



Geography at West Cornforth Primary School

“Geography is a subject which holds the key to our future.” Michael Palin

Year 1		
Topic and key questions	Key Vocabulary	Key Knowledge /Skills
Autumn What is my place like? Where in the world are we? What way shall we go today? What can we find in our school grounds? What did we find? What is the weather like today?	Aerial view, building, field, identify, road, woods, school, home, human, physical, turn, map, locate, route, symbols, key	<p>Knowledge of locations, places and their features, human and physical processes and key terminology Pupils will develop simple knowledge about their locality. Pupils will develop basic locational knowledge related to their school and homes. Key terms for common features will be introduced and used in annotations, discussions and writing. Simple sorting of human and physical features will be introduced as well as weather observation.</p> <p>Understanding of similarities and differences, interaction of people, processes and places Pupils will consider how people and places interact by considering how places make them feel and what positive/negative things they observe in a place.</p> <p>Working like a geographer: use of geographical information from maps, atlases, globes etc. Pupils will use aerial photographs and maps to inform their investigation of the school, the grounds and the local area.</p> <p>Working like a geographer: use of fieldwork and observational skills to observe, measure and record Pupils will use simple fieldwork and observational skills to measure and record features/processes in their school and the grounds including the weather.</p> <p>Fieldwork integral to this unit based in school grounds.</p> <p>Prior knowledge Pupils have engaged with the outdoor environment in the EYFS and should be encouraged to recall what they know.</p>
Spring What can I find in my corner of the world? What do we know about our corner of the world? What can we see from the air? What can we find in our local area? What did I find out?	West Cornforth town city Durham / County Durham The Angel of the North Durham Cathedral festival occupation Physical vocabulary: natural landmark River (Wear, Tyne) Sea (North Sea)	<p>Knowledge of locations, places and their features, human and physical processes and key terminology Developing knowledge of human and physical features in the locality. Using locational and directional language to describe the location of features and the routes followed on the map. Deploying accurate terminology.</p> <p>Understanding of similarities and differences, interaction of people, processes and places Looking at how people use the local area, observing the effects of people on a place</p> <p>Working like a geographer: use of geographical information from maps, atlases, globes. Use of simple local map and map of the UK.</p> <p>Working like a geographer: use of fieldwork and observational skills to observe, measure and record. Using a map to follow a route and adding to a basic map, making a map, collecting and labelling field photographs, simple surveying, making use of simple fieldwork information. Possible fieldwork link Following a route on a map. Adding to a simple base map. Choosing and taking photographs of key features. Labelling an outline sketch of a view of the street whilst in the field. Simple observational survey and recording – e.g. traffic, people, shop/ building type, play spaces, litter. Pupils starting to think about the equipment, methods and risks of fieldwork and how to prepare.</p> <p>Prior knowledge Pupil knowledge of the area local to school will vary. Small details may be better known than the big picture.</p>
Summer What's our country like? Where in the world are we? What countries are in the UK? What is special about the UK? What is the weather like in the UK? Where shall we go today? What would I see on a journey north? What do we know about the UK?	North, East, South, West, Compass, right, left, up, down human, physical features (things people have made, natural things) Map, atlas, Country, Sea, Ocean, Water, Land, Island, Surrounded, Aerial view, Britain, UK, England, Scotland, Wales, Northern Ireland	<p>Knowledge of locations, places and their features, human and physical processes and key terminology Develop their locational and place knowledge of the United Kingdom to include: the four countries which make up the United Kingdom, their capital cities, the names of the surrounding seas, key characteristics of the four countries. Develop knowledge of weather as a physical process. Identification of daily weather patterns in the UK.</p> <p>Understanding of similarities and differences, interaction of people, processes and places Knowledge of some basic similarities of and differences between different parts of the UK</p> <p>Working like a geographer: use of geographical information from maps, atlases, globes. Use of GIS, globe, basic atlas and UK maps. Weather information. Recording on their own map.</p> <p>Working like a geographer: use of fieldwork and observational skills to observe, measure and record. Observation of daily weather patterns in the UK.</p> <p>Possible fieldwork link Local weather observation, survey and basic recording of weather in the school grounds during the period of study</p> <p>Prior knowledge Pupils have used basic maps already and have talked about the address and location of the school in early units.</p>



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Year 2		
Topic and Key questions	Key Vocabulary	Key Knowledge /Skills
<p>Why is My World Wonderful? Where are we in this wonderful world? Let’s make a continent Where are our amazing places? Where are the highest places in the world? Where in my wonderful world would you like to go?</p>	<p>continents, oceans, mountains and equator Earth, land, continent, ocean, sea, river, city, r Europe, Asia, Africa, North America, South America, Oceania, Antarctica. The 5 oceans – Arctic, Atlantic, Indian, Pacific and Southern.</p>	<p>Geographical knowledge of locations, places and their features, human and physical processes and key terminology: Locations of the continents and oceans. Major mountains and rivers of the world. Understanding of similarities and differences, interaction of people, processes and places: Identification of simple similarities / differences. Working like a geographer: use of geographical information from maps, atlases, globes: Use of simple world maps showing continents, oceans, mountains and rivers and the equator. Use of simple Atlases. Satellite images of the earth and then the continents. Use of aerial photographs to recognise land marks, basic physical features. Working like a geographer: use of fieldwork and observational skills to observe, measure and record: Not an emphasis on this unit. Geographical communication: World Maps, comparative writing Prior knowledge Pupils have looked at the location of the UK and the Earth from space in earlier units. This prior knowledge of land mass having different names is a building block for this unit. The UK’s surrounding seas can be revised as a background to the introduction of the oceans of the world. Work on habitats in Science.</p>
<p>Wherever Next? Where in the world? Where shall we go today? Geography explorers! Why do polar bears and penguins never meet in the wild? Let’s explore the Equator! Do we live in a hot or a cold place?</p>	<p>Earth, poles, Equator, continent, ocean, climate, weather, location, globe, physical feature, compass, North, South, East, West</p>	<p>Knowledge of locations, places and their features, human and physical processes and key terminology Pupils will develop knowledge of globally significant places: - Poles and Equator, looking at their location and some of the basic defining physical and human characteristics. Understanding of similarities and differences, interaction of people, processes and places Pupils will begin to develop an understanding of some features of the weather in hot and cold areas of the world and their effects. Working like a geographer: use of geographical information from maps, atlases, globes etc. Pupils will use world maps of different types and globes to identify the continents, oceans, poles and equator. Pupils will use simple locational and directional language to describe features on different maps. Pupils will use and label photographs of key features. Working like a geographer: use of fieldwork and observational skills to observe, measure and record. Pupils will use simple observational skills to study a physical feature – the weather – of their school’s environment. Possible fieldwork link Weather survey in the school grounds to gather data on rainfall, temperature, wind strength. Prior knowledge: All pupils should be able to identify the continents and oceans of the world and may have some knowledge about the weather from Science.</p>
<p>What might we see on a holiday? What might we find on holiday in the UK? What can we find out about a mystery place from the air? What would a visitor find at a seaside town? What human features might we see at a seaside town? Destination Kenya – what will we see? On safari in the Masai Mara – what will we find?</p>	<p>United Kingdom, North East, Middlesbrough, Human feature: town, city, house, farm, shop, road Physical feature: beach, sea, cliff, hill, vegetation, river, ocean World Continent Location Africa, Kenya, Masai Mara Compass points North, South, East, West</p>	<p>Geographical knowledge of locations, places, features and processes: location of the world’s continents, the location of the equator, the location of the UK and its capitals, key vocabulary as relevant to the areas chosen as focus. Understanding of similarities and differences and interactions: comparison of the human and physical geography of two small areas. Working like a geographer – use of geographical information: Use of aerial photographs, use of atlases. Working like a geographer – fieldwork and geographical skills: use of aerial photographs, devising a simple map, using simple compass directions to describe location of features on a map. Possible fieldwork link A visit to a coastal area may be possible for this unit. If so, it is suggested that the human features of the coastal area are the main focus of the field work as physical fieldwork at a coastal location is developed in KS2. Prior knowledge Names and locations of the 7 continents and 5 oceans. Location of the UK, the four countries of the UK and their locations. The basic meaning of human geography and physical geography. Simple atlas uses and basic compass knowledge. Use of maps</p>



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Year 3		
Topic and Key Questions	Key Vocabulary	Key Knowledge /Skills
<p>Is the UK the same everywhere? What can we spot on a satellite image of the UK? Where are the UK’s hills, mountains and rivers? What are the major UK landmarks? What would we see if we sailed around the edge of the UK? Why have I got a County in my address? What’s the weather like near you?</p>	<p>United Kingdom, capital. Country, county, region. Landscape, relief, landmark. Physical – rivers, mountains, hill climate, weather, vegetation. Climate change. Coastline, granite, pebble, sandy, chalk, river, lake, peninsula. Satellite image, symbol, grid reference, 4 figure grid references</p>	<p>Knowledge of locations, places and their features, human and physical processes and key terminology Develop locational knowledge of the United Kingdom to include Counties, major towns/ cities, physical features, some human features .Key topographical features of the UK including physical features such as hills, mountains, coasts and rivers. Understanding of similarities and differences, interaction of people, processes and places Contrasting places in the UK – physical features in different parts of the country, differences in the weather. Working like a geographer: use of geographical information from maps, atlases, globes. Use of a satellite image, use of physical features maps, use of political organisations map, use of Atlas maps of the UK, use of OS maps. Working like a geographer: use of fieldwork and observational skills to observe, measure and record. Adding detail to a base map, using OS maps with symbols and four figure grid references Geographical communication Annotation of photographs, base maps, satellite images. Description of information suggested by a map/ image. Summarising new knowledge and its sources. Fact files and simple factual accounts. Prior knowledge This unit builds on the simple outline knowledge of the UK’s countries, capitals and surrounding seas in KS1. It widens ideas met in the local areas about physical and human features to look at the major physical features of the UK. It builds on the sense of place built in Y1&2 to look at the location in terms of region and county. Basic map knowledge from KS1 is also extended.</p>
<p>Why do we have cities? Where do people live in the UK today? Are all cities in the UK the same? What can we find in UK cities? How have our cities changed over the years? What is changing in cities around the world?</p>	<p>Settlement, city, factory, office, shop, function, urban, rural, land use, environment, environmental, human, physical Country, county, population, inhabitant. Shopping centre, market Satellite image, OS map, symbol, key.</p>	<p>Knowledge of locations, places and their features, human and physical processes and key terminology: Pupils will know the names and locations of the major cities of the UK and the difference between a city and a town. Understanding of similarities and differences, interaction of people, processes and places: Pupils will look at how cities differ within the UK and some of the possible differences between their local city and some globally significant cities. The unit looks at how places become cities and what happens there. Pupils will look at the impact cities have on people and the physical environment. Working like a geographer: use of geographical information from maps, atlases, globes etc. Pupils will use maps and atlases as well as photographs and information texts to gather information. Working like a geographer: use of fieldwork and observational skills to observe, measure and record: Fieldwork - city investigation. Possible fieldwork link This unit can be enhanced with a field work visit to a city centre, perhaps as part of a wider curriculum visit. Prior knowledge Unit builds on prior geographical knowledge - UK capital cities and surrounding seas in KS1. Compass directions, key human features. Allows recall of county knowledge from earlier in Y3.</p>
<p>Why is the North East special? What does the North East look like on a map? What do we need water for? Where do the rivers of the North East start and finish? What do we see on a river’s journey to the sea?</p>	<p>County, region, hills. River, stream, tributary, source, mouth, flood, estuary, current, erosion, flow, deposition. Energy, power, transport, employment, resources.</p>	<p>Knowledge of locations, places, their features human and physical, processes and key terminology: pupils will develop their knowledge of human and physical geography by looking in depth at one region of the UK – The North East of England. Pupils will be able to identify the region and component counties on maps across a variety of scales – moving from global/continental/national down to England. Pupils will identify key features to include types of settlement and land use, cities, rivers, hills, port, forest, valley, towns, harbour, and beach in the region. There is a special focus on economic activity (what is made in the region) in the human geography element and rivers for the physical geography elements of the unit. Understanding of geographical similarities and differences, interactions of people, processes and places: pupils will develop knowledge of the varied human and physical geography of the region. Working like a geographer: using geographical information from OS maps, information texts, photographs and fieldwork Working like a geographer: use of fieldwork and geographical skills- pupils will be developing their field work knowledge via new methods of collection and undertaking fieldwork beyond the local area. Possible fieldwork links :there may be possible field visit to a factory or other producer. Prior knowledge Countries and capitals of the UK, UK towns and cities, county knowledge. Basic human and physical features</p>



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Year 4		
Topic	Key Vocabulary	Key Knowledge /Skills
<p>What can we discover about Europe? What can we work out about Europe from space? Can I find my way around the continent of Europe? What can we learn from different maps? How is the weather near you? Rivers and lakes of Europe</p>	<p>Biome, settlement, country, Europe, continent, river, mountain, biome, vegetation, earthquake, volcano, fjord, dense/sparse. Population, trade, natural resource, city, landmark.</p>	<p>Geographical knowledge (location, places, features and processes) Location of key countries, capitals and physical features in Europe. Location of climate zones and an introduction to biomes. Place knowledge, key human and physical characteristics. Understanding of similarities and differences, interactions Developing knowledge of differences across Europe – relief, climate, different biomes. Use of geographical information Developing use of atlas maps, thematic maps and GIS, geographical information from research. Field work and geographical skills Sketch/photographic annotation. Geographical communication: Describing places geographically.</p> <p><i>Prior knowledge Unit builds on prior geographical knowledge - continents and oceans</i> Compass directions Elements of place knowledge - physical and human features and processes.</p>
<p>Why does Italy shake and roar? Where in the world? What is Italy like? Is the boot the same all over? Why does Italy shake and roar? What happens when Vesuvius erupts? Why does Italy shake? Earthquakes How are the UK and Italy similar/ different?</p>	<p>Continent Europe Country, region Italy Population Coastline, bay Peninsula Mountain range: Alps, Apennines River, Po, Tiber Tectonic – plate boundaries, Volcano(es) –Vesuvius, Stromboli, eruption, magma, ash, gas, vent, cone, crater, lava flow Earthquake – vibration, fault, plate boundary, epicentre, Richter scale, tremor, seismic, hazard</p>	<p>Knowledge of locations, places and their features: The location of Italy – identify and describe it and its regional key physical and human characteristics using maps of Europe and country maps, key features of places. Understanding of similarities and differences, interaction of people, processes and places: Understand geographical similarities and differences through the study of a region in a European country (area around Naples). Physical and Human Geography: describe and understand aspects of physical geography including rivers, mountains, volcanoes and earthquakes. Describe and understand types of human settlement and land use. Working like a geographer, use of geographical information from different types of maps, atlases and other information sources: gather information, pose geographical questions, add labels to photographs, consider how photographs provide useful evidence, locate the position of a photo on a map, use of NSEW.</p> <p><i>Prior knowledge: UK regional knowledge has been planned in the Y3 unit on the North East.</i></p>
<p>What happens when the Land meets the Sea? What happens when the land meets the sea? What can we learn from different maps about the UK's coastline? What processes shape our UK coastline? Should the coast be protected? Investigating Seaham – What can we find at the Durham coast?</p>	<p>Coast, coastline, coastal, beach, cliff, rock, sand, pebble, sediment, erosion, transport, deposition, landform, estuary, sea, ocean, river, wave, tide, river mouth, longshore drift, cliff, arch, stack, stump, swash, backwash, solution, attrition, abrasion, hydraulic action, groyne, gabion, sea wall, hard and soft engineering, port, harbour. Fieldwork vocabulary – risk, data, sketch, analysis, evaluation, measure, observation, recording, environmental, survey</p>	<p>Knowledge of locations, places, their features human and physical, processes and key terminology: Physical processes that shape the coast. Coastal protection and management effectiveness.</p> <p>Understanding of geographical similarities and differences, interactions of people, processes and places: coastal processes and the impact on people and landscapes</p> <p>Working like a geographer: using geographical information from OS maps, information texts, photographs and fieldwork</p> <p>Working like a geographer, fieldwork: planning, risk assessment, devising questions, data gathering, analysis and processing, evaluation.</p> <p>Fieldwork opportunity: Physical processes that shape the coast Factors affecting and measuring of environmental quality Coastal protection and management effectiveness.</p> <p><i>Prior Knowledge Pupils have met basic knowledge about the coast in KS1 and about rivers in Y3. Teachers will want to ascertain the level of familiarity with the coast before starting this unit This unit allows some revisit and retrieval of this information.</i></p>



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Year 5		
Topic	Key Vocabulary	Key Knowledge /Skills
<p>Fantastic Journeys around the world. What is that? Where might it be? How do we find our way around the planet? Can we locate our fantastic places like geographers? What time is it where you are? What do some of our fantastic places have in common?</p>	<p>Longitude Latitude Meridian Tropics characteristics Time zone Biome vegetation climate habitat UNESCO</p>	<p>Geographical knowledge of locations, places and their features, human and physical processes and key terminology: physical geography at global scale including climate zones, biomes. Local knowledge – Longitude and Latitude, Equator, Time zones. Understanding of similarities and differences, interaction of people, processes and places: Interaction of climate with landscape and development. Role of climate in vegetation. Working like a geographer, use of geographical information from maps, atlases, globes: Use of world maps and globes to locate fantastic places via lines of longitude and latitude, use of photographs. Atlas use – with index and clear location markings. Working like a geographer, use of fieldwork and observational skills to observe, measure and record: Not a focus but supported by mapwork. Geographical communication: Annotation and description of photograph.</p> <p>Prior knowledge Pole, Equator, hemisphere, compass direction. Physical and human feature.</p>
<p>What shapes my world? Why is the land around the planet so many different shapes? What happens when plates move? How do rivers shape our world? How do waves change the coast? How are people’s actions changing the planet?</p>	<p>Process, human, physical, climate, weather, ice, glacier, water, water cycle, tectonic plates, biomes, climate zones, Earth’s crust, biome, vegetation, soil.</p>	<p>Geographical knowledge of locations, places and their features, human and physical processes and key terminology: Locations, and places showing evidence of physical and human processes in shaping the landscape. Understanding of similarities and differences, interaction of people, processes and places: That physical processes have shaped and continue to alter the landscape and affect the lives of the people who live in different places. Examples could include weather, ice, coastal processes, human activity. Working like a geographer, use of geographical information from maps, atlases, globes: Use of atlases and globes. Use of a variety of sources of geographical information- text, photographs, satellite images. Working like a geographer, use of fieldwork and observational skills to observe, measure and record: not a focus of this unit but schools may want to pick up coastal, rivers or climate enquiry depending on prior learning of pupils. Geographical communication: annotation of photographs, geographical descriptions of features and places, using and referring to geographical resources in our writing</p> <p>.Possible fieldwork link – this unit links to previous field work knowledge i.e. rivers and coasts. If this has not been done, teachers may want to consider doing a fieldwork visit as part of this unit. It is also very easy to have a weather observation in the school grounds fieldwork strand running during this unit so that pupils can look at the effects of different types of weather even in the short term.</p> <p>Prior knowledge Physical and human feature definition, coastal processes, action of rivers, knowledge of climate and weather variation in different parts of the UK and Europe.</p>
<p>Where has my food come from? Where do pupils think their food comes from? What is in the food cupboard and how far has it come? Where does the UK get food from? What do farms do? How does our food get from farms to our plates? Does it matter if food is wasted?</p>	<p>Land use, farm, trade, resources, transport, UK, import, dairy, cereal, livestock, import, producer</p>	<p>Knowledge of locations, places and their features, human and physical processes and key terminology Knowledge of land use patterns for farming in the UK and another area of the world. Distribution of natural resources including food. Economic activity including food production. Understanding of similarities and differences, interaction of people, processes and places To understand how growing and producing food affects the physical geography of a place. Working like a geographer: use of geographical information from maps, atlases, globes, diagrams etc Use information from maps, diagrams and information texts. Working like a geographer: use of fieldwork and observational skills to observe, measure and record. Look at possible questions, collect/ measure and record data through fieldwork. Use some basic presentation techniques.</p> <p>This unit also contributes to PHSE, with an opportunity to look at healthy foods and personal responsibility and the impact of choices on others and the environment. The final suggested lesson on food waste offers opportunity for debate and some extended writing. Possible fieldwork link This unit offers several possible field work opportunities. An investigation on the school premises – the origins to today’s school lunch. Local shop/ market visit – following route on a map, collect information about origins of food, best sellers Farm visit – plan a route on a map, sketch maps/ annotating base map/ food chain investigation from field to plate</p> <p>Prior knowledge Observation of land use in earlier units – KS1 farms, factories. Coverage in types of land and work in the UK in Y3</p>



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Year 6		
Topic	Key Vocabulary	Key Knowledge /Skills
<p>Fantastic Forests Can you find the connection? Where are the world’s great forests? What forests do we have in the UK? What can we find in our local forest? Why is the Amazon Rainforest so important? Why are forests in danger?</p>	<p>Vegetation, forest, tropics, biomes Fieldwork knowledge – deciding a question, simple data collection and presentation.</p>	<p>Geographical knowledge of location, places, features and processes: Knowledge of environmental regions and key features of these areas, vegetation belts - Types of forest, functions, locations. Distribution of natural resources, economic activity Understanding of similarities and differences, interactions: Different types of forests, impact of human activity on vegetation, role of forests as a resource Working like a geographer: Use of geographical information including satellite photographs, charts and information texts Working like a geographer: Fieldwork and geographical skills to include data collection techniques and methods of presentation.</p> <p>Fieldwork opportunity: observe, measure, record and present. Fieldwork visit to local forest/ woodland to collect data of different types Fieldwork survey – types of vegetation and trees, graphs Journey sticks in woodland Species survey Prior Knowledge Vegetation, forest, tropics, biomes Fieldwork knowledge – deciding a question, simple data collection and presentation.</p>
<p>Key Unit Question: Destination São Paulo – what do places have in common? NC Link: Comparing a region in South America with a region of the UK</p>	<p>Geographical vocabulary Biomes, climate, zones, the equator, tropics, hemispheres, longitude and latitude, sub/tropical, terrain, import, export, leisure, inches (rainfall), kilometre, resources (natural), rainforest, urban/isation, population, pollution, flora/fauna, vegetation, networks, minerals, energy</p>	<p>Knowledge of locations, places and their features, human and physical processes and key terminology Knowledge of the key physical and human characteristics of a region of South America, world countries and cities. Knowledge of the effects of settlement. Understanding of similarities and differences, interaction of people, processes and places Understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom and a region within North or South America. Working like a geographer: use of geographical information from maps, atlases, globes. Use of different types of maps, graphs and information. Use of GIS for mapping and weather information. Working like a geographer: use of fieldwork and observational skills to observe, measure and record. Possible link to local fieldwork – weather surveys, photographs and field sketching. Prior knowledge Continents, equator and tropics, forest type, settlement and climate. Local regional knowledge about landscape, settlement and other key human features.</p>
<p>Additional Fieldwork Unit What are the key human geographical features of our local area / focus place? Or How has our local area / focus place changed over time?</p>	<p>Settlement, housing, land use, site, shopping, services, primary data, secondary data. Change, factory, mine, employment,</p>	<p>Geographical knowledge (locations, places, features and processes): Human geography - types of settlement, human and physical features in the local area. Understanding of similarities and differences, interactions: whilst not the key focus for this unit, teaching opportunities may arise. Use of geographical information: Use of maps, observation, field sketch, graphs, digital technologies. Fieldwork and geographical skills: Development of a coherent approach to the different phases of fieldwork. Step 1: Designing a key question – looking at the context and knowing why it matters Step 2: Deciding what data will be needed and how and exactly where the data will be collected – this might be on paper e.g. on a data collection sheet, by app, taking photographs, using kit, sketch, annotation of map or diagram Step 3: Thinking about and planning for risks Step 4: Designing a data collection sheet or way of recording the data e.g. Survey questions, interview questions, land use map, base map, tally chart materials, identification sheet. Step 5: Observing and collecting data in field Step 6: Presenting the data Step 7: Describing/explaining the data Step 8: Evaluation of findings/application to an issue Prior knowledge The unit builds on the knowledge of the local area developed in KS1 and the fieldwork skills built throughout the key stages.</p>