**Geography – Critical Knowledge and Procedural Knowledge**

**At Archbishop Hutton’s the EYFS children will explore Geography ideas as part of their learning:**

* In their study of the seaside they will think about when they have been to the beach. What will we see at the beach? (lighthouses, shops, ice cream vans, cliffs, caves, sand and rocks, the sea etc) What beaches have they been to? (collect photos of themselves or family on holiday) Where are beaches in the UK? (look at the map, put holiday places on the map) They will begin to think about why people go to the beach.
* A part of their Superheroes theme they will learn about the people in their community, why they are special and what they do for jobs. They will think about people they know well, including their family and friends. Using Google Earth they will look at Warton and think about where they live. Walking around the village, they will carry out simple field work around develop their vocabulary to talk about where they live.
* When the children meet Paddington and read his postcards from around the world they will learn about the food, landmarks and culture of the various places he has been (England and Wales, Italy, France, Scotland and Egypt). They will learn what the UK map looks like and think about how we might travel to these places. They will look at flags and design their own. They will think about each of Paddington’s visits and talk about what they prefer.

**The NC says:** In KS1 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.

**At Archbishop Hutton’s KS1 children will:**

* think about what they learnt about Warton in EYFS and apply this to a study of the nearby town of Carnforth and engage in field study activities, including a term long diary of the weather. They will consider types of homes, businesses and transport. They will read, use and create basic maps and annotated photographs.
* study the country of Scotland, learning about island life, weather, tourism, the countries and map of the UK and compare it to life in other European countries. They will learn the basics of atlas and compass use.
* study the country of Kenya in Africa, learning about the continents and oceans, the equator, how the weather compares to UK weather, and how homes/food/wildlife and culture are different to those in their locality

**The NC says:** In KS2 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.

**At Archbishop Hutton’s Lower KS2 children will:**

* think about what they learnt in their study of Warton and Carnforth and apply this to a study of the contrasting seaside town of Morecambe. They will read and use maps to plan a visit, study tourism, look at coastal features and engage in field study activities
* alongside a study of life in Ancient Greece, they will expand their understanding of coasts and island life from previous studies, recap knowledge about European countries, study weather over a longer period and make predictions, consider the needs of people living in or visiting Greece and how homes/food/wildlife and culture are different to those in their locality
* study rivers exploring the water cycle and how rivers are formed, the journey of a local river, the Lune, from source to sea in Morecambe bay. They will compare it to the River Severn, the longest in the UK, identify the longest rivers in Europe and learn the names and locations of other rivers in the world. Maps, atlases, globes and digital/computer mapping (Google Earth) will be used to locate countries and describe features studied.

**At Archbishop Hutton’s Upper KS2 children will:**

* think about what they learnt in their study of Warton, Carnforth and Morecambe and apply this to a study of the village of Staveley in the Lake District. They will revisit the water cycle, explore tourism and use apps and websites to plan a visit to stay in the Lakes. They will use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps), Sketch Maps and 8 point compass references. Studies will refer back to lower KS2 knowledge of the River Kent. They will engage in field study activities, considering the similarities and differences between a busy working village and residential Warton.
* alongside a historical study of the Mayans, children will study the continent make up of South America, recap the continents and oceans, learn about longitude and latitude, and the tropics. They will explore the topography of Mexico, the climate compared to our own, consider the needs of people living in Mexico and how homes/food/wildlife and culture are different to those in their locality.
* study the countries of India and Nepal, focussing in detail on Mountains. They will use prior knowledge to consider weather and rivers – especially the cultural and geographical impact of the Ganges. They will use technology and books for research and explore infographics for presenting information. This theme will make references to knowledge and skills developed across KS1 and KS2 to deepen children’s understanding of key critical and procedural knowledge.

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| **Key Geography Factual and Procedural Knowledge - EYFS** |
| **Super Heroes** and **Once Upon a Time** | **Fun at the Seaside** | **Postcards from Paddington** |
| I can identify people who help me such as firefighters and police officersIdentify where I live using google mapsIdentify features of the school such as **field, pond, steps, path, playground**Draw a map of the school using the features aboveCreate a map of the village using wooden blocks/junk modelling. Identify features of the village including **church, post office, rectory, park, school, Methodist church, crag** | Five oceans **– Arctic, Atlantic, Indian, Pacific, southern ocean**UK – **England, Scotland, Wales and Northern Ireland**Identify **Morecambe Bay and Devon**Features of a beach – **lighthouse, sand, sea, caves, pebbles, life guard, shells, rock pools, tide, blue flag, pier, promenade**Name a beach they have been to Comparing UK beaches to Spanish beaches | Identifying landmarks:London – **Buckingham Palace, Tower Bridge**France – **Eiffel Tower**Italy – **Leaning Tower of Pisa, Venice (Gondolas), Pizza making**Egypt – **Cairo, Pyramids, Sphinx** |

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| **Let’s walk to Carnforth – KS1**  |
| **Key Knowledge** | **Procedural Knowledge** |
| Know where Carnforth and Warton are on a map of the UK.Know how to get to Carnforth from WartonWeather can change over a period of time (week, month) and weather is different in different seasonsThere are different common types of human homesUnderstand that Carnforth has different types of buildings to Warton, why they are there and what they are used forKnow what street furniture is, what we might see and why they are there | **Geographical Enquiry** say and sort what they like about Warton and Carnforthkeep a weather diaryanswer questions using different resources, such as books, the internet and atlasesthink of a few good questions to ask about a Carnforthanswer questions about the weather each day and across the termlabel a diagram or photograph using some geographical wordsfind out about a locality by using different sources of evidencefind out about a locality by asking some good questions to someone elsesay what they like and don’t like about their locality  | **Physical Geography**describe some physical features of own localityexplain what makes a locality special or differentdescribe some places which are not near the schooldescribe the key features of Warton and Carnforth tell someone their addressdescribe a locality using words and picturesname key features associated with a town or village | **Human Geography**describe some human features of own locality, such as the jobs people doexplain how the jobs people do may be different in different parts of the worldexplain what facilities a town or village might need | **Geographical Knowledge**find where they live on a map of the UKname some places they have been to in the UK |
| **Key Vocabulary**  | ariel view, map, house, home, shop, transport, town, village, office, farm, station, survey |

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| **Global Travellers – A Visit to Scotland** |
| **Key Knowledge** | **Procedural Knowledge** |
| Know the names of the countries and locate them on a map of the UK. Know North, South, East and West and use them to describe a location.After studying fictional and real-life stories, know what life is like for people living on an island in Scotland.Know and talk about key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherKnow how life on the Scottish islands compares to life here and places we have visited | **Geographical Enquiry** answer questions using different resources, such as books, the internet and atlasesthink of a few good questions to ask about Scotlandlabel a diagram or photograph using some geographical wordsfind out about a locality by using different sources of evidencefind out about a locality by asking some good questions to someone elsesay what they like and don’t like about a locality  | **Physical Geography**describe some physical features of a localityexplain what makes a locality special or differentdescribe some places which are not near to schooldescribe the key features of the Scottish Islandstell someone their addressdescribe a locality using words and picturesname and look for key features associated with a town or village in photographsname and look for key features of an island in photographs | **Human Geography**describe some human features of a locality, such as the jobs people doexplain how the jobs people do may be different in different parts of the worldexplain what facilities a town or village might need | **Geographical Knowledge**find where they live on a map of the UKname some places they have been to in the UKidentify the four countries making up the United Kingdom?name the main cities of England, Wales, Scotland and Ireland |
| **Key Vocabulary**  | map, continent, country, sea, ocean, island, mountain, river, weather pattern, capital, compass, atlas, United Kingdom, Europe |

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| **Journeys Great and Small – A Journey to Kenya** |
| **Key Knowledge** | **Procedural Knowledge** |
| We live in the country of England, which is in the United Kingdom. The UK is in the continent of Europe.Kenya is a country in the east of Africa. The capital city of Kenya is Nairobi.The climate is warm and temperate in Nairobi but there is a significant amount of rainfall during the year. There is a national park in Nairobi, the largest national park in Kenya is called the Maasai Mara.The Maasai Mara is home to lions, leopards, black rhinos, cape buffalos and African elephantsKnow that the equator crosses Africa  | **Geographical Enquiry** answer questions using different resources, such as books, the internet and atlasesthink of a few good questions to ask about Kenyaanswer questions about the weather in Kenya compared to ourslabel a diagram or photograph using some geographical wordsfind out about a locality by using different sources of evidencesay what they like and don’t like about a locality  | **Physical Geography**describe some physical features of own localityexplain what makes a locality special or differentdescribe some places which are not near our localitydescribe the key features of the UK and Kenya describe a locality using words and picturesname key features associated with a town or villageuse a map, photographs, film or plan to describe a contrasting locality outside Europe | **Human Geography**describe some human features of a locality, such as the leisure activities explain how the jobs people do may be different in different parts of the worldexplain what facilities a town or village might need and how different towns need different facilities | **Geographical Knowledge**find where they live on a map of the UKname some places they have been to in the UKname the continents of the world and find them in an atlasname the world’s oceans and find them in an atlas |
| **Key Vocabulary**  | Continent, country, Kenya, Nairobi, England, London, capital cities, human, physical, equator, culture, landmarks, maps |

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| **Let’s get the bus to Morecambe – LKS2** |
| **Key Knowledge** | **Procedural Knowledge** |
| Know where Morecambe, Carnforth and Warton are on a map of the UK.Morecambe is in Lancashire and we can travel there by bus, car or train from Carnforth Morecambe is a coastal town at the mouth of the Leven, Kent, Keer, Lune and WyreMorecambe is famous for shrimps and cockles which are sold all over the UKMorecambe was a thriving seaside resort in the mid-20th centuryOne of Morecambe's most famous landmarks is a statue one of Eric Morecambe. | **Geographical Enquiry** use correct geographical words to describe a place and the things that happen thereidentify key features of a locality by using a mapbegin to use a 4 figure grid referencesaccurately plot NSEW on a map?use some basic OS map symbols?carry out a survey to discover features of cities and villageslabel the features of a locality on an aerial photograph and on a mapplan a journey to a place in Englandaccurately measure and collect information   | **Physical Geography**use maps and atlases appropriately by using contents and indexes describe physical features in a localityrecognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)explain how a locality has changed over time with reference to physical featuresexplain the main features of a coastal area  | **Human Geography**confidently describe human features in a locality – such as homes, work places, schools and entertainment explain why a locality has certain human featuresexplain why a place is like it isexplain why people are attracted to live in cities or townsexplain why people may choose to live in a village rather than a city or townexplain how a locality has changed over time with reference to human featuressuggest different ways that a locality could be changed and improved | **Geographical Knowledge**know the difference between the British Isles, Great Britain and UKname up to six cities in the UK and locate them on a map |
| **Key Vocabulary**  | coastal, county, Lancashire, landscape, population, rural, town, urban, village, tourism, human, change, future, measure, impact |

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| **Global Travellers – A Visit to Greece - LKS2** |
| **Key Knowledge** | **Procedural Knowledge** |
| Know where Greece is in Europe and identify it on a mapGreece is made up of the mainland and over 6000 islands around its coast80% of Greece is made up of mountainsPeople travel to Greece on holiday for different reasons including history, the weather, the food and the cultureGreece is surrounded by the Aegean Sea to the east, the Mediterranean Sea to the south, and the Ionian Sea to the westGreece produces olives Air travel is an environmental issue effecting climate change | **Geographical Enquiry** use correct geographical words to describe a place and the things that happen thereidentify key features of a locality by using a mapmake accurate measurement of distances within 100Kmfind the same place on a globe and in an atlasaccurately measure and collect information (weather, distances in miles) | **Physical Geography**use maps and atlases appropriately by using contents and indexesdescribe physical features in a locality (beaches, mountains etc)locate the Mediterranean and explain why it is a popular holiday destination?recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE) | **Human Geography**describe how features of a locality have an impact on people’s lifeconfidently describe human features in a locality – such as homes, work places, schools and entertainment explain why a locality has certain human featuresexplain why a place is like it isexplain how the lives of people living in the Mediterranean would be different from their ownexplain how a locality has changed over time with reference to human featuresfind different views about an environmental issue express your view (air travel)suggest different ways that a locality could be changed and improved  | **Geographical Knowledge**know the difference between the British Isles, Great Britain and UKknow the countries that make up the European Unionlocate and name some of main islands that surround the Greecename and locate some well-known European countriesname and locate the capital cities of neighbouring European countries be aware of different weather in different parts of the world, especially Europe |
| **Key Vocabulary**  | climate, coastal, islands, mainland, travel, tourism, traditions, Europe, Mediterranean, landscape, population  |

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| **Journeys Great and Small – The Journey of a River – LKS2** |
| **Key Knowledge** | **Procedural Knowledge** |
| The River Lune begins in Newbiggin, Cumbria and enters the sea at Morecambe bayThe Lune travels through Kirby Lonsdale and LancasterThe Thames is the River that runs through LondonAll rivers have a source, different stages and a mouthPeople have moved to live near rivers throughout history (link back to Egypt)Rivers can be a source of water for power, wildlife and leisure Rivers are affected by pollution such as sewerage and litter | **Geographical Enquiry** collect information about a place and use it in a reportmap land use around riversfind possible answers to their own geographical questionsmake accurate measurement of distances within 100Kmfind a place on a globe and in an atlaslabel the same features on an aerial photograph as on a mapaccurately measure and collect information  | **Physical Geography**explain why many cities of the world are situated by riversknow the features associated with riversexplain how a location fits into its wider geographical location; with reference to physical features such as riversexplain how the water cycle worksexplain why water is such a valuable commodity?use maps and atlases appropriately by using contents and indexes  | **Human Geography**explain why people are attracted to live in cities or towns with rivers explain how a locality has changed over time with reference to human featuresfind different views about an environmental issue express your view (river pollution)suggest different ways that a locality could be changed and improved | **Geographical Knowledge**name up to six cities in the UK and rivers that run through themlocate and name some of the world’s most famous riversname and locate some well-known European rivers and their countries Can they name and locate many of the world’s major rivers on maps |
| **Key Vocabulary**  | Water cycle [evaporation, precipitation, condensation, gravity, cloud], source, stream, flow, waterfall, valley, channel, banks, lake, mouth, erosion, pollution, landscape, tributary, reservoir, dam, estuary, delta, transportation, deposition, upper course, middle course, lower course, flood, leisure, hydro-electric power, irrigation, flood barrier, drought, fieldwork, fresh water,  |

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| **Let’s get the bus to The Lake District – UKS2** |
| **Key Knowledge** | **Procedural Knowledge** |
| The Lake District is a national park in North West England. It is England's largest national park and covers 2362 square kilometres. It is home to the highest mountain in England - Scafell Pike (978m tall) and the deepest lake - Wastwater (74m deep).The **landscapes**of the Lake District have been shaped over millions and millions of years.**Tourism** is important with over 12 million visitors every year who come to walk, cycle, run, boat or to look at the amazing scenery. | **Geographical Enquiry** choose the best way to collect information needed and decide the most appropriate units of measureaccurately measure and collect information collect information about a place and use it in a reportfind possible answers to their own geographical questionsmake detailed sketches and plans; improving their accuracy laterplan a journey to a place in another part of the world, taking account of distance and timeexplain scale and use maps with a range of scalesuse OS maps to answer questions?use maps, aerial photos, plans and web resources to describe what a locality might be like? | **Physical Geography**explain how a location fits into its wider geographical location; with reference to physical featuresexplain how the water cycle worksexplain why water is such a valuable commoditygive extended description of the physical features of different places around the worlddescribe how some places are similar and others are different in relation to their human featuresaccurately use a 4 figure grid reference and begin to be confident with 6 figure referencescreate sketch maps when carrying out a field study | **Human Geography**explain how a location fits into its wider geographical location; with reference to human and economical features - tourismexplain what a place might be like in the future, taking account of issues impacting on human featuresmap land use with their own criteriadescribe how some places are similar and others are different in relation to their physical featuresconsider how human activity has had an effect on a natural area and what is the lasting impact (pollution from tourism, pollution of water, erosion of hillsides) | **Geographical Knowledge**Recap and name and locate many of the world’s most famous mountain regions on maps (related to Indian and Nepal theme)recognise key symbols used on ordnance survey mapsName the largest mountains and bodyies of water in the Lake District |
| **Key Vocabulary**  | mountain, summit, lake, erode, settlement, valley, tourism, economy, agriculture, pollution, commuter, eco-tourism, climate change, commodity |

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| **Global Travelers – A Visit to Mexico – UKS2**  |
| **Key Knowledge** | **Procedural Knowledge** |
| Mexico is country in North AmericaNorth America is made up of 24 countriesSouth America is made up of 12 countriesThe capital city of Mexico is Mexico CityThe Northern Hemisphere and Southern Hemisphere had opposing seasonsMexico is more than 3000 km (1,850 miles) long from northwest to southeast. Mexico is between two large seas: the [Pacific Ocean](https://kids.kiddle.co/Pacific_Ocean) in the West and the [Gulf of Mexico](https://kids.kiddle.co/Gulf_of_Mexico) and the [Caribbean Sea](https://kids.kiddle.co/Caribbean_Sea) in the East.In the north of Mexico are [deserts](https://kids.kiddle.co/Desert). In the south are tropical [rainforests](https://kids.kiddle.co/Rainforest). | **Geographical Enquiry** choose the best way to collect information needed and decide the most appropriate units of measureaccurately measure and collect information – desert temperatures collect information about a place and use it in a report to sell Mexico to touristsfind possible answers to their own geographical questionsmake detailed sketches and plans; improving their accuracy laterplan a journey to a place in another part of the world, taking account of distance and timeuse maps, aerial photos, plans and web resources to describe what a locality might be like? | **Physical Geography**explain how a location fits into its wider geographical location; with reference to physical featuresgive extended description of the physical features of different places around the world – deserts and rainforestdescribe how some places are similar and others are different in relation to their human features | **Human Geography**explain how a location fits into its wider geographical location; with reference to human and economical featuresgive an extended description of the human features of different places around the worlddescribe how some places are similar and others are different in relation to their physical features | **Geographical Knowledge**identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circlesexplain why it is hotter in Mexico than it is in the UKexplain how the time zones work?name a number of countries in the Northern Hemispherelocate the Tropic of Cancer and the Tropic of Capricornname and locate many of the world’s most famous desert regions on maps locate the USA and Canada on a world map and atlaslocate and name the main countries in South America on a world map and atlas |
| **Key Vocabulary**  | desert, climate, border, eco-system, population density, Pacific Ocean, Caribbean, rainforest, economic growth, cultural heritage, customs, traditions,  |

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| **Journeys Great and Small – A Journey to Nepal and India – UKS2** |
| **Key Knowledge** | **Procedural Knowledge** |
| Nepal is a country in [South Asia](https://kids.kiddle.co/South_Asia) bordering the [Republic of India](https://kids.kiddle.co/India) and the [People's Republic of China](https://kids.kiddle.co/People%27s_Republic_of_China). [Mount Everest](https://kids.kiddle.co/Mount_Everest), the highest [mountain](https://kids.kiddle.co/Mountain) in the world, is found there, as well as the [Himalaya Mountains](https://kids.kiddle.co/Himalayas). 12 of the world's 18 highest mountain peaks are in Nepal.The capital city of Nepal is [Kathmandu](https://kids.kiddle.co/Kathmandu) pop: over two million.The Republic of India is a country in [South Asia](https://kids.kiddle.co/South_Asia). It is second largest country in [population](https://kids.kiddle.co/Population) and seventh largest country by land area.The [capital](https://kids.kiddle.co/Capital_city) of India is [New Delhi](https://kids.kiddle.co/New_Delhi).India has 447 official languages1.3 billion people live in India  | **Geographical Enquiry** choose the best way to collect information needed and decide the most appropriate units of measureaccurately measure and collect information – populations collect information about a place and use it in a reportfind possible answers to their own geographical questionsmake detailed sketches and plans; improving their accuracy laterplan a journey to a place in another part of the world, taking account of distance and timeuse maps, aerial photos, plans and web resources to describe what a locality might be like? | **Physical Geography**explain why many cities of the world are situated by rivers – the Gangesexplain how a location fits into its wider geographical location; with reference to physical featuresexplain why water is such a valuable commodity in a country like Indiagive extended description of the physical features of different places around the worlddescribe how some places are similar and others are different in relation to their human features | **Human Geography**explain how a location fits into its wider geographical location; with reference to human and economical featuresexplain what a place might be like in the future, taking account of issues impacting on human featuresgive an extended description of the human features of different places around the worldmap land use with their own criteriadescribe how some places are similar and others are different in relation to their physical features | **Geographical Knowledge**identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circlesexplain how the time zones work?name a number of countries in the Northern Hemispherelocate the Tropic of Cancer and the Tropic of Capricornname and locate many of the world’s most famous mountain regions on mapslocate and name the main countries in Asia on a world map and atlas |
| **Key Vocabulary**  | Mountain, peak, Tropics, Asia, borders, population, wealth, economic growth, Hinduism, Himalayas, Indian, Nepalese, culture,Republic, Taj Mahal, monsoon |