Year 1 Geography – The United Kingdom

National Curriculum Focus	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
Building on…	N/A.
Key Skills	• Use world maps, atlases and globes to identify the United Kingdom and its countries; • Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features […] on a map.
Outcome of unit	Pupils will have: • Used maps and compass points to name, describe and locate the position of the capital cities within each country of the UK, as well as the countries themselves and the surrounding seas; • Been taught how to identify and describe the similarities between each of the UK's countries (e.g.: flag, language, monarchy, population) and how they contribute to the country as a whole; • Been taught how to identify each country in the UK based on its differences (e.g.: emblems, flags, language use, patron saint, population).

Knowledge

Revise:

- Dudley is a town, close to the city of Wolverhampton. Priory Primary School is in Dudley.

New Knowledge:

- The United Kingdom (UK) is made up of four countries: England, Scotland, Wales and Northern Ireland. Dudley is in England.
- Each UK country has a capital city: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). London is the capital city of the UK.
- Northern Ireland is separated from the rest of the UK by the Irish Sea. The English Channel is to the south and the North Sea is to the east of the country.
- The UK has a government, led by the Prime Minister, and a monarchy, led by Queen Elizabeth II.
- Each UK country has its own flag. The Union Jack is used to represent the whole of the UK. All these flags have red, white and blue in them.
- Each UK country has a patron saint: St. George (England), St. Andrew (Scotland), St. David (Wales) and St. Patrick (Northern Ireland).
- Each UK country has an emblem: a rose (England), a thistle (Scotland), a leek (Wales) and a clover (Northern Ireland).
- Most of the UK has English as its official language. Some people in Wales also speak Welsh and some people in Northern Ireland also speak Gaelic.
- The English population is the biggest in the UK, followed by the Scottish, then the Welsh and finally the Northern Irish. The UK population is about 66 million people altogether.

Subject Specific Vocabulary/Facts

Capital city	The main city in a country.
Country	A place made up of cities, towns and villages, which are looked after by a government.
Dudley	A town in England where Priory Primary School is located.
Emblem	A symbol used to represent each country.
England	The biggest country in the UK with a population of 55.5 million.
Flag	A picture used to represent each country.
Government	A group of people who run a country. The Prime Minister leads the UK government.
Language	How a country talks or writes using words.
Monarchy	The royal family of a country.
Northern Ireland	The smallest country in the UK joined to the Republic of Ireland.
Patron saint	The special saint that represents and looks after each country.
Population	The number of people who live in a place.
Scotland	A country in the north of the UK with a population of 5.5 million.
United Kingdom	A country made up of the smaller countries of England, Scotland, Wales and Northern Ireland.
Wales	A country in the west of the UK with a population of 3 million.

Year 2 Geography – Continents

National Curriculum Focus	Name and locate the world's seven continents and five oceans.
Building on…	N/A.
Key Skills	• Use world maps, atlases and globes to identify the […] continents and oceans studied at this key stage; • Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features […] on a map.
Outcome of unit	Pupils will have: • Used a range of cartographical resources and compass points to name, describe and locate each of the world's seven continents and five oceans, as well as their constituent countries; • Compared, contrasted and classified continents according to their size and physical features, including using their previous knowledge of weather and climate; • Been taught the difference between oceans and seas and applied this knowledge to their studies.

Knowledge

Revise:

- The Earth is separated into the Northern and Southern hemispheres by the Equator. The United Kingdom (UK) is in the Northern hemisphere.
- Hotter areas of the world are near the Equator and colder areas are near the North and South Poles.
- The UK is surrounded by the North Sea, Irish Sea and English Channel.

New Knowledge:

- There are different ways of representing the Earth. Globes, atlases and maps can show us the Earth in parts or altogether.
- The surface of the Earth is divided up into different continents, seas and oceans.
- Continents are very large areas of land usually made up of lots of different countries. Any land submerged by water is known as the sea or the ocean.
- There are 7 continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America. The UK is in the continent of Europe.
- Australia is a country as well as a continent, whilst Antarctica has no countries or people living there because it is covered in ice.
- Oceans are made of salt water and cover about three quarters of the Earth's surface. They have hundreds of thousands of different creatures living in them.
- There are 5 oceans: the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean and the Southern Ocean.
- The difference between an ocean and a sea is that a sea is surrounded by land which closes it in.

Subject Specific Vocabulary/Facts

Atlas	A book containing maps of the Earth, either in parts or altogether.
Continent	Large area of land on the surface of the Earth.
Globe	A sphere which shows the true shape of the Earth as well as its surface.
Map	Pictures that show features of the Earth. Maps are presented on flat pieces of paper or on a screen.
Ocean	Salty water that makes up most of the surface of the Earth.
Submerged	To be covered by water. Most of the Earth's surface is submerged.
Surface	The outside part of something that you can see.
Sea	A part of the ocean that is closed in by land.

Year 3 Geography – Europe: Invaders and Settlers

National Curriculum Focus	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.
Building on…	Year 2 – Continents; Year 3 [History] – The Romans in Britain, Anglo-Saxons and Scots.
Key Skills	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Outcome of unit	Pupils will have: • Identified and located the land and aquatic borders of the continent of Europe, including its transcontinental countries and bodies of water; • Been taught how the different physical geographical features of European countries have contributed to their invasion and the subsequent settlement of people over time; • Identified the different countries of Europe within the context of member and non-member states of the European Union and considered their differing human geographical features.

Knowledge

Revise:

- The United Kingdom (UK) is made up of four countries (England, Scotland, Wales, Northern Ireland) and is part of the continent of Europe.
- All countries, and some continents, are bordered either on land, by sea/ocean, or sometimes both.
- Countries have been invaded and settled in by other countries throughout history for a variety of reasons.
- The movement of the Earth's tectonic plates has led to the formation of continents over millions of years.

New Knowledge:

- Most countries fit within one continent. Some countries, like Russia, are so big that they are transcontinental. Russia is located in Europe and Asia.
- The borders of countries are often formed through war and conquest and later changed, like Hadrian's Wall near the English/Scottish border.

Physical Geography:

- The topography of a country can affect whether people settle there. Most of Holland (the Netherlands) is below sea level, meaning the land floods easily.
- A country's natural resources can make it a good place to invade. Britain has historically been invaded for its precious metals, minerals and raw materials.

Human Geography:

- Effective trade routes between countries over land, water or sky allow for importing and exporting goods and raw materials.
- The European Union has strong trade links across the continent of Europe and uses the Euro in many countries as a single currency.

Subject Specific Vocabulary/Facts

Arable farming	Agriculture that uses the land to grow crops.
Currency	A system of money used by one or more countries.
European Union (EU)	A group of 27 countries in Europe that share trade routes, a currency and some laws. The UK has voted to leave the EU in 2021.
Export	To send goods to other countries through trade.
Import	To bring goods into a country through trade.
Minerals	A raw material that has to be mined from underground.
Natural resources	Materials that are found in nature and used to make and build things.
Pastoral farming	Agriculture that uses the land to produce livestock (animals) and make meat, wool and dairy products.
Raw materials	The basic material used to make a product.
Subdivide	To divide into smaller parts. The USSR subdivided into several countries in 1991, for example.
Topography	The physical geography of the surface of the Earth.
Trade routes	A long-distance route that is used to transport imported and exported goods.
Transcontinental	Something that extends across two or more continents.

Year 4 Geography – UK Land Use

National Curriculum Focus	• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying […] land-use patterns; • Describe and understand key aspects of human geography, including: types of settlement and land use.
Building on…	Year 3 – UK Physical and Human Features, Comparing UK/Mediterranean; Year 1 – The United Kingdom.
Key Skills	• 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.
Outcome of unit	Pupils will have: • Identified and located the counties of the UK, including the regions and different types of settlement contained within them; • Been taught how to read Ordnance Survey (OS) maps, including applying their pre-existing knowledge of symbols and keys; • Been taught how to plot 4-figure and 6-figure grid references on a map and use them to accurately locate geographical features; • Been taught about the economic breakdown of industry in the UK, exploring the different occupations involved with each and how they relate to each other.

Knowledge

Revise:

- The United Kingdom (UK) is subdivided into countries containing settlements such as cities, towns and villages.
- Maps use a range of symbols and keys to represent important features of physical and human geography.

New Knowledge (Human Geography):

- The UK is an MEDC because of its large, strong economy and how it uses its land.
- UK settlements are arranged into regions and counties. Dudley is in the Black Country region and the county of the West Midlands.
- Greenbelt land is located around settlements to protect it from further development, whilst brownfield sites allow former industrial areas to be redeveloped.
- The larger a settlement is, the more different types of industry can be found there. Hamlets are so small they tend to focus on one specific type of industry.
- About 12% of the UK economy is focused on primary industries such as mining and agriculture.
- Secondary industry, in particular manufacturing, is the smallest part of the UK economy (10%). This has changed dramatically since the Industrial Revolution.
- About 78% of the UK economy concentrates on tertiary industry. It is also known as the service sector.
- The Ordnance Survey (OS) maps the UK's land use in great detail using a range of symbols and keys. 4-figure and 6-figure grid references make it possible to locate a particular geographical feature accurately.

Subject Specific Vocabulary/Facts

Brownfield	An area of urban land that can be redeveloped and reused.
County	A subdivision of a country into localised areas governed by councils.
Economy	How a country produces, uses and manages goods, services and money.
Greenbelt	An area of open land around a settlement that cannot be built upon.
Grid reference	A location identified on a map by 4 or 6 figures and found using grids.
Hamlet	A settlement smaller than a village and without a church.
Industry	Any activity that uses raw materials or provides services for the public.
Manufacturing	Making products on a large scale using machinery.
MEDC	A More Economically Developed Country, such as the UK. The opposite of an MEDC is a Less Economically Developed Country (LEDC).
Ordnance Survey (OS)	The official mapping organisation of the UK.
Primary industry	Industry that collects natural resources and raw materials to be used elsewhere.
Secondary industry	Industry that converts the materials from primary industry into products.
Tertiary industry	Industry that provides services to the general public.

Year 5 Geography – Scandinavian Geography: Physical & Human

National Curriculum Focus	Understand geographical similarities and differences through the study of human and physical geography of […] a region in a European country […].
Building on…	Geography: Year 4 – Europe Rivers/Mountains; Year 3 – Europe: Invaders and Settlers; Year 2 – Continents. History: Year 5 – Stone Age to Iron Age; Year 3 – Anglo-Saxons and Scots.
Key Skills	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Outcome of unit	Pupils will have: • Identified and located the land and aquatic borders of the European region of Scandinavia, and explored the difference between formally recognised Nordic and Scandinavian countries and territories; • Compared and contrasted the physical geographical features of Scandinavia, such as topography and climate, and have been taught how these have contributed to geographical and geological change over time; • Compared and contrasted the human geographical features of Scandinavia, such as governance and population distribution, and have been taught how these have been influenced by historical events.

Knowledge

Revise:

- All Scandinavian countries are part of the continent of Europe. Additionally, some are EU member states.
- Doggerland once joined the United Kingdom (UK) to mainland Europe. It became submerged during the Ice Age and increased the size of the North Sea.
- Anglo-Saxon tribes from Germany and Denmark invaded and settled in England from around 449AD.

New Knowledge:

- Scandinavia is Sweden, Norway and Denmark, but Nordic countries like Iceland and Finland are also considered part of Scandinavia.

Physical Geography:

- Bodies of water, like the Barents Sea in the north, contain archipelagos that belong to Scandinavia.
- The topography is varied: mountains in the Scandinavian Peninsula are contrasted by Denmark and most of Finland being flat and low lying.
- There are many fjords and moraines in Scandinavia because a lot of the area is located in the Arctic Circle.
- Climate is also varied, ranging from Arctic to mild and temperate due to the Gulf Stream. Most of the mountainous areas are in an alpine tundra biome.

Human Geography:

- Some countries (and their territories) have monarchies, whilst others are entirely democratic.
- Although Sweden is the most populous, Denmark is the most densely populated Scandinavian country.
- Different languages are spoken across the countries, with Germanic languages being the most popular.
- All Scandinavian countries are considered MEDCs and have strong economies.

Subject Specific Vocabulary/Facts

Alpine tundra	A biome that has no trees because of its high altitude.
Archipelago	An area containing a chain or group of islands.
Fjord	A long, narrow, deep part of the sea between high cliffs and caused by glaciers.
Glacier	A huge mass of ice that moves slowly over land.
Germanic	Part of the Indo-European languages that are used by most European countries. Germanic languages in Scandinavia could come from the time of the Anglo-Saxons.
Gulf Stream	A warm ocean current that flows from the Gulf of Mexico, past the west coast of Europe, to the north west part of the Atlantic Ocean.
Moraine	A mass of rock and debris carried and deposited by a glacier as it moves across land.
Nordic	The formal term for the countries of Scandinavia, Finland and Iceland. Nordic countries are often referred to as Scandinavian.
Peninsula	A piece of land surrounded by water or sticking out into a body of water.
Population density	The number of people living in an area, often measured in m^2 or km^2.
Populous	An area that has a large population.
Territories	An area of land ruled by a state. Areas such as Greenland and the Faeroe Islands, for example, are territories of Denmark.

Year 6 Geography – Sustainability

National Curriculum Focus	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Building on…	Year 6 – Rivers, Mountains and Coasts; Year 4 – ALL; Year 3 – UK Physical and Human Features; Year 1 – The Weather.
Key Skills	• 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.
Outcome of unit	Pupils will have: • Built upon their knowledge of natural resources to explore differences between agricultural and geological resources and their global distribution; • Been taught about the differences between renewable and non-renewable energy, in particular their sources, how power is generated and their advantages and disadvantages; • Been taught about the differences between recyclable and non-recyclable materials and how they contribute to sustainability and climate change respectively.

Knowledge

Revise:

- Natural resources provide many things needed in everyday life, such as water and building materials. These can be traded by countries for fairer global distribution.
- 90% of the UK's economy is dedicated to the collection of natural resources and their subsequent use [primary/secondary industry].

New Knowledge – Human Geography:

- Natural resources can be subdivided into agricultural resources (related to farming) and geological resources (found underground).
- Much of the world's energy is derived from the burning of fossil fuels, which are non-renewable and are a major contributor to global pollution.
- Pollution and the harmful emissions that cause it are a major cause of climate change and damage to the environment. We need to be living more sustainably to prevent any further damage.
- Renewable energy sources (such as wind and the Sun) can be quickly and readily replaced, allowing turbines to generate electricity almost continuously.
- Fossil fuels and nuclear power will eventually run out and cannot be replaced, making them non-renewable energy sources.
- Refuse is made up of recyclable and non-recyclable material (waste). Recycling is a key way to becoming more sustainable and is done in many different ways.
- Most waste is sent to landfill to decompose, although landfill space is running out globally. Single-use plastics in particular are not very biodegradable and are finding their way into the oceans, where they cause pollution and can even kill wildlife.

Subject Specific Vocabulary/Facts

Agricultural resources	Natural resources related to farming, such as crops and livestock.
Biodegradable	To be able to make a material gradually decompose over time.
Carbon footprint	The amount of carbon dioxide created by a person's daily activities.
Emissions	To produce and release something, such as gas, into the atmosphere.
Fossil fuels	Natural energy sources made from the remains of living organisms.
Geological resources	Natural resources found underground, such as minerals, precious metals and fossil fuels.
Non-renewable energy	Energy that comes from burning natural resources that cannot be replaced when they run out.
Pollution	Harmful gases or materials that damage the environment.
Recycling	Converting waste refuse into a reusable material or substance.
Refuse	Any type of disposable material that can be recyclable and non-recyclable.
Renewable energy	Energy that can be made and replaced naturally and in a short period of time.
Sustainability	Trying to protect the environment by reducing the use of natural resources.
Turbine	A machine that is used to produce continuous power.