



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational & Place Knowledge	Know the name of my school and town (Ashlands and Crewkerne)	Understand where I live and where my school is in the local area	Name some key landmarks in the local area	Name and locate some key landmarks and geographical features of the local area	Name and locate key landmarks and geographical features of the local area	Name, locate and describe key landmarks and geographical features of the local area	Name locate, describe and discuss key landmarks and geographical features of the local area
	Know that England is my home country and that London is the capital city of England	Using a map, name and locate the countries of the UK and their capital cities.	Using a map, name and locate some of the key features of the countries of the UK – River Thames, capital cities and surrounding seas	Using a map, name and locate different types of UK settlements (hamlet, village, town, city, conurbation, rural, urban, suburban hamlets, villages, towns, cities), understanding the difference between them	Using a map, name & locate some of the counties and major cities of the UK, national parks and their topographical features (inc hills, mountains, coasts & rivers)	Using a map, locate and describe the human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities)	Using a map confidently, locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities)
	Pupils can organise animals based on the seven continents of the world.	Using a globe or atlas, name and locate the world's seven continents and five oceans, recognise and know basic features of the different continents.	Using a globe or atlas, name and locate the country and continent of a contrasting non-European locality, and use this to describe aspects of this locality (India)	Using a map, locate the countries of Europe, some of their capital cities and some of their key physical and human characteristics (rivers, mountains)	Using a map, locate the countries of Europe and their capital cities and some of their key physical and human characteristics (rivers, mountains)	Using a map, locate the countries of Europe, including environmental regions, major cities and key physical and human characteristics (rivers, mountains, capitals, landmarks)	Using a map, locate the countries of Europe and describe the environmental regions, major cities and key physical and human characteristics (rivers, mountains, capitals, landmarks)
				Using a map, locate the countries of North & South America and some of their key physical and human characteristics (rivers, mountains)	Using a map, locate the countries of North & South America and their capital cities and some of their key physical and human characteristics (rivers, mountains)	Using a map, locate the countries of North & South America, including environmental regions and key physical and human characteristics (coasts, seas, rivers, mountains, capitals)	Using a map, locate the countries of North & South America and describe the environmental regions, major cities and key physical and human characteristics (rivers, mountains, capitals, manmade landmarks, lakes and major cities).
				Using a map atlas or globe, name and locate the Equator, Northern/ Southern Hemisphere, Tropic of Cancer/ Capricorn, Antarctic/ Arctic Circle and different climate zones.	Using a map, atlas or globe, name, locate and understand the significance of the Equator, Northern/ Southern Hemisphere, Tropic of Cancer/ Capricorn, Antarctic/ Arctic Circle and different climate zones.	Using a map, atlas and globe, identify the position and significance of: latitude, longitude, Equator, the hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate zone, biomes, seasons and vegetation.	Using a map, atlas and globe, identify and explain the position and significance of: latitude, longitude, Equator, the hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate zones, biomes, seasons and vegetation.
				Using a map atlas or globe, name and locate some of the world's major rivers in Europe	Using a map atlas or globe, name and locate some of the world's major rivers in Europe, North America or South America	Using a map atlas or globe, name and locate some of the world's major rivers	Using a map atlas or globe, name, locate and describe some of the world's major rivers
	Make simple comparisons between my locality and other relevant places in the world (where their parents/families come from).	Study, understand, write about, express opinions about, draw and label key human and physical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country, including the weather, lifestyles, human and physical geography.		Study and write about; key similarities and differences of the human and physical geography, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (mountains and rivers).	Study, understand and write about; key similarities and differences of the human and physical geography, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (mountains and rivers).	Study, understand, write about, draw and label: key similarities and differences of the human and physical geography, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (mountains, coasts and rivers).	Confidently explain and discuss, the key similarities and differences of the human and physical geography, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (mountains, coasts and rivers).
	Make simple comparisons between familiar environments (home, school, farm).			Study and write about; key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (coasts, rivers, mountains, capitals and population).	Study, understand and write about; key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (coasts, rivers, mountains, capitals and population).	Study, understand, write about, draw and label; key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (coasts, rivers, mountains, capitals, landmarks and population).	Confidently explain and discuss, the key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (coasts, rivers, mountains, capitals / major cities, landmarks, lakes and population).
	Understand and use the substantive vocabulary of: land, sea, town, country, capital city	Understand and use the substantive vocabulary of: continent, ocean, seas, poles, equator			Understand and use the substantive vocabulary of: hamlets, villages, towns, cities, conurbations, hills, mountains, coasts & rivers, counties, mountain ranges, landmarks, manmade landmarks, lakes, time zones, hemisphere, prime meridian line, latitude, longitude		
Human and Physical Geography Knowledge	Name the four seasons and begin to describe associated weather.	Identify and describe weather associated with the four seasons.	Identify and describe weather associated with the four seasons, including understanding a basic weather forecast.	Identify the different climatic regions of UK.	Identify the different climatic regions of UK and Europe.	Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions.	Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert) and how plants and animals have adapted to them.
		Identify that the North and South poles are cold and the equator is hot.	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make comparisons with local weather.	Understand the basic process of global warming, its causes and changes required.	Understand the basic process of global warming, its causes, implications and changes required.	Explain some ways biomes (including the oceans) are valuable, how they are under threat and how they can be protected.	Explain why biomes (including the oceans) are valuable, why they are under threat and why they should be protected.
	Recognise the shops and enterprises in the locality, including being aware of their branding/names.	Compare the town and countryside.	Explain the difference between town and countryside	Understand the land use of the local area.	Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others.	Understand the effect of climate on land use and settlements in different areas of the world, including different European countries.	Describe and explain changing land use in North and South America, including the Amazon rainforest.
				Pupils can describe a few aspects of physical geography they have studied; rivers, mountains, volcanoes, earthquakes, water cycle, coasts.	Pupils can describe an increased range of aspects of physical geography and features that they have studied; rivers, mountains, volcanoes, earthquakes, water cycle, coasts.	Pupils can describe and understand an increasing variety of key aspects of physical geography that they have studied: rivers, mountains, volcanoes, earthquakes, water cycle, coasts.	Pupils can describe and understand a wide range of key aspects of physical geography: rivers, mountains, volcanoes, earthquakes, water cycle, coasts.
				Pupils can describe a few aspects of human geography that they have studied: settlement, tourism, economic activity	Pupils can describe an increased range of aspects of human geography that they have studied: settlement, tourism, economic activity	Pupils can describe and understand an increasing variety of key aspects of human geography that they have studied: settlement, tourism, economic activity	Pupils can describe and understand a wide range of key aspects of human geography: they have studied: settlement, tourism, economic activity
				Use maps, atlases and globes to locate and describe some imports and exports from / to the UK and Europe.	Use maps, atlases and globes to locate and describe major imports and exports from / to the UK and Europe.	Understand what global supply chains are and the importance of fairtrade.	Understand how food production and trade is influenced by climate zones and biomes.
						Pupils can identify aspects of the physical and human geography that have changed over time.	Pupils can confidently identify how aspects of the physical and human geography have changed over time.
	Begin to use substantive geographical vocabulary to refer to key physical features of the local area and the UK, such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Begin to use substantive geographical vocabulary to refer to key physical features of the local area and the UK, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Use substantive geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Pupils can use substantive vocabulary to describe natural processes, natural events and environmental geography: hurricanes, tornadoes, earthquakes, volcanoes, tectonic plates, wind turbines, solar panels, wave generators, hydroelectricity, biomes, climate zones, water cycle.			
	Begin to use substantive geographical vocabulary to refer to key human features of the local area and the UK, including town, city, country, capital, road, street, shops, etc.	Begin to use substantive geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Use substantive geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Pupils can use substantive vocabulary to describe aspects of human geography: settlement, tourism, economic activity, trade, industry, residential, commercial, leisure, public building			
Using Maps and Fieldwork – Procedural Knowledge	To identify the land and sea on world globes/maps.	Draw and locate the continents and oceans on globes and world maps or atlases.	Draw and locate the continents and oceans; and countries studied on globes, world maps or atlases.	Use maps, atlases, globes, Google Maps and Google Earth to locate places being studied	Use maps, atlases, globes, Google Maps and Google Earth to locate and describe the places and human and physical features being studied	Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human/physical features, including major rivers and their corresponding countries and cities, major industries, imports and exports.	Use physical and political maps, atlases, globes, Google Maps/Earth to locate and describe studied human/physical features, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, volcanoes (tectonic plates) climate & temperature.
	Locate London on simple maps.	Draw and locate the four countries of the UK and their capital cities on a UK map or atlas.	Draw and locate the four countries of the UK, their capital cities, some of the other major cities and the surrounding seas on a UK map or atlas	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlement and extinct UK volcanoes, mountains and mountain ranges.	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including rivers, mountains, hills, towns and cities, landmarks and varied climates.	Use the eight points of a compass, six figure grid references, maps, Google Maps/Earth, symbols and keys (inc the use of OS maps) to locate/describe geographical features studied, including the placement of UK settlements in relation to geographical features such as rivers, mountains & coastlines, imports and exports.	Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features of a region of the UK when comparing with regions of North and South America.
	Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around the school.	Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around school.	Use simple locational/directional language to describe the location of features on a local map, and follow/create a route in the local area.				
		Begin to use the four main compass directions (North, South, East and West) to describe the location of features on a local map and to move around school.	Use the four main compass directions (North, South, East and West) to describe the location of features on a local map, and follow/create a route in the local area.				
		Construct simple maps with support.	Construct simple maps.	Construct detailed maps	Create detailed maps.	Create detailed maps and label physical features.	Create detailed maps and label human features.
		Use aerial images to recognise basic human and physical features.	Use aerial images to recognise basic physical and human features.	Use aerial images and age-appropriate graphs (pictograms / bar charts) to acquire and discuss geographical information.	Use aerial images and age-appropriate graphs (bar graphs / time-line graphs) to acquire and discuss geographical information.	Use aerial images and age-appropriate graphs (line graphs) to acquire and discuss geographical information.	Use aerial images and age-appropriate graphs (line graphs / pie charts) to acquire and discuss geographical information.
	Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area.	Begin to use simple fieldwork and observational skills to study the geography of the classroom and local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings).	Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations and labelled maps and photos of: roads, parks, nature spots, rivers, shops and buildings), suggesting reasons for the causes of similarities and differences.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including annotated sketch maps, plans and graphs.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies.	Use fieldwork to observe, record, present and explain information about different localities using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality (e.g. classification of buildings into residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps and photographs.	Use fieldwork to observe, record, present and confidently explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality (e.g. classification of buildings into residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps and photographs.
	Makes simple models of the locality.		Carry out a simple survey of the school or local area (e.g. weather, traffic)				
	Use disciplinary vocabulary: map, globe, plan, route, fieldwalk	Use disciplinary vocabulary: map, atlas, globe, fieldwork, aerial photograph, ground level photograph			Use the disciplinary vocabulary: aerial image, oblique angle image, fieldtrip, comparison, annotated sketch, field sketch, OS map, contour lines, topographical, compass, navigation, grid reference, symbols		
Being a geographer – how we know – Disciplinary knowledge Asking Questions, collecting and interpreting, analysing and communicating, evaluating and debating	Ask questions about aspects of their familiar world.	Ask and respond to geographical questions.		Ask and respond to geographical questions using evidence to support answers.			Ask and investigate geographical questions, suggesting enquiries to test them.
	Draw things they see around them.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed.			Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this.
		Understand that geographers learn about the world by observing and collecting data and information.		Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.			Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.
	Communicate simple geographical information with support, orally, using simple pictures and maps	Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.		Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.			Analyse, communicate and explain geographical information, choosing appropriate methods from: constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.
	Describe their immediate environment and express their views about it, with support.	Express their own views about the people, places and environments studied.		Express their own views about the people, places and environments studied, giving reasons for their opinions and compare their views with others.			Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.
				Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.			Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.

Substantive Knowledge Gained Through Key Stage 1			
A	The UK and London (Great Fire of London) ONA – Y2 – The UK: what kind of place is it? Lessons 1, 2 and 4 ONA – Y2 – Life in a capital city: London – Lessons 1-5 As geographers, we will learn: • The United Kingdom, called the UK for short, is a country that is part of the continent of Europe. • The UK consists of a large island, part of another island and many smaller islands. • The UK is separated from Europe by the North Sea and English Channel, and from Ireland by the Irish Sea. • The UK is made up of four countries: England, Scotland, Wales and Northern Ireland. • A capital city is the place in a country where the government ‘sits’ and has its centre of power. • Belfast, Cardiff, Edinburgh and London are capitals of NI, Wales, Scotland and England; London is also capital of UK. • England is mountainous in the north and west, and flatter in the south and east. • Most people in the UK live in England; there are lots of cities, towns and villages. • The countryside in England has smaller towns and villages, farmland, forests, lakes and moorland. • England's coastline has many sandy beaches. • Aerial imagery and maps at different scales help us describe where places are using geographical vocabulary. • London is a city near the mouth of the River Thames in the south-east of England and the UK. • London is the capital and largest city of the UK. • A capital city is where a country's government has its headquarters and where it makes important decisions. • Many people commute to London for work and millions of tourists visit or travel through the city. • London has many important buildings and landmarks, such as Buckingham Palace, the Elizabeth Tower and Big Ben. • The River Thames was one of the earliest transport routes: people travelled up and down the river in boats for trade. • London is famous for its red double decker buses, black taxi cabs and its London Underground tube trains. • To reduce pollution, there are special rules to help keep the most polluting cars out of central London and there is a network of bicycles and electric scooters are available to hire. • Green spaces and trees help soak up noise and pollution from traffic and provide peaceful spots. • London has around 3000 parks and green spaces. • People settled by the River Thames for navigation, trade and a water supply. Today, many bridges connect both banks. • Waste water is pumped into the River Thames, which is why a new super sewer is being built. • The Thames’ Barrier is a special piece of engineering that is designed to protect London from flooding. ONA – Y1 – Seasons: How does the weather change through the year? – Lessons 1-3, 6 As geographers, we will learn: • The weather describes the conditions of the outside world at any one time. • The wind direction is the direction that the wind is coming from: a north wind blows from the north. • The temperature is a measure of how hot or cold it is. • Fresh water that falls to the ground from clouds can take different forms, such as rain, snow, hail or sleet. • A thermometer measures how hot or cold the air is and the reading can be affected by the time of day or season. • We can measure rainfall using a gauge or count the number of rainy days within a given time, such as a week. • A weather vane uses compass directions to show where the wind is coming from. • We can build up a better picture of the weather pattern by taking weather readings at the same time and place each day. • We have seasons because Earth is tilted on its axis as it orbits the Sun each year. • Each season has its own weather patterns and we can use weather data to talk about this. • When the North Pole is tilted away from the Sun, UK days have fewer hours of daylight, are colder, and it’s winter. • When the North Pole is tilted towards the Sun, UK days have more hours of daylight, are warmer, and it’s summer. • It is autumn in the UK in September, October and November. • In autumn, the days start to get colder and there are fewer hours of daylight. • We can see signs of autumn by observing the weather, plants and animals. • We can make and compare seasonal maps of the school grounds to help us talk about changes.	Hot and Cold Places (Explorers) ONA – Y2 – Cold places: what is it like at the North and South Poles? Lesson 1 – 4, 7,8 (Lessons 5,6 optional) ONA – Y2 – Hot places: where are they and what are they like? Lessons 1-3 As geographers, we will learn: • Globally, as Earth orbits the sun, temperatures are affected by where a place is and time of year. • In the Northern Hemisphere winter, the North Pole is tilted away from the sun and is darker and colder as a result. • While places in the Northern Hemisphere experience winter, the opposite happens in the Southern Hemisphere. • The North Pole is located in the Arctic Ocean and the South Pole in the frozen continent of Antarctica. • The Antarctic is colder because of its land mass, with high mountains and the Arctic warmer because much is ocean. • Ice sheets cover land and ice shelves extend over the ocean. • The Arctic Circle is an imagined circle around the North Pole that surrounds the area known as the Arctic. • Much of the Artic Ocean around the North Pole is frozen sea ice, two to three metres thick, but this reduces in summer. • The northern edges of three continents: North America, Europe and Asia, can be found within the Arctic Circle. • The Arctic Summer has almost continuous daylight and the winter almost continuous darkness. • The Antarctic Circle is an imagined circle around the South Pole that surrounds the area known as the Antarctic. • Antarctica is a large region, surrounded by the Southern Ocean, and is the coldest and windiest continent on Earth. • Greenland is the largest non-continent island in the world. • Greenland is part of the Kingdom of Denmark, in Europe, but is geographically part of the North America continent. • Houses in Greenland are often made from stone, concrete and corrugated metal as few trees grow there. • People first went to the Southern Ocean and Antarctica hunting for whales, then explorers raced to the South Pole. • The Antarctic Treaty is there to protect the continent and states no one country can claim it as its own. • There is no permanent population in Antarctica but scientists and tourists visit the continent. • The sun’s energy is more concentrated when it is directly overhead: in the tropics this happens throughout the year. • The tropics are areas either side of the equator where the sun remains high in the sky throughout the year. • Places that are hot and wet all year round are found at the Equator. • Hot and dry areas called hot deserts can be found on the northern and southern edges of the tropical region. • Places close to the Equator have a hot and wet climate which are perfect conditions for tropical rainforests. • Tropical rainforests support a great diversity of plants and animals. • Fruit such as pineapples, bananas and mangoes grow well in tropical regions. • The largest hot desert in the world is the Sahara, in North Africa, and it is still growing. • Hot deserts have extremely high temperatures during the day and very little rain; not much life can survive there. • Not many people live in hot desert regions because of the lack of water for everyday activities and growing crops.	Contrasting locality: Jamaica ONA – Y1 – Continents and oceans: what can we find out about the world? Lessons 1-5 ONA – Y2 – Contrasting locality: What is it like to live in Jamaica? Lessons 1-6 ONA – Y1 – Seasons: How does the weather change through the year? Lesson 5 As geographers, we will learn: • The round Earth is covered with water and land, and above that is the atmosphere. • We use models, called globes, and photographs taken from space to think about what the world is like. • The colours on a globe or satellite image give us information, such as whether it’s land or ocean. • It is hard to make a 2D map of a 3D world and so maps of the world can look quite different from each other. • We call large blocks of land continents and there are seven of these on Earth. • There are seven continents: Europe, Africa, North America, South America, Asia, Oceania and Antarctica. • Some continents, such as North and South America, are connected and some, such as Oceania, include lots of islands. • The ocean is a vast joined-up area of salt water covering nearly three-quarters of Earth's surface. • We have five named ocean areas: Pacific, Atlantic, Indian, Arctic and Southern. • Oceans are very important for all life on Earth. • Rivers carry water from high places such as mountains to a sea, ocean or lake. • There are rivers on every continent, and some of the biggest rivers are the Nile and the Amazon. • Mountains are areas of land that are much higher than the land around them a group of mountains in one area is called a mountain range. There are mountain ranges on every continent. • Some of the natural features in the world, such as the Grand Canyon in North America, are called landmarks. • There are some built features that are amazing too, such as the Pyramids in Egypt and the Taj Mahal in India. • Maps can be used to locate the Caribbean Sea and the countries there. • Compass directions (north, east, south and west) can be used to describe the location of Caribbean countries. • The UK and Caribbean are connected in many different ways. • A range of resources can be used to investigate the location, climate and features of Jamaica • Tropical weather and climate have an impact on the environment and daily life. • Hurricanes are a type of storm with very strong winds and heavy rain; they can cause a lot of damage. • Human features are things that are made by people and physical features occur naturally. • Aerial photographs and satellite images are useful for finding out about Jamaica. • Aerial photographs and satellite images can be labelled to show physical and human features. • Digital maps and aerial photographs are useful for finding out about the human features in Kingston. • There are different types of settlement in Jamaica. • There are similarities and differences between Kingston and the place where I live. • Different crops are suited to different climates. • Questions are a useful way to learn more about farming in Jamaica. • We are connected to different countries by the food we eat. • Bananas, sugar, yams, peppers, tomatoes and peas all grow in Jamaica. • People go on holiday for different reasons. • Tourists visit Jamaica for its climate and geographical features. • Tourism affects places in different ways; some of these effects can be good and some can be bad. ONA – Y1 – Seasons: How does the weather change through the year? – Lessons 5 As geographers, we will learn: • We can see signs of seasons by observing the weather, plants and animals. • We can make and compare seasonal maps of the school grounds to help us talk about changes. • It is summer in the UK in June, July and August. • Summer is the hottest time of the year and has the most hours of daylight.

Substantive Knowledge Gained Through Key Stage 1			
B	My School ONA – Y1 – Local Area: Where do we go to school? – Lessons 1-5 As geographers, we will learn: • Each school has a name and there are names for the different school buildings and parts of the grounds such as playground, field, etc. • The address of the school includes its name, the road, the suburb or village and possibly a town or city. • Maps and addresses tell us where a place is located. • Aerial photographs help us identify the main features of a school and its surroundings. • Geographers use photographs and sketches with labels to share opinions, information and ideas about places. • We use locational vocabulary to describe where things are. E.g., the location of familiar features in the school ground. • People may have similar and different ideas about the most important feature of a place. • Real and relevant questions from people help geographers find out what others want to know about a place. • Geographers add captions or labels to photographs to share information and opinions about places. • Interviews are a good way of finding out information from people. • Interviews need to be planned in advance, to ensure the right questions are asked. • Photographs can give clues about the location where they were taken. • We use locational language to describe where things are e.g. the location of a toy in the school grounds. • Geographers can follow or record a route on a map; large scale maps are best for small areas. ONA – Y1 – Seasons: How does the weather change through the year? – Lessons 1-3, 6 As geographers, we will learn: • The weather describes the conditions of the outside world at any one time. • The wind direction is the direction that the wind is coming from: a north wind blows from the north. • The temperature is a measure of how hot or cold it is. • Fresh water that falls to the ground from clouds can take different forms, such as rain, snow, hail or sleet. • A thermometer measures how hot or cold the air is and the reading can be affected by the time of day or season. • We can measure rainfall using a gauge or count the number of rainy days within a given time, such as a week. • A weather vane uses compass directions to show where the wind is coming from. • We can build up a better picture of the weather pattern by taking weather readings at the same time and place each day. • We have seasons because Earth is tilted on its axis as it orbits the Sun each year. • Each season has its own weather patterns and we can use weather data to talk about this. • When the North Pole is tilted away from the Sun, UK days have fewer hours of daylight, are colder, and it’s winter. • When the North Pole is tilted towards the Sun, UK days have more hours of daylight, are warmer, and it’s summer. • It is autumn in the UK in September, October and November. • In autumn, the days start to get colder and there are fewer hours of daylight. • We can see signs of autumn by observing the weather, plants and animals. • We can make and compare seasonal maps of the school grounds to help us talk about changes.	Where do I live? / Changes within living memory ONA – Y1 – Local Area – Where do we live? – Lessons 1-6 As geographers, we will learn: • Aerial images and large-scale maps can be used to find and identify our homes and other familiar features. • Locational vocabulary is used to describe the location of our homes and other local features. • There are different types of homes: terraced/semi-detached/detached houses, flats, bungalows, cottages, etc. • Most local areas include geographical features such as houses, shops, places of worship and green spaces. • Digital maps can switch from aerial to map view to help identify the familiar features of the local area. • Locational language, maps, aerial images and fieldwork are used to identify and locate features in the local area. • Geographers sometimes draw maps from memory, e.g. a map showing things in a street outside school. • Geographers investigate places by going outside to gather information in different ways and we call this fieldwork. • Risk assessment means thinking about possible dangers and how you can keep yourself safe. • Many streets include a range of buildings, including homes, shops, places of worship, offices, etc. • When doing fieldwork geographers use large-scale maps to locate their position and features they see. • Geographers use maps, labels and photographs to share information about places they have investigated through fieldwork. • In investigations, geographers collect and organise information to sort and rank it. • Many different means of transport are used to travel to school, e.g. bus, walk, car, train, bike. • Graphs showing information (or data) from fieldwork or surveys can help us discuss and analyse what has been found out. • People have different reasons for choosing how they travel, e.g. distance, time available, safety, the weather, etc. • Geographers make maps to show journeys, e.g. their route to school. • Map-makers use symbols and colours to show information and sometimes maps need a key. • The routes most walked or travelled may show the same buildings and landmarks. ONA – Y1 – Seasons: How does the weather change through the year? – Lessons 7 and 4 As geographers, we will learn: • It is winter in the UK in December, January and February. • Winter is the coldest time of the year and has the fewest hours of daylight. • We can see signs of seasons by observing the weather, plants and animals. • We can make and compare seasonal maps of the school grounds to help us talk about changes. • In the UK, spring falls in the months of March, April and May. • In spring, the days start to get warmer and there are more hours of daylight.	Global to Local - Jurassic Coast ONA – Y1 – Continents and Oceans: what can we find out about the world? – Lessons 1-3, 6 ONA – Y1 – Local to Global: how can we identify special places? Lesson 3 ONA – Y2 – Local Area: why is our place (Lyme Regis) special? Lesson 2, 3, 5 & 6 As geographers, we will learn: • The round Earth is covered with water and land, and above that is the atmosphere. • We use models, called globes, and photographs taken from space to think about what the world is like. • The colours on a globe or satellite image give us information, such as whether it’s land or ocean. • It is hard to make a 2D map of a 3D world and so maps of the world can look quite different from each other. • We call large blocks of land continents and there are seven of these on Earth: Europe, Africa, North America, South America, Asia, Oceania and Antarctica. • Some continents, such as North and South America, are connected and some, such as Oceania, include lots of islands. • The ocean is a vast joined-up area of salt water covering nearly three-quarters of Earth's surface. • We have five named ocean areas: Pacific, Atlantic, Indian, Arctic and Southern. • Oceans are very important for all life on Earth. • Geographers use images and maps to investigate places, e.g. the ‘Seven wonders of the natural world’. • Geographers sometimes add labels or captions to images to share their opinions. • Surveys help geographers find out what people do or think, e.g. what is their favourite natural wonder? • Continents are divided into smaller areas known as countries. • The UK is a country located in Europe with the Atlantic Ocean to its west. • We can locate the UK on a globe and our location in the UK on a map. • Maps and fieldwork can help us identify key features and where they are. • People do lots of different jobs: some need to be done wherever you live and some are unique to a locality. • A landmark is a notable human or physical feature with meaning attached to it. • Landmarks can be personal to you, known locally, or of national or global importance. • Landmarks can be human features such as a statue or building e.g. Buckingham palace, the Taj Mahal, Hadrian's Wall. • Landmarks can be physical features e.g. Giant's Causeway (Northern Ireland), Yr Wyddfa (Wales). • We can use a fieldwork safety code to stay safe when completing fieldwork. • As well as gathering facts about places, a sense of place can be developed using the senses. • Fieldwork helps us collect information about a place using first-hand experience. ONA – Y1 – Seasons: How does the weather change through the year? – Lessons 5 As geographers, we will learn: • We can see signs of seasons by observing the weather, plants and animals. • We can make and compare seasonal maps of the school grounds to help us talk about changes. • It is summer in the UK in June, July and August. • Summer is the hottest time of the year and has the most hours of daylight.

Substantive Knowledge Gained Through Key Stage 2		
A	My Community ONA Y5 Sustainable World: does it matter how we live? – Lessons 1,2 ONA Y3 Land Use: how diverse are local and UK landscapes? – Lessons 1,2 ONA Y3 Settlements: Where do people live and why? – Lesson 3 ONA Y4 Local area: what needs changing? Lessons 1-5 As geographers, we will learn: • Sustainability can be defined as meeting the needs of today without preventing future generations from doing so. • There is great inequality across the world about who gets what, where, when and why. • We have some power to enact some choices about where we go, how we get there, what we eat and what we do. • A carbon footprint is a measure of the carbon dioxide released into the atmosphere as a result of our activities. • By adding more carbon dioxide to the atmosphere, people are supercharging the natural greenhouse effect. • Human activity is a major cause of rapid climate change; the main cause is burning fossil fuels. • Human features are things that are made by people and physical features occur naturally. • Human and physical features of the UK can be located using atlases and maps. • Many settlements have long histories, on sites chosen for resource access, for example: water, fertile land and wood. • Physical geography can influence why settlements start, grow and change. • Human geography can influence why settlements start, grow and change. • Aerial images and maps can help us identify different types of land use; an easy example is housing • Maps and keys help us identify industrial areas, fields, woods and built up areas with lots of roads • OS maps at 1: 10000 and 1:25000 are useful scales to explore land use patterns • Many settlements have long histories, on sites chosen for resource access, for example: water, fertile land and wood. • Physical geography can influence why settlements start, grow and change. • Human geography can influence why settlements start, grow and change. • Aerial images and maps can help us identify different types of land use; an easy example is housing • Maps and keys help us identify industrial areas, fields, woods and built up areas with lots of roads • Geographical enquiry develops existing geographical knowledge by examining evidence and gathering data in the field. • Previous studies of the local area are sources of evidence but can date quickly. • Evidence for local area change can be found in historical maps and current OS maps, which are refreshed annually. • Evidence for recent change or local issues can also be found in the news, from talking to people and through fieldwork. • Questionnaires are a tool that geographers use to gather facts and opinions about places. • Geographers connect data to locations using maps. • Geographers use maps in the field to know exactly where they are and to locate specific features. • Geographers note the time, location and conditions, such as weather, of a fieldwork enquiry. • Geographers use sketch maps, paper and digital maps, grid references, and geographical vocabulary to locate fieldwork. • Data can be shared in many different ways, such as through maps, tables, diagrams, graphs and reports. • Data can be examined to think about what it is showing: it’s helpful to think about how reliable the answers might be Outdoor Lesson Links: ONA Y5 Sustainable World: does it matter how we live? – Lesson 5 ONA Y3 Land Use: how diverse are local and UK landscapes? – Lesson 6 As geographers, we will learn: • The demand for resources for land, water, food, and shelter shapes the environment for other wildlife too. • Many animal populations have become much smaller, but a few have increased, thanks to conservation and rewilding. • Pollinator insects – bees, wasps, beetles, flies, ants and butterflies – play an important role in agriculture. • The UK has lost on average about half of its biodiversity which is much more than many other countries in the world • Biodiversity is the variety of all living things on Earth and how they fit together in the web of life • Biodiversity is vital for food chains • Something as simple as unmown verges can improve wildlife habitats for bees and other insects • The world is split into two hemispheres – the Southern Hemisphere and Northern Hemisphere • The Tropic of Cancer and Tropic of Capricorn mark the tropical zones Earth. • The world can be split into biomes • Longitude and Latitude lines are used to show location in the world. • OS map means Ordnance Survey map. • OS maps are only used in the UK. • Symbols are used to represent features on a map. • Longitude and Latitude lines are used to show location in the world. • 100m square grids are used to split the UK into grid references. • Grid references use two letters with either 4 or 6 figures • Grid references can be used to find a precise location	Greece (Gruesome Greeks) ONA KS2 Geography: Europe: How diverse are its landscapes – Lessons 1-6 As geographers, we will learn: • Europe extends from the Atlantic Ocean (west) to Asia (east), to Arctic Circle (north) to the Mediterranean Sea (south). • Atlas maps and a globe can be used to identify the location of countries in Europe. • The climate in Europe is seasonal and very varied. • Southern areas of Europe around the Mediterranean are mild in winter and hot in summer, and attract a lot of tourists. • The west of Europe receives more rainfall than the east of Europe because it is close to the Atlantic Ocean. • Atlas maps can be used to investigate the key physical features of Europe. • Europe has a diverse range of physical geographical features such as mountains and rivers. • The Alps and the Pyrenees are major mountain ranges in Europe. • Europe is home to some major rivers including the Volga, the Danube and the Rhine. • The Mediterranean Sea and Atlantic Ocean both border countries in Europe but are very different in size and character. • Europe has diverse human geographical features (cities, road and rail networks, types of farming and industry). • The key human features of Europe can be investigated using a wide range of resources, atlases and maps. • Comparing physical and human maps can reveal spatial patterns. • Countries in Europe are popular tourist destinations for different reasons. • Physical features such as mountains and coastlines attract many tourists each year. • Tourism can provide many economic benefits but can have environmental problems.

Substantive Knowledge Gained Through Key Stage 2			
B	Eco-citizens ONA Y5 Natural resources: what are they, where are they found, why are they important? – Lessons 1-6 ONA Y5 Energy: how do we power the world? – Lessons 1-6 Outdoor lesson links: ONA Y5 Local and global: why are trees and forests important? – Lessons 1-3, 6 ONA Y6 Farms and factories: where does our food come from? – Lessons 3,4,7 As geographers, we will learn: • Natural resources are materials produced by the environment that humans can make use of - all of these natural resources are important to us and our daily lives, some are renewable and some are not. • Natural resources are unequally distributed globally and people have unequal access to them, which can cause conflict. • Some resources, like food and water, are essential to life; others, like precious gem stones, are not. • The sun, directly or indirectly, is the source of all energy on Earth: plants use energy to grow the food we eat. • Non-renewable energy sources are fossil fuels: coal, oil, natural gas, and the elements uranium and plutonium. • Renewable energy sources include solar power, wind, wave and tidal energy, hydro-electric, biomass and geothermal. • Non-renewable sources are unsustainable, polluting and a cause of rapid climate change. • The food we eat is derived from plants and animals and relies on other natural resources of energy, water, and soil. • Large-scale food production can have a damaging effect on the planet. • More sustainable farming practices are less harmful to the environment and plant and animal habitats. • Economic minerals are useful or valuable solid substances that are found in the Earth's crust. • Iron has been an important metal since ancient times; it is used for steel production but is now in short supply. • Non-metallic resources include feldspar and quartz, used for electronics, and sand which is used in construction. • Extraction of these resources can pollute the ground and water supplies locally and damage landscapes. • Wood is a versatile material used for construction, making paper and board or as a biofuel. • In parts of the world with no access to electricity wood is used to power cookstoves causing deforestation. • Woods are a natural resource for recreation, support biodiversity, help combat pollution and absorb carbon. • Countries like Canada have the right climate for boreal forests to thrive and produce a lot of timber. • Water resources across the world are unequal and influenced by patterns of climate. • Global water use varies and is linked to latitude, climate, and amount of agriculture and industry in a place. • Our use of water must be sustainable. • Existing water resources are becoming increasingly polluted through human activity. • Most electricity is produced in power stations and then cables deliver the energy to our houses. • UK energy is generated through burning fossil fuels (mainly gas), in nuclear power stations and from renewable sources. • There are big differences in the amount of energy used across the world. • Manufacturing, farming, transport and domestic are all major areas of energy consumption. • There are links between energy use, fossil fuels, carbon emissions and climate change. • Non-renewable energy sources, e.g. fossil fuels, are those that cannot be replaced and will eventually run out. • Fossil fuels such as gas, oil and coal are transported across the globe by ships, lorries and pipelines. • Burning fossil fuels releases carbon emissions into the atmosphere. • A way of reducing climate change is for countries to stop using non-renewable fossil fuels. • Renewable sources of energy include solar, wind, wave and tidal energy, biomass, hydro-electric and geothermal energy. • Different forms of renewable energy have advantages and disadvantages. • Renewable energy sources can contribute to reducing carbon emissions. • Activities at home and at school use different types and amounts of energy. • Heating, lighting, cooking and heating water use lots of energy and can be monitored by meter readings. • Different forms of transport use very differing amounts of energy, but active travel uses the least. • Reducing energy use can contribute to reducing the impacts of climate change. • Government can take action by passing laws and giving support and advice to individuals and businesses. • Businesses can take action by reducing their energy use, and through technological developments. • Individuals can take lots of small actions which together add up to make a significant difference. • Everyone, including children, can talk to other people and campaign for action to solve the energy problem. Outdoor Learning: As geographers, we will learn: • Trees provide a wide range of natural resources that are used by humans and wildlife. • Trees absorb carbon, helping to reduce climate change. • Trees have features that can help with species identification, including the location where they grow. • Maps provide a range of clues that can give us information about how land is and has been managed. • Tree symbols on maps are also useful in distinguishing broadleaf trees from conifer plantations. • Semi-natural ancient woodlands are of high ecological and heritage value. • Without the influence of humans the UK would mainly be woodland and forest. • Woodlands in 2023 covers 13% of UK land. • Woodland has been cut down through history to make way for farming, settlements and transport links. • Old and new maps can be compared to identify changes in woodland over time. • Tools such as questionnaires, interviews and surveys can be used to collect data about tree planting sites. • Maps and grid references can be used to identify and locate areas that may be suitable for tree planting. • Scoring different options helps us to make a decision on where to plant trees. • Many food crops can only be grown in places with the right climatic conditions • Some food crops grown in the UK are only 'in season' for part of the year because of the UK's temperate climate • Seasonal differences between the northern and southern hemispheres mean that some crops are imported out of season • Atlases can be used to investigate the location and climate zones of the place of origin of imported food crops • All food has to travel to reach our plates and the distance it travels is known as food miles. • The total food miles will depend on the different stages and route of a food's journey. • Maps or the internet can be used to calculate the approximate food miles of different food products. • There is debate about the relative positive and negative consequences of sourcing food locally versus importing it. • Farming and food production are major causes of climate change. • All of the stages of the journey of food, from where it is grown or made to our plates, have a carbon footprint. • Different types of food and stages of a food's journey emit different amounts of greenhouse gases. • There are many different ways to take action to reduce the carbon footprint of food.	Italy (Rotten Romans) ONA KS2 Geography: Europe: What is it like to live in (Northern) Italy – Lessons 1,2,6 As geographers, we will learn: • Italy is in southern Europe and borders Switzerland, France, Austria and Slovenia. • Digital mapping tools can be used to locate Europe, Italy, and the main features of northern Italy. • Investigations of travel to northern Italy include comparing route, distance and time. • Northern Italy has a diverse range of physical geographical features (mountains, rivers, climate and vegetation belts). • Northern Italy has a diverse range of human geographical features (cities, road/rail networks, farming, industry). • Digital mapping tools can be used to investigate the features of northern Italy. • A range of different sources of information is needed to develop a full picture of what a place is like. • Using different sources and types of information can help avoid misconceptions, stereotypes and misinformation. • There are similarities and differences between northern Italy and my UK region.	Wish you were here... ONA KS2 Geography: UK region: why is the Lake District a National Park – Lessons 1-6 ONA KS2 Geography: North and South America: how diverse are their places and landscapes? – Lessons 1-6 As geographers, we will learn: • Nearly a tenth (9%) of Great Britain is a National Park. • There are 15 National Parks in the UK and each one is a protected landscape because of its special qualities. • National Parks are working landscapes as well as being environments of outstanding beauty and value. • Maps can be used to learn the locations of the National Parks of the UK • The Lake District is a region of mountains and lakes in the north west of England and most of it is a National Park. • The Park has all the land in England above 910 metres including the highest mountain in England, Scafell Pike. • Wast Water, the deepest lake in England, and Windermere, the longest lake in England, are found here. • Rocks in the Lake District reveal changes over millions of years • Mountains, valleys and lakes here have been created by colliding continents, and forces of folding and uplift • The rocks were shaped by ice sheets and the actions of glaciers • High rainfall, and deep glacial valleys, means much water can be stored, volcanic rock stops water draining away • Milder winters and cooler summers than would normally be expected at this latitude (54-55 degrees north). • The climate is influenced by the sea, particularly the Gulf stream, with relief rainfall from prevailing westerlies. • The climate and landscape suits hill farming with hardy sheep but it is hard to grow crops there. • The temperature drops as altitude increases, meaning that the tops of the mountains are colder than the valleys. • People mainly work in tourism but farming is a traditional occupation • Beef cattle and sheep are the main livestock kept by hill farmers. Its famous Herdwick sheep often graze on common land. • Traditional practices include hedge laying, coppicing of woodland and quarrying of local building materials • Tourism is vital to the economy of the area, providing employment and supporting services in local communities • The beauty and tranquillity of the Lake District attracts lots of visitors who put pressure on the landscape • Increased property prices means locals can't afford to buy or rent homes, threatening traditional ways of life • Increasing population puts pressure on water authorities with pollution of lakes and waterways • Climate change causing extreme weather events threatens tourism and farming • National Parks have special protections in place and many programmes for making them more sustainable • A continent is usually defined as a group of countries on a continuous landmass with associated islands. • North and South America are huge continents, joined by central America. • North and South America are huge and have a diverse range of environments; they are popular travel destinations. • Paper and digital atlases and maps can be used to investigate the location of North and South America. • There is a diverse range of landscapes and several major river systems in North and South America. • There is a diverse range of climate zones in North and South America. • There is a diverse range of biomes and vegetation belts in North and South America. • The key physical features of North and South America can be investigated using resources including atlases and maps. • There is a diverse range of landscapes in North and South America. • There is a diverse range of biomes in North and South America. • The key physical features of North and South America can be investigated using a variety of resources. • Settlements are established and grow for different reasons. • Some areas of North and South America are more populated than others. • There are many major world cities in North and South America. • The key human features of North and South America can be investigated using a wide range of resources, atlases and maps. • There is a diverse range of economic activities in North and South America. • There are inequalities between the lives of people within and between countries. • Different indicators can be used to measure how well a country and its people are doing. • People are attracted to visit places as tourists for different reasons. • There are lots of different physical and human landmarks in the Americas and these can be mapped. • Physical features such as mountain ranges, rivers and the coastline can be part of a tourist itinerary. • Major cities are often used as transport hubs which act as a starting point from which tourists can explore an area.

Substantive Knowledge Gained Through Key Stage 2		
C	UK, who are we? (Victorians) ONA – Year 4 – Uk Who are we – Lessons 1,3,4 and 5. As geographers, we will learn: • The countries of the UK are divided into smaller areas known as regions and counties. • Maps can be used to identify the size and location of the UK's counties. • The United Kingdom is made up of England, Scotland, Wales and Northern Ireland • Migration is when people move from one place to another; the UK has a long history of people arriving and leaving. • There are many reasons why people decide to move to a new country, or away from their country of birth. • Net migration is the difference between immigration and emigration into the UK. • People from different backgrounds bring different cultural ideas and skills to their new home. • The census is a population survey carried out every ten years in the UK. • The census shows that the UK's population changes all the time, partly due to migration. • People moving into the UK bring benefits to the country and change the nature of places. • Families move within the UK for many different reasons. • People often move to improve their quality of life, which can be measured in a number of ways. • People often move for economic reasons. • We can use maps to share stories about where we have moved.	Wild Water ONA – Y3 Water Cycle Lessons 1-6 ONA – Y3 Rivers Lessons 1-8 including Fieldwork study of the local area: River Parrett As geographers, we will learn: • There are four main processes in the water cycle. Evaporation of liquid water creates water vapour in the atmosphere. • Air containing water vapour rises, then cools down causing condensation which turns water vapour into droplets of water. • Water droplets in clouds grow bigger and bigger until they fall from the clouds as wet weather called precipitation. • Precipitation is then collected and stored in water bodies, or by vegetation, or soaks into the ground or down drains. • Humans need water to stay alive: for drinking, eating, washing, growing crops, energy production, trade and more. • Most settlements were built around rivers for access to fresh water and trade. • People around the world do not have equal access to clean, safe water. • Lack of access to clean water has consequences for people including death and disease. • In the UK, water comes from surface water sources (rivers, lakes, reservoirs) and underground water sources (aquifers). • The greatest demand for water in the UK comes from areas that have the least water supply. • Reservoirs collect water in the wettest parts of the UK, to pipe to cities and towns in other areas for drinking water. • A rising population and growing industries mean demand for water increases but the amount of water on earth is the same. • Nobody owns rainwater, but storing and transporting water, taking away wastewater and recycling it costs money. • In many countries, like the UK, people have to pay for the water supply to their homes. • Not all people around the world have access to clean, safe water or wastewater treatment. • One in three people live without basic sanitation, causing unnecessary disease and death. • The Global Goals are a plan agreed to by world leaders to build a greener, fairer, better world by 2030. • The aim of Global Goal 6, is to achieve access to safe water and sanitation for all by 2030. • Rivers are used by humans to fill reservoirs, do activities, create hydroelectricity and transport things. • Rainwater that falls on the ground is drained by rivers. • The area of land drained by rivers is called a drainage basin. • Rivers flow from their source in the hills or mountains to their mouth where they enter the sea or lake. • Rivers move water and processes of erosion, transport and deposition create different landforms along a river's course. • Rocks pebbles and sediment carried by the river bash against the banks to crack and weaken them. • Landforms like waterfalls, meanders and floodplains are created by rivers. • An estuary forms where fresh river water mixes with salty sea water. • The width and depth of rivers get larger and the river gets faster as it flows from source to mouth. • The rocks in the river usually get smaller as the river flows downstream. • Landforms like waterfalls are usually found in the upper course of a river. • Landforms like meanders and floodplains are found in the middle and lower course of a river. • The source of the river is at the top of Winyards Gap. • The river is steeper in the upper course with waterfalls. • Meanders and floodplains are found in the middle and lower course. • The River Parrett has been used / is used by humans for a range of purposes. • Rivers flood when they can't hold all the water that is entering into them from tributaries, the soil and the rock. • Heavy rainfall or long-lasting rainfall is a common cause of flooding. • Steep slopes can cause flooding as rainwater will run quickly downhill to the river during a storm. • Humans can make flooding more likely by deforestation and building tarmac and concrete surfaces. • River flooding can cause short-term and long-term problems. • Digital maps can be used to show areas at risk from flooding. • The impacts of flooding can be reduced by warning people in advance. • The risks of river flooding can be reduced by building embankments and planting trees. • The longest river in the UK is the Severn and the largest flowing entirely in England is the Thames. • The longest rivers of England, Wales, Scotland and Northern Ireland can be found using the pages of an atlas. • OS map can be used to identify river features. • The River Severn has features such as waterfalls, meanders, towns and an estuary on its journey to the sea. • The Volga is in Russia and is the longest river in Europe. • Major rivers in Europe include the Danube, the Dnieper, the Po, the Tagus, the Rhine and the Loire. • Rivers such as the Danube are important as they are a border between countries. • Rivers in Europe are important for transport, providing water and making hydro-electricity. • The Nile, Amazon, Yangtze, Mississippi, Murray and Volga are the longest rivers in each continent. • Antarctica doesn't have any permanent long rivers. • The Nile is the longest river in the world and has two major tributaries the White Nile and the Blue Nile. • The Nile flows through Cairo and then the river splits into lots of different channels. We call this a delta.

Substantive Knowledge Gained Through Key Stage 2			
D	(South America (Mayans) ONA – Year 5 – South America Lesson 1,2,3,7 and 8 As geographers, we will learn: • The rainforest is a type of environment or biome, with a distinctive climate and ecosystem. • Rainforests are located in tropical and temperate regions of the world. • 3Weather and climate conditions in tropical and temperate rainforests are different because of their locations on Earth. • 4Climate data can be used to investigate what rainforests are like. • Asking questions is an important research skill. • Different sources of information can be used to investigate the location and features of the Amazon rainforest. • The Amazon rainforest is located in South America and spans several countries. • The Amazon rainforest has a range of geographical features. • The rainforest is a type of environment or biome, with a distinctive climate and ecosystem. • The rainforest has four very different layers: forest floor, understory, canopy and emergent. • The rainforest is a very important ecosystem and provides a habitat for millions of plant and animals, including humans. • Different sources of information can be used to investigate the location and features of rainforests. • There are potential costs and benefits to deforestation. • Different stakeholders have different perspectives about whether to clear the rainforest. • A wide range of local and global factors influence decision making. • Debates are a useful strategy for recognising and articulating different and conflicting points of view. • Rainforests regulate Earth’s climate and are important for life on Earth in many different ways. • Rainforests face a variety of threats. • People are taking action to protect rainforests in different ways.	Volcanoes & Earthquakes ONA Mountains & Volcanoes, what, where and why - Y4 Lessons 1-6 ONA Earthquakes: how do they change the world? Y6 Lessons 1-6 As geographers, we will learn: • Earth’s crust is made from a series of tectonic plates, which constantly move, but so slowly that we don’t notice. • Mountains are formed when tectonic plates move towards each other, pushing the ground upwards, lifting and folding it. • There are three common types of mountain: fold, fault-block and dome. • Mountains are formed over millions of years during which time they are shaped by the action of weathering and erosion. • A mountain is classified as over 600 metres high and groups of mountains form a range. • Mountains have common physical features: peak, ridge or arete, tree line, snow line, glacier, scree. • Mount Everest, at 8848m, is the highest mountain on Earth and poses unique challenges for those who climb it. • The UK’s highest peaks are Ben Nevis (Scotland); Yr Wyddfa (Wales); Scafell Pike (England); Slieve Donard, (N. Ireland). • OS maps depict key mountain features, e.g. the height of land, gradient, footpaths and tourist attractions. • A volcano is a crack in Earth’s crust from which lava is emitted. • Volcanoes are formed at the boundaries of tectonic plates. • Volcanoes take different forms. • Composite volcanoes share a common structure. • One in twenty of the world’s population live close to an active volcano. • Advantages include the cultivation of fertile soils, income from tourism, mineral extraction and geothermal energy. • Disadvantages include the danger posed to people and communities from the eruption of lava, poisonous gases and ash. • Iceland is located on the Mid Atlantic Ridge where the North American and Eurasian tectonic plates diverge. • The eruption of Eyjafjallajökull (learn how to pronounce and spell Eyjafjallajökull before the lesson or use its nickname: E15.) occurred on 14 April 2010 and continued for over one month. • Heat from the eruption caused the glacier covering Eyjafjallajökull to melt and the resulting flood water damaged roads. • Ash from the eruption rose high into the atmosphere and grounded aircraft, impacting on the European economy. • Earth is composed of four layers: the crust, mantle, outer core and inner core. • Movement in the tectonic plates that form Earth’s crust causes earthquakes. • Earthquakes occur at plate boundaries. • The focus of an earthquake is deep underground - seismic waves radiate out from the focus. • The epicentre is on the surface, directly above the focus and is where the earthquake is felt most strongly. • The power of an earthquake is called its magnitude and is measured on the Richter scale. • Every 30 seconds there is an earthquake somewhere in the world - including in Britain. • Maps can be investigated to locate major earthquake zones. • Earthquakes occur near the boundary of tectonic plates. • The earthquake was the fifth most powerful earthquake of all time. • The epicentre was on the sea bed, 70km east of the Honshu coast. • The resulting tsunami wave was 40 metres high and came inland for 10km. • More than 350,000 buildings collapsed or were damaged and over 15,000 people died. • Being prepared for an earthquake reduces its impact on people and the built environment. • There are many different ways that governments can prepare, e.g. with earthquake-proof buildings and warning systems. • Families and individuals can also be prepared by practising what to do in an earthquake and having emergency supplies. • Wealthier nations are more able than poorer nations to respond to the challenge of a major earthquake. • The scale of the earthquake in Turkey was huge in terms of land area, settlements and people affected. • Impact responses occur in the short, medium and long term. • Different people and countries respond to an earthquake in different ways.	

Disciplinary knowledge is used when pupils consider where geographical knowledge originates, and how they can learn the practices of geographers. Substantive knowledge sets out the content that pupils will learn. In geography, this has followed the split seen in the national curriculum:

- locational knowledge
- place knowledge
- environmental, physical and human geography
- geography skills and fieldwork

Organising concepts

The geography community typically refers to ‘concepts’ as a means of categorising geographical knowledge of natural and human phenomena. These concepts can be seen as the ‘grammar’ of geography.^{[\[footnote 39\]](#)} They are also described as to be used as a ‘facilitating tool’ that is ‘fundamental to structuring and supporting how people learn geography’.^{[\[footnote 40\]](#)}

Concepts are a way in which to group geographical content or ‘a container for geographical ideas or content’.^{[\[footnote 41\]](#)} This aligns with Taylor’s ‘basic level’ description of ‘ways of dividing up our experience of a messy world into more manageable units, enabling us to communicate about the things we can’t immediately see’.^{[\[footnote 42\]](#)}

There is increasing, although by no means universal, agreement within the geography education community that many high-level concepts are central to a pupil’s geographical education.^{[\[footnote 43\]](#)} These include:

- place
- space
- scale
- interdependence
- physical and human processes
- environmental impact
- sustainable development
- cultural awareness
- cultural diversity

Concepts are important in geography as they draw out the links between processes and ideas.^{[\[footnote 44\]](#)} To develop their understanding of each of these concepts, pupils need to learn the range of relevant knowledge and skills. It is from this knowledge and development of these skills that pupils gain a more abstract appreciation of the subject. Therefore, it is critical that the content of the curriculum is broken down into component parts (or chunks) that pupils can first comprehend in their own right, before combining different components to gain a fuller conceptual appreciation.