarks, the Dudley area has a wide variety of land uses, including a mixture of residential, commercial and industrial properties.

### New Knowledge – Physical Geography:

- The school's is 185.7m above sea level, in comparison to other local uplands such as Sedgley Beacon (237m), Wrens Nest (241m), Turners Hill (271m) and Shropshire Wrekin (407m). Each upland area has different characteristics.
- The closest river to Dudley is the River Stour (a tributary of the River Severn). The River Tame is also close by and is a tributary of the River Trent – all of these have defining features along their courses.
- The climate of the Midlands differs to other counties and areas in the UK due to average rainfall, temperature, etc.

## Subject Specific Vocabulary/Facts

<b>Climate zones</b>	One of 8 principal zones demarcated by lines of latitude.
<b>Commercial</b>	Concerned with trade and commerce.
<b>Digital map</b>	Online map created using digital images of a location's features.
<b>Economics</b>	The branch of knowledge concerned with wealth.
<b>Grid reference</b>	Map reference using horizontal and vertical lines.
<b>Human geography</b>	The branch of geography that deals with human activity.
<b>Industrial</b>	Concerned with industry and manufacturing.
<b>Lowlands</b>	Area of land near to, or below, the level of the sea.
<b>Ordnance Survey (OS)</b>	National mapping agency for Great Britain.
<b>Physical geography</b>	The branch of geography that deals with natural features.
<b>Residential</b>	Areas/places designed for people to live in.
<b>Ruins</b>	Buildings in a state of decay.
<b>Settlements</b>	A place which has been made for people to live and settle in.
<b>Uplands</b>	An area of high or hilly land.