



"Serve one another in love"

# Geography at Upton Heath Church of England Primary School

## Geography Curriculum Statement

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### Intent

At Upton Heath, we believe that Geography should inspire children to ask questions and search for answers about the natural and human aspects of the world. Pupils are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Topics / themes are informed by the Pathways to Write long term curriculum plan, which is directly linked to the National Curriculum. All themes are sensitive to children’s interests and linked to the context of our local area and wider community. The curriculum at UHPS is carefully planned and structured to encapsulate our curriculum intent of REACH (Relevant, Engaging, Aspirational, Creative and Holistic). We ensure that current learning is linked to previous learning as part of a sequential curriculum, enabling children to achieve the end of year expectations.

At Upton Heath, we seek to inspire in children a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives as they progress in society. In line with the National Curriculum 2014, the Geography curriculum at UHPS aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## The Geography Curriculum

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Autumn 1	Geography of school grounds.	*Use simple fieldwork and observational skills to study the geography of their school and its	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	Children will have developed their understanding and knowledge of people,

		<p>Cold areas of the world- South Pole, North Pole.</p>	<p>grounds and the key human and physical features of its surrounding environment.</p> <p>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.</p> <p>Use simple compass directions (North, South, East, 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.</p>		<p>culture and communities and the natural world from their coverage of the EYFS Curriculum.</p> <p>Children will be able to confidently talk about the objectives taught.</p> <p>Linked to end of year expectations: Children can say what they like about their locality. They can sort things they like and dislike. Children can tell someone their address. They are able to describe a locality using words and pictures.</p>
Year 2		<p>Compare a small area of the UK with a small area in a non-European country (another location where owls live.)</p>	<p>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.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the surrounding area.</p>	<p>Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.</p>	<p>Linked to end of Year Expectations. Children are confident labelling a diagram or photograph using some geographical words. They are confident using different sources of evidence to find out about a contrasting locality like Africa. Children are able to by ask some relevant questions to someone else and say what they like and don't like about their locality and another locality like Africa. They use a map, photographs, film or plan to describe a contrasting locality outside Europe.</p>
Year 3		<p>Where have you been on holiday? Uk geographical regions (north west, midlands etc) Coastal regions. Physical features – seas, coasts, oceans.</p>	<p>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.</p> <p>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.</p>	<p>Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.</p>	<p>Linked to end of Year Expectations. Children use the correct geographical words to describe a place and the events that happen there. They identify key features of a locality by using a map and appropriate symbols to represent different physical features. Children can explain why a locality has certain physical features. Children are beginning to use 4 figure grid references and can accurately plot NSEW on a map. They are able to recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE). Children use some basic OS map symbols and make accurate measurement of distances within 100Km. Children can work out how long it would take to get to a given destination taking account of the mode of transport.</p>

					Children can name the two largest seas around Europe.
Year 4		Environmental regions of the world – link to the natural environments of gorillas and other apes. Study topographical features.	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.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	Linked to end of Year Expectations. Children to locate the same place on a globe and in an atlas. They are able to label the same features on an aerial photograph as on a map.
Year 5		Locational and place knowledge – a region in North America (The Great Lakes and Niagara) Can you plan the route for Annie's tour?	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.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	Linked to end of Year Expectations. Children to plan a journey to a place in another part of the world, taking account of distance and time Children to make detailed sketches and plans; improving their accuracy later. Children can locate the USA and Canada on a world map and atlas. They are able to name and locate some of the Great Lakes of the USA and Canada. Children to work out an accurate itinerary detailing a journey to another part of the world.
Year 6					

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1					
Year 2	Autumn 2	World's seven continents and 5 oceans. Which continents have owls on?	Name and locate the world's seven continents and five oceans.  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	Linked to end of Year Expectations. Children can name the continents of the world, plus the world's oceans and locate them in an atlas. Children give plausible predictions about what the weather may be like in different parts of the world and explain how the weather affects different people.

Year 3		Water cycle Arctic circle Mountains	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.  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	Linked to end of Year Expectations. Children can confidently explain how the water cycle works. Children can explain how people's lives vary due to weather.
Year 4					
Year 5		Settlements Land use Towns and cities compared with rural areas. Uk towns and cities.	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.	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	Linked to end of Year Expectations. Children can collect information about a place and use it in a report. Children can explain what a place (open to environmental and physical change) might be like in the future taking account of physical features. Children can report on ways in which humans have both improved and damaged the environment.
Year 6		Animal species around the world – climate zones, land use patterns, changes over time – how animals have been affected by humans.	Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and the water cycle. 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.	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	Children are able to explain scale and use maps with a range of scales. They choose the best way to collect information needed and decide the most appropriate units of measure. Children can make careful measurements and use the data. They use OS maps to answer questions and maps, aerial photos, plans and web resources to describe what a locality might be like. They accurately use a 4 figure grid reference and create sketch maps when carrying out a field study. Children can recognise key symbols used on ordnance survey maps. Children give extended descriptions of the physical features of different places around the world. They are able to describe how some places are similar and others are different in relation to their human features. Children can

			Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		classify and identify a range of Biomes around the world. ( <i>A suggested list is: taiga, tundra, temperate deciduous forest, scrub forest, grassland, desert, tropical rainforest, temperate rainforest.</i> ) Children understand the term sustainable development and are able to use it in different contexts? They can explain how human activity has caused an environment to change. Children analyse population data on two settlements and report on findings and questions raised.
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Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Spring 1	Hot areas of the world. Capital Cities	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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.	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	Children will be able to confidently talk about the objectives taught. Linked to end of year expectations: Children think of a few relevant questions to ask about a locality Children can confidently name key features associated with a town or village E.g. church, shop, farm, house. Children are able to identify the four countries making up the United Kingdom.
Year 2		Birds eye view – links to maps and globes. Four countries and capitals in the UK and surrounding seas. Physical features: beach, cliff, coast, forest, hill, sea, ocean, valley.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surroundings seas. Identify seasonal and daily weather patterns in the United Kingdom.  Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far, left and right to describe the locations and features and routes on a map.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map;	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	Linked to end of Year Expectations. Children are able to explain what makes a locality special and describe a place outside Europe using geographical words. Children are confident describing the key features of a place, using words like, 'beach', 'coast', 'forest', 'hill', 'mountain', 'ocean', 'valley'. Children can find the longest and shortest route using a map and point out the North, South, East and West associated with maps and compass. Children can use maps and atlases appropriately by using contents and indexes.

			and use and construct basic symbols in a key.		
Year 3					
Year 4		Contrast a region in the UK with Bay of Naples in Italy. Volcanoes and earthquakes.	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.  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,	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	Linked to end of Year Expectations. Children are confident describing the main features of a village and well-known city. Children are able to describe the main physical differences between cities and villages. They can explain how the lives of people living in the Mediterranean would be different from their own. Children recognise the countries that make up the European Union.
Year 5		UK countries and cities in Britain – How did places get their names? (Anglo – Saxon)	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.  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.	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	Linked to end of Year Expectations. Children can name up to six cities in the UK and locate them on a map. Children 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.
Year 6					

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Spring 2				
Year 2					
Year 3		Global geographical regions. Locational knowledge- oceans, hemispheres, North Poles and South Poles, Arctic and Antarctic.	<p>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.</p> <p>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.</p>	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	<p>Linked to end of Year Expectations. Children are able to locate the Mediterranean and explain why it is a popular holiday destination? Children can name and locate some well-known European countries. They can confidently describe human features in a locality and explain why it has these certain features. Children are able to explain how a locality has changed over time with reference to human features. They can name the two largest seas around Europe. Children are beginning to use 4 figure grid references and can accurately plot NSEW on a map. They are able to recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE). Children use some basic OS map symbols and make accurate measurement of distances within 100Km.</p>
Year 4		Human/ physical geography – settlements, land use, trade links, natural resources, land use patterns. Volcanoes and earthquakes.	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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.</p>	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	<p>Linked to end of Year Expectations. Children to carry out a survey to discover features of cities and villages. Children are able to accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.) Children can describe how volcanoes and earthquakes are created. They are able to describe how volcanoes have an impact on people's lives. They can explain how people are trying to manage their environment. Children can confidently locate and name some of the world's most famous volcanoes. Children are able to name and locate many of the world's most famous mountain regions on maps.</p>
Year 5		Earth – Latitude, longitude,	Identify the position and significance of	Knowledge Organisers Weekly lessons	Linked to end of Year Expectations.

		<p>equator, time zones, hemispheres, Tropics of Cancer/Capricorn.</p> <p>Physical Aspects of Geography</p>	<p>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).</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	Home learning links to Topic where appropriate.	<p>Children can explain how a location fits into its wider geographical location; with reference to physical features</p> <p>Children are able to explain why many cities of the world are situated by rivers. They explain why water is such a valuable commodity.</p> <p>Children can explain how the time zones work. They are able to identify and name the Equator, Tropics of Cancer and Capricorn as well as the hemispheres.</p> <p>Children can name the main lines of latitude and meridian of longitude.</p>
Year 6		<p>Locational knowledge – South America. Southern hemisphere, Pacific Ocean, Galapagos Islands, equator, biomes, vegetation belts.</p>	<p>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.</p> <p>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.</p> <p>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).</p>	<p>Knowledge Organisers</p> <p>Weekly lessons</p> <p>Home learning links to Topic where appropriate.</p>	<p>Linked to end of Year Expectations.</p> <p>Children can give an extended description of the human features of different places around the world. They are able to map land use with their own criteria.</p> <p>Children can describe how some places are similar and others are different in relation to their physical features.</p> <p>Children can name the largest desert in the world. They are able to locate and name the main countries in South America on a world map and atlas</p> <p>Children can define geographical questions to guide their research and use a range of self-selected resources to answer questions.</p> <p>Children can plan a journey to another part of the world which takes account of time zones. Children can begin to recognise the climate of a given country according to its location on the map.</p>

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Summer 1	Use world maps, atlases and globes – begin to name world's seven continents and 5 oceans.	<p>Name and locate the world's seven continents and five oceans.</p> <p>Use world maps, atlases and globes to identify the United</p>	<p>Knowledge Organisers</p> <p>Weekly lessons</p> <p>Home learning links to Topic where appropriate.</p>	<p>Children will be able to confidently talk about the objectives taught.</p> <p>Linked to end of year expectations:</p> <p>Children are confident answering some</p>

		Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.		questions using different resources such as books, the Internet and Atlases.
Year 2	Human and physical geography of local area. Physical features: forest, hill, vegetation, soil, river. Human features: city, town, village, factory, farm, house, office, port, harbour, shop.	Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.  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.	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	Linked to end of Year Expectations. Children can explain how the jobs people do may be different in different parts of the world. Children are able to give their opinion about whether they think that people ever spoil the area and if so, how. They can explain whether they think that people try to make the area better and give explanations as to how?
Year 3	Rivers. Link with history – early civilisation that grew on rivers.	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.	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	Linked to end of Year Expectations. Children can name some of the world's major rivers on maps. They can describe some key aspects of human geography.
Year 4	Locational knowledge – South America Climate zone and vegetation belts (rainforest) Rivers (Amazon)	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)	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	Linked to end of Year Expectations. Children find different views about an environmental issue and are able to explain their view point.
Year 5	Human geography/region of the UK- Land use, economic activity, distribution of natural resources,	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	Linked to end of Year Expectations. Children to map land use and find possible answers to their own geographical questions. Children to explain why people are attracted to live by rivers. Children

		energy (link to recycling), land use changes over time.	European country, and a region within North or South America.  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.		are confident discussing how a location fits into its wider geographical location; with reference to human and economical features. Children explain what a place might be like in the future, taking account of issues impacting on human features.
Year 6					

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1 Year 2	Summer 2				
		Recap the capital cities of the four countries.	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.	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	Linked to end of Year Expectations.  Children can identify the United Kingdom and its countries as well as other countries, continents and oceans. Children can name and locate the capital cities of the four UK countries.
Year 3		Map skills – world countries, world map. Human features.	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).  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies.		Linked to end of Year Expectations. Children use maps and atlases appropriately by using contents and indexes. Children can identify and name a number of countries in the Northern and Southern Hemisphere as well as the Arctic and Antarctic circles. Children can locate the Tropic of Cancer and the Tropic of Capricorn. Children are able to name and locate some well-known European countries.
Year 4		Uk Geographical regions – physical/topographical characteristics – mountains and hills.	Name and locate countries 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. Use the eight points of a compass, four and six-figure grid references, symbols and key (including	Knowledge Organisers Weekly lessons Home learning links to Topic where appropriate.	Linked to end of Year Expectations. Children are able to plan a journey to a place in England. Children can explain why people are attracted to live in cities. They can suggest different ways that a locality could be changed and improved. Children can explain how a locality has changed over time with reference to physical features. Children know the difference between the British Isles, Great Britain and UK. They

			the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		can locate and name some of the main islands that surround the UK. Children can name some of the main towns and cities in Yorkshire and Lancashire. They give accurate measurements between 2 given places within the UK. Children are able to name the areas of origin of the main ethnic groups in the UK & in their school.
Year 5					
Year 6					

## **Implementation**

At Upton Heath Geography is taught in blocks, as identified in the long-term curriculum plan. Aspects of geography are taught with a direct link to the central text that is being studied by the cohort, to enable pupils to achieve depth in their learning. Geography is taught throughout Key Stage 1 and Key Stage 2, to ensure that all pupils receive a quality and focused geography curriculum. Teachers identify the key knowledge and skills of each topic / theme and consideration has been given to ensure progression across topics, throughout each year group across the school. The geography curriculum at Upton Heath enables children to develop knowledge and skills that are transferable to other curriculum areas. Where possible, we link our Rights Respecting Schools focus with our themes, as well as our Christian focus for the term, such as Friendship, Compassion, etc. By the end of Key Stage 2, children will have extended their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will have developed their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

The Early Years Foundation Stage (EYFS) follows Development Matters, which aims to provide children in Reception with opportunities to have an "Understanding of the World: People, Culture and Communities and the Natural World." By the end of the EYFS Phase, children who have achieved the Early Learning Goal will be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. To have achieved the Early Learning Goal in the Natural World, children will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. They will understand some important processes and changes in the natural world around them, including the seasons.

## **Impact**

Outcomes in Topic and English books, Twitter, Facebook, Seesaw and Tapestry posts, evidence a broad and balanced geography curriculum and demonstrates pupils acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography. This is in addition to the development and application of key skills, supported by fieldwork. Children are involved in reviewing their learning after each session and are actively encouraged to identify their own learning targets, with support from their teachers. Much emphasis is made on analytical thinking and questioning, which helps pupils gain a coherent knowledge and understanding of the world and its people. Pupils are confident to share their knowledge in a variety of ways about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human

processes. Geographical knowledge, understanding and progression of skills throughout the school provide the framework and approaches that explain to pupils how their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

## **British Values and our Christian Distinctiveness**

As a school, we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties, as it teaches tolerance, compassion and respect for the differences in our community and the wider world. Our teaching of the British Values of tolerance, individual liberty, mutual respect, the rule of law and democracy are underpinned by our Geography curriculum themes.

All ancient civilisations have contributed to modern society: E.g. the Ancient Greeks gave us democracy; Egyptian civilisation contributed to modern religious theories and beliefs, as well as equipment, technology and art, all essential in developing the Britain we see today. The school learns about the similarities and differences between British culture and that of European countries, as well as further abroad (South and North America).

In Key Stage 1 Geography is taught by identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Children are taught geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non- European country.

In Lower Key Stage 2 Key Stage 2 British Geography is taught chronologically through Years 3 to Year 6. The progression of knowledge and skills from Key stage 1 continues, with a focus on exploring the countries and cities within the United Kingdom. Children are also given the opportunity to explore how the lives of people living in the Mediterranean would be different from their own, whilst looking at communities in other countries around the world.

In Upper Key Stage 2, pupils explore a variety of topics and gain an understanding of 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. Pupils are given the opportunity to suggest different ways that a locality could be changed and improved with reference to both physical and human features.

UHPS is Rights Respecting School and the teaching of geography allows pupils to deepen their understanding of why the UN was formed, the need for global unity and gives pupils the opportunity to have compassion for people's experiences and how their own experiences may differ due to UNCRRC.

As well as the Geography curriculum linking to articles in the UNCRRC, whole school themes also run throughout the year on the SMSC calendar, including specialised focuses such as Adrift, and the Zoo project. These are celebrated through whole school worship, workshop in school and lessons in the classroom.

The distinct aims ("serving one another in love") and Christian values of UHPS (Resilience, Respect, Compassion and Together) underpin every aspect of school life. We embrace the Church of England's vision for education, and that is, "deeply Christian, serving the common good", encompassing our values of Respect, Resilience, Compassion and Together.

### **Early Years:**

IN EYFS, we explore geographical themes through the Understanding of the World strand of the Early Years curriculum. This involves guiding children to make sense of the natural world and their

community through opportunities to explore, observe and find out about their immediate environment, other countries, the natural world around them and the changing seasons.

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Reception	Autumn 1	How do we feel?	Talk about home life, school and family.	Stories Self-chosen Focuses by the children	<p><b>Understanding The World People, Culture and Communities</b></p> <p><b>Early Learning Goal:</b></p> <p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b>Understanding the World The Natural World</b></p> <p><b>Early Learning Goal:</b></p> <p>*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>* Understand some important processes and changes in the natural world around them, including the seasons.</p>
	Autumn 2	Winter is coming	Cold Environments, continents, seasonal changes	World Map Cold Places Globes Atlases	
	Spring 1	Living in the Past	Changes in the World around us	Seasonal Changes Stories " The Leaf Thief"	
	Spring 2	What a Wonderful World!	Animals/ Cultures around the World Under the Sea	Stories based around animals/people around our world	
	Summer 1	Stepping into the Unknown	Habitats Lands Imaginary World Cultural Differences Similarities and differences between places	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension	
	Summer 2	The places we will go	Where next on our journey? Climates in different countries Travelling through real life experiences		

## **Key Stage 1:**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

### **Locational knowledge**

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### **Place knowledge**

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

### **Human and physical geography**

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
- **key physical features**, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- **key human features**, including: city, town, village, factory, farm, house, office, port, harbour and shop

### **Geographical skills and fieldwork**

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## **Key Stage 2:**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

### **Locational knowledge**

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### **Place knowledge**

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

### **Human and Physical geography**

- Describe and understand key aspects of:
- **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- **human geography**, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  
Geography – key stages 1 and 2.

### **Geographical skills and fieldwork**

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical knowledge and enquiry skills. Assessment is supported by the use of the following strategies:

- Observing children at work, individually, in pairs, small groups and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- The use of Knowledge Organisers in every lesson to enable the children to guide their own learning and use them to quiz the children and to use geographical vocabulary appropriately.
- Providing effective feedback to learning, to support learning moving forward and to provide opportunities to self-assess, consolidate and study in-depth.
- Moderation of work and books will be used to inform teacher assessment and reflect on achievements and outcomes against agreed success criteria and learning objectives.

We are committed to providing a teaching and learning environment which ensures that all children are able to progress with their learning, regardless of social class, gender, culture, race, or SEND. Teachers will use a range of strategies to ensure that all learners are included within a classroom ethos that is Relevant, Engaging, Aspirational, Creative and Holistic. (REACH)

## **Geography Vocabulary Key Stage 1**

Geographical Language	
Map	Beach
Atlas	Cliff
Globe	Coast
World	Forest
Name	Hill
Locate	Mountain
Continent	Land
Oceans	Sea,
Countries	River
Nation	Soil
Capital Cities	Valley
United	Vegetation
Kingdom	City
Weather	Town
Season	Village
Pattern	Factory
Location	Farm
Hot and Cold	House
Equator	Office Port
North Pole	Harbour
South Pole	Shop
Compass	
North	
East	
South	

West Near and Far Left and Right Features Routes Key	
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## Geographical Vocabulary Lower Key Stage 2

Geographical Language	
United Kingdom	Latitude
Europe	Longitude
North America	Equator
South America	Northern Hemisphere
Location	Southern Hemisphere
Globally	Hemisphere
Countries	Tropics of Cancer and Capricorn
Map	Arctic Circle
Environmental Regions	Antarctic Circle
Landscape	Prime/Greenwich Meridian
Physical Features	Time Zones
Human Features	Town
Counties	Country
Cities	Coast
Feature	Climate
Population Characteristics	Tropics
Hills	Tropical
Mountains	Land use
Rivers	Settlement
Seas	Retail
Similarities	Leisure
Differences	Housing
Climate Zones	Business
Biomes	Industrial
Volcanoes	Agricultural
Tornadoes	Population
Tsunami	Aerial
Earthquakes	Photograph
Water cycle	GIS
Mantle	Digital/Computer
Outer core	Mapping
Inner core	Symbols
Magma	Keys
Active	Ordnance
Dormant	Survey Maps
Extinct	Sketch Map
Earthquake	Annotation
Epicentre	Landmark
Shockwave	Distance
Magnitude	Urban
Fieldwork	Rural
Plan	Coordinates
Deforestation	
Evaporation	
Condensation	
Precipitation	
Cooling	
Filter	
Pollution	
Site	
Need	
Shelter	

## Geographical Vocabulary Upper Key Stage 2

Geographical Language	
Atlas	Environmental
Index	disaster,
Coordinates	Resources
Latitude	Services
Longitude	Goods
Contour	Electricity
Altitude	Supply
Peaks	Generation
Slopes	Renewable
Continent	Non-renewable
Country	Solar power
City	Wind power
North America	Biomass
South America	Origin
Border	Import
Key	Export
Similarities	Trade
Differences	Efficiency
Arctic Circle	Conservation
Physical features	Carbon footprint
Climate	Plateau
Human geography	Fold mountain
Land use	Fault-block mountain
Settlement	Dome mountain
Economy	Volcanic mountain
Natural resources	Plateau mountain
Symbol	Tourism
Ordnance	Positive
Survey Silva	Negative
compass	Economic
Legend	Social
Borders	Environmental
Fieldwork	Sketch
Measure	Graph
Observe	Map
Record	

## **Knowledge Organisers**

These are available for specific topics taught within Key Stage One and Key Stage 2.

## Hot and Cold Places KS1 Knowledge Mat

Subject Specific Vocabulary		Exciting Books
<b>North Pole</b>	The north pole is the northernmost place on Earth. When at the north pole all directions point south.	
<b>South Pole</b>	The South Pole is the southernmost place on Earth. When at the South Pole all directions point north.	
<b>Equator</b>	It is an imaginary line around the centre of the Earth. It's very hot at the Equator. It divides the Earth into the north and south hemispheres.	
<b>Meerkats</b>	Animals that are often found in dry places like deserts. They belong to the mongoose family.	
<b>Penguins</b>	A large seabird that cannot fly. Found in the South Pole. There are many types with the most famous probably being the Emperor penguin.	<b>Animals that live in the polar regions</b>
<b>Polar Bears</b>	A large, white Arctic bear found in the North Pole. It is one of the most popular animals in the world.	
<b>desert</b>	A desert is a very dry place that experiences little or no rain. There are deserts all over the world. It's difficult to find water in a desert.	<b>Animals that live close to the equator</b>
<b>hemisphere</b>	It's half the Earth divided into north and south by the equator. Britain is in the northern hemisphere.	
<b>humid</b>	When there is a lot of moisture in the air it's said to be humid. Not countries, often are very humid.	<b>Animals that live close to the equator</b>
<b>scorching</b>	To burn slightly or to cause a change in colour because of the heat.	
<b>camouflage</b>	When an animal's markings help it to blend in with its environment.	<b>meerkats</b> <b>lizards</b> <b>scorpion</b> <b>coyote</b> <b>camel</b>

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## Seaside Study KS1 Knowledge Mat

Subject Specific Vocabulary		Exciting Books
<b>cliff</b>	A steep rock face usually at the edge of the sea.	
<b>rockpool</b>	A pool of water amongst rocks on a beach.	
<b>tide</b>	The rise and fall of the sea usually caused by the pull of gravity from the moon and sun.	
<b>resort</b>	A seaside resort is a town or place where people go on holiday by the sea.	
<b>beach</b>	A pebbly or sandy shore, between the sea and a higher land place.	<b>Can you find these well-known seaside resorts on a map?</b>
<b>lifeboat</b>	A specially made boat aimed at rescuing people stranded in the sea.	
<b>lighthouse</b>	A tower containing a beacon of light to warn or guide ships at sea.	<b>Kenyan Animals</b>
<b>postcards</b>	A card for sending a message to someone without an envelope.	
<b>fairground</b>	An outdoor area where you can ride on various attractions. Often by the sea.	<b>Kenyan Animals</b>
<b>island</b>	A piece of land completely surrounded by sea.	
<b>ocean</b>	A large area of salt water between the continents.	<b>African elephant</b> <b>White Rhinoceros</b> <b>Black Rhinoceros</b> <b>Hippopotamus</b> <b>Giraffe</b> <b>African buffalo</b> <b>Zebra</b> <b>Leopard</b> <b>Parakeet</b>

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## Comparative Study (Kenya) KS1 Knowledge Mat

Subject Specific Vocabulary		Exciting Books
<b>European</b>	To be European is to belong to a group of countries in a continent called Europe.	
<b>African</b>	To be African is to belong to a group of countries in a continent called Africa.	
<b>wild life</b>	Refers to a group of animals that are wild, that is, do not live with humans but roam free.	
<b>climate</b>	Climate refers to aspects of weather over a long time. In hot countries the climate is hot, etc.	
<b>drought</b>	Drought is a long period without rain, often experienced by African countries.	<b>Kenyan Animals</b>
<b>government</b>	It refers to a group of people who run a country. In most cases these people are elected.	
<b>palm tree</b>	A tree that grows in tropical regions and has a straight, tall trunk and many large leaves at the top of the trunk.	<b>Kenyan Animals</b>
<b>ebony</b>	Ebony is a very dark black colour, or a south Asian tropical tree with hard, dark-coloured wood.	
<b>mud huts</b>	Mud huts are basic houses built from what is available in the area. In Africa, mainly from mud.	<b>Kenyan Animals</b>
<b>mango</b>	It is a tropical fruit found in hot countries. It is a yellowish colour with a large stone in the middle.	
<b>Kenya</b>	It is a large country situated in East Africa. It is officially known as the Republic of Kenya.	<b>African elephant</b> <b>White Rhinoceros</b> <b>Black Rhinoceros</b> <b>Hippopotamus</b> <b>Giraffe</b> <b>African buffalo</b> <b>Zebra</b> <b>Leopard</b> <b>Parakeet</b>

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## The Local Area KS1 Knowledge Mat

Subject Specific Vocabulary		Exciting Books
<b>street</b>	A public road in a city, town or village, typically with houses and buildings on one or both sides.	
<b>road signs</b>	Road sign gives you information. Traffic signs warn you of possible dangers and give information.	
<b>office</b>	A building where people work from. Some are large, but buildings others are very small.	
<b>supermarket</b>	A place where you buy groceries and other things. They are usually very large with parking space.	
<b>post office</b>	It is a place where you buy stamps for your letters and can send your letters from.	<b>Major English cities</b>
<b>church</b>	It is a place of worship normally found in every village, town and city. Mosques and temples are similar places for other religions.	
<b>map symbol</b>	It is a small picture on a map to tell you about something. There are symbols for schools, churches, post offices and pubs.	<b>Attractions of London</b>
<b>address</b>	Locates exactly where someone lives by giving street and house numbers.	
<b>post code</b>	This code is exactly where a street or road is by giving letters and numbers.	<b>Attractions of London</b>
<b>urban</b>	A built-up area which has lots of houses and usually shops and offices.	
<b>rural</b>	It is a location in the country. It is not usually as busy as an urban place.	<b>Buckingham Palace</b> <b>Tower of London</b> <b>Windor Castle</b> <b>The London Eye</b> <b>London Bridge</b>

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## Rivers KS2 Knowledge Mat

Subject Specific Vocabulary			Exciting Books	
<b>estuary</b>	An estuary is an area where a freshwater river or stream meets the ocean.		<b>A Trip Around the World</b>	<b>WINDMILLS</b>
<b>mouth</b>	A river mouth is the part of a river where the river flows into another river, a lake, a reservoir, a sea, or an ocean.	<b>World best known rivers</b>		
<b>source</b>	The source of a river is where it begins, usually in high ground.			
<b>meander</b>	A meander is a winding curve or bend in a river.	<b>Amazon</b>	Situated in Brazil, it is 4000 miles long. Runs through the Amazon rainforest.	<b>British rivers</b>
<b>waterfall</b>	Waterfalls form where water rushes down steep hillsides, causing erosion and erodes the rocks.	<b>Nile</b>	The world's longest river (4,140 miles long) and runs into the Mediterranean.	<b>Thames</b>
<b>erosion</b>	Erosion occurs when the fastest currents in the river carve intensely into the banks.			
<b>deposition</b>	Rocks and sediments eroded from one part of the river are deposited in another part.			
<b>tributary</b>	When one stream meets another and merges together, the smaller stream is known as a tributary.	<b>Seven</b>	Britain's longest river (220 miles) from Wales to Bristol.	<b>Mersey</b>
<b>ox bow lake</b>	Ox bow lakes are created when the meanders to deep that cut off a piece of the meander.			
<b>delta</b>	Deltas are often found at the mouth of large rivers.			
<b>stream</b>	A stream is a small body of flowing water.			

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## Rainforest KS2 Knowledge Mat

Subject Specific Vocabulary			Exciting Books	
<b>canopy</b>	The canopy, which may be over 30m above the ground, is made up of the overlapping branches and leaves of rainforest trees.		<b>Endangered creatures of the rainforest</b>	
<b>emergent layer</b>	The emergent layer is the name given to the tops of trees that poke up above the rainforest canopy.			
<b>understory</b>	The understory layer is a tangle of shrubs, young trees, saplings, palms and vines. It is hot and damp here and the air is very still.	<input type="checkbox"/> gorillas	<input type="checkbox"/> chimpanzees	<b>Where are the famous rainforests?</b>
<b>deforestation</b>	When forests are cut down and the area is permanently cleared for another use.	<input type="checkbox"/> jaguars	<input type="checkbox"/> toucans	
<b>endangered</b>	An endangered species is a species which has been categorised as very likely to become extinct.	<input type="checkbox"/> poison dart frogs	<input type="checkbox"/> golden lion tamarin	Amazon, Brazil
<b>indigenous</b>	Indigenous people or things belong to the country in which they are found.	<input type="checkbox"/> harpy eagles	<input type="checkbox"/> orangutans	Australia, West Africa
<b>biomes</b>	Biomes are distinct biological communities that have formed in response to a shared physical climate.			
<b>temperate</b>	Referring to or denoting a region or climate characterised by mild temperatures.			
<b>extinction</b>	The <b>extinction</b> of a species of animal or plant is the death of all its remaining living members.			
<b>destruction</b>	The act of destroying something.			
<b>biodiversity</b>	Variety of plant and animal life in a particular habitat, slight level of which is usually considered to be important and desirable.			

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## Mountains KS2 Knowledge Mat

Subject Specific Vocabulary	Exciting Books
<p><b>peak</b> Is the highest point of any mountain.</p> <p><b>valley</b> A valley is a long depression, or ditch, in Earth's surface and usually lies between ranges of hills or mountains.</p> <p><b>cliff</b> They are tall, steep rocks that were created by erosion and have vertical faces.</p> <p><b>ridge</b> Are part of the steep, sloping side of a mountain.</p> <p><b>plateau</b> A plateau is an area of flat ground that is much higher than the surrounding area.</p> <p><b>summit</b> It is the highest point of a mountain.</p> <p><b>hill</b> A hill is a landform that is high but not high enough to be a mountain.</p> <p><b>terrain</b> Terrain is used as a general term when referring to the lie of the land.</p> <p><b>range</b> A mountain range is a group or chain of mountains that are close together.</p> <p><b>tectonic plates</b> The Earth's outer layer is made up of large, moving pieces called plates.</p> <p><b>fold mountains</b> are formed when two plates run into each other or collide.</p>	  
<p><b>Slicky Knowledge about mountains</b></p> <ul style="list-style-type: none"> <li>☐ Mountains make up one-fifth of the world's landscape.</li> <li>☐ Mount Everest is the world's highest mountain and it is 8,850m high.</li> <li>☐ There are mountains under the surface of the sea.</li> <li>☐ 30% of our fresh water originates from mountains.</li> <li>☐ The highest 14 mountains in the world are all found in the Himalayas.</li> <li>☐ Generally mountains are higher than 500m if they are less they are called hills.</li> <li>☐ Mountains can be rocky and barren but some have trees growing on their sides and very high mountains have snow on their peaks.</li> </ul>	
<p><b>British mountains</b></p> <p><b>Ben Nevis</b></p> <p><b>Snowden</b></p> <p><b>Pennines</b></p> <p><b>Skafell Pike</b></p>	

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## Natural Disasters KS2 Knowledge Mat

Subject Specific Vocabulary	Exciting Books
<p><b>eruption</b> An eruption of steam or lava from a volcano.</p> <p><b>aftershock</b> A shaking event that follows an earthquake. Sometimes more damaging than the original earthquake.</p> <p><b>tsunami</b> A long, high wave usually caused by an earthquake in the ocean.</p> <p><b>magma</b> Hot fluid or semi-fluid material below or within the Earth's crust from which volcanoes formed.</p> <p><b>lava</b> Hot, molten or semi-fluid rock erupted from a volcano, or solid rock resulting from cooling of this.</p> <p><b>domant</b> A dormant volcano is an active volcano that has not erupted in the past 10,000 years.</p> <p><b>fault</b> Fractures in Earth's crust where rocks on either side of the crack have slid past each other.</p> <p><b>magnitude</b> If you talk about the magnitude of something, you are talking about its great size.</p> <p><b>landslide</b> A collapse of a mass of earth or rock from a mountain or cliff.</p> <p><b>Tectonic plates</b> The Earth's outer shell is made up of huge blocks of moving rock called tectonic plates.</p> <p><b>saturated</b> Holding as much water or moisture as can be absorbed, thoroughly soaked.</p>	  
<p><b>Slicky Knowledge about natural disasters</b></p> <ul style="list-style-type: none"> <li>☐ <b>Volcanoes</b> are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up in the mountain, and it eventually explodes.</li> <li>☐ <b>Earthquakes</b> are usually caused when rock underground suddenly breaks along a fault. This sudden release of energy causes the seismic waves that make the ground shake.</li> <li>☐ A <b>tsunami</b> is a series of large waves generated by an abrupt movement on the ocean floor that can result from an earthquake, an underwater landslide, a volcanic eruption or - very rarely - a large meteorite strike.</li> <li>☐ A <b>hurricane</b> is a large rotating storm with high speed winds that forms over warm waters in tropical areas.</li> <li>☐ <b>Flooding</b> occurs when a river bursts its banks and overflows onto the surrounding land.</li> </ul>	
<p><b>More Slicky Knowledge</b></p>	

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## South America KS2 Knowledge Mat

Subject Specific Vocabulary			Exciting Books	
<b>street children</b>	Street children are groups of children with no homes or parents and are forced to beg for a living.		<b>Slicky Knowledge about South America</b> <ul style="list-style-type: none"> <li>There are 12 countries in South America and almost 400 million people live there.</li> <li>Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA.</li> <li>South America's largest river is the Amazon, which is the second longest river in the world. However, the Amazon contains more water than any other river in the world.</li> <li>Sao Paulo is the largest city with more than 20 million people living there.</li> <li>Spanish is the most popular language in South America even though Brazilians speak Portuguese.</li> <li>The Incas were the largest group of indigenous people in South America when the Europeans arrived.</li> </ul>	 <b>South American countries</b> <ul style="list-style-type: none"> <li>Brazil</li> <li>Argentina</li> <li>Chile</li> <li>Venezuela</li> <li>Colombia</li> <li>Peru</li> <li>Suriname</li> <li>Bolivia</li> <li>Uruguay</li> <li>Paraguay</li> <li>Guyana</li> <li>Equator</li> </ul>
<b>pampas</b>	The pampas are fertile South American lowlands that cover more than 750,000 km <sup>2</sup> .			
<b>anaconda snake</b>	Anacondas are serpentine snakes found in tropical South America. They are one of the largest snakes in the world.			
<b>I am somebody</b>	A poem which was used in a campaign to bring attention to the street children of Brazil.			
<b>Andes</b>	The Andes are the second largest mountain range in the world. They rise to a continuous chain of peaks along the western coast of South America.			
<b>inhabitants</b>	It is a person or animal that is a permanent resident of a particular place or region.			
<b>sparsely populated</b>	Sparsely populated means that there are few people scattered about the area.			
<b>Titicacalake</b>	Lake Titicaca (spelled the same as between Peru and Bolivia) is one of South America's largest lakes.			
<b>Incas</b>	The Incas, an American Indian people, were originally a small tribe in the southern highlands of Peru.			
<b>Atacama desert</b>	The Atacama desert is one of the driest places in the world. It has a story to tell.			

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## North America KS2 Knowledge Mat

Subject Specific Vocabulary			Exciting Books	
<b>A buck</b>	A nickname for the American dollar.		<b>Slicky Knowledge about North America</b> <ul style="list-style-type: none"> <li>There are 23 countries in North America, with Canada being the biggest and Greenland being the smallest.</li> <li>Mexico City is the largest city with more than 9 million people living there.</li> <li>Before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2% of US Americans consider as descending from native Americans.</li> <li>Greenland is the not only the biggest island in North America but also in the world.</li> <li>Missouri river is the longest in North America and flows through seven US states. Denali mountain is the highest mountain in North America.</li> <li>Lake Superior which borders Canada and the US is the third largest lake in the world and the largest North American lake.</li> </ul>	 <b>10 biggest North American countries</b> <ul style="list-style-type: none"> <li>Mexico</li> <li>Canada</li> <li>USA</li> <li>Nicaragua</li> <li>Honduras</li> <li>Cuba</li> <li>Guatemala</li> <li>Panama</li> <li>Cost Rica</li> <li>Dominican Republic</li> </ul>
<b>Cherokee</b>	A member of an American Indian people formerly inhabiting much of the southern US.			
<b>American state</b>	The U.S. is a country of 50 states covering a vast swath of North America.			
<b>National park</b>	An area of countryside, or occasionally sea or fresh water, protected by the state for the enjoyment of the general public or the preservation of wildlife.			
<b>The 'big apple'</b>	This is the nickname associated with New York City. The nickname became common as from the 1920s.			
<b>coyotes</b>	Coyotes were a purely North American animal that lived in the West. A small wolf-like creature.			
<b>Statue of Liberty</b>	The Statue of Liberty is a colossal neoclassical sculpture on Liberty Island in New York Harbour in New York City.			
<b>Chichén Itzá</b>	Chichén Itzá is a complex of Mayan ruins in Mexico. It's a massive step pyramid.			
<b>A cold shoulder</b>	An American metaphor for deliberately ignoring someone.			
<b>Lighten up</b>	To relax and not to take things too seriously.			

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## Map Reading KS2 Knowledge Mat

Subject Specific Vocabulary			Exciting Books	
<b>Ordnance Survey</b>	An Ordnance Survey map is a detailed map produced by the British or Irish government map-making organisation.		<b>Slicky Knowledge about Map Reading</b> <ul style="list-style-type: none"> <li>Cartography is the study of maps and map making. Someone who makes maps is called a cartographer.</li> <li>There are two North: true north and magnetic north. True north is the direction of the geographic North Pole. Magnetic north is the direction the north end of a needle in a compass points.</li> <li>Throughout Medieval times in Europe most maps of the world, known as Mappae Mundi, were expensive to create by hand, so were used by kings and nobles as displays of wealth rather than for practical purposes.</li> <li>The map that's familiar to most of us is the Mercator projection, but it's also, as you might expect, full of inaccuracies.</li> <li>North may be at the top of maps today, but that wasn't always the case. During the middle ages, most Western maps put east at the top instead.</li> </ul>	 
<b>symbol</b>	Map symbols are used to represent real objects. Both shapes and colours can be used for symbols on maps.			
<b>hemisphere</b>	A hemisphere is formed by dividing the earth into the Northern and Southern hemispheres of the equator.			
<b>latitude</b>	The lines extending around the Earth horizontally are called lines of latitude.			
<b>longitude</b>	The lines extending around the Earth vertically are called lines of longitude.			
<b>time zones</b>	Time zones give specific areas on the earth a time of day that is earlier or later than the neighbouring time zone.			
<b>grid reference</b>	Numerical grid references consist of an even number of digits. Eastings are written before Northings.			
<b>aerial photograph</b>	Aerial photography is the taking of photographs of the ground from an elevated (direct-down) position.			
<b>Greenwich meridian</b>	The prime meridian is the imaginary line that divides Earth into two equal parts: the Eastern Hemisphere and the Western Hemisphere.			
<b>tropics</b>	The region of Earth's surface that is closest to the equator is called the tropics.			

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