Geography - Curriculum Sequencing:

Threshold Concepts:

- Enquiry & Fieldwork – asking questions about the world and gather first-hand information through observation, measurement and investigation.
- Sources & Evidence – using a range of sources such as maps, photographs, data and texts to find, interpret and draw conclusions about places.
- Mapping – using and creating maps to locate places, understand spatial relationships and represent geographical information.
- Communication – presenting geographical understanding clearly by describing, explaining and justifying ideas using appropriate vocabulary and evidence.

Curriculum Snapshot:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Geography through **Understanding the World**: Ourselves – Our Community – Our World					
Year 1	Four Seasons		Around the World			Life in the City
Year 2	Where Do I Live?		Let's Go to the Arctic		Map Makers	
Year 3	Rainforest		European Neighbours		India	
Year 4			Volcanoes	Countries of the World	Earning a Living	
Year 5		Grand Canyon	Water World		Extreme Earth	
Year 6		Local Area		South America		Scandinavia

Full Curriculum Sequence:

Reception:

In Reception, geography is taught through Understanding the World. Geographical knowledge, vocabulary and concepts are carefully woven through each theme, providing the foundation for the Geography curriculum taught in Years 1-6.

Theme	Geography Content
What makes me marvellous?	Home, family, places we know
How can I stay happy and healthy?	Local environment, seasons, outdoor spaces
Who is in our caring community?	Community and local places
What makes Wetherby so welcoming?	Maps, routes, local area study, Wetherby walk
What is in our wonderful world?	Plants, animals, habitats, environment
Who shares our wondrous world?	Contrasting places, countries and communities

Vocabulary

Map, route, school, home, community, Wetherby, village, town, countryside, environment, weather, season, plant, animal, habitat, world, country, continent, ocean

Essential Knowledge

- describe their immediate environment using observations, discussion, stories, non-fiction texts and maps
- understand that they belong to a local community
- recognise important features of Wetherby and the local area
- use simple maps and plans to represent familiar places
- identify features of the natural environment
- observe seasonal and weather changes
- compare their local environment with other environments
- recognise that different people live in different places around the world
- identify some similarities and differences between life in this country and life in other countries
- explore the natural world through first-hand observation
- use geographical vocabulary to describe places and environments.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**The Four Seasons** **Vocabulary:** Spring, Summer, Autumn, Winter, Cycle, Humid, Months of the Year **Essential Knowledge:** • there are four seasons • what seasons are and how they relate to the months of the year. • and can describe the features of each of the seasons using appropriate vocabulary to describe weather patterns.		**Around the World** **Vocabulary:** Country, Continent, Great Britain, Europe, France, World map, China, Asia, Australia, Kenya, Africa, North America, States, United States of America (USA), South America, Brazil, Antarctica **Essential Knowledge:** • that France is a country in Europe. • that China is a country in Asia. • that Australia is the name of both a country and a continent. • that Kenya is a country in Africa. • that the USA is a country in North America. • that Brazil is a country in South America. • that there are no countries in Antarctica. • that some countries are hot countries and some countries are cold countries. • identify the UK and France on a map of Europe. • that the lines within a map denote country borders. • • name the seven continents			**Life in the City** **Vocabulary:** City, Capital City, Beach, Mountain, Lake, Village, Countryside, Human feature, Physical feature, Coastline, Hill, Building, Harbour, Bridge, London, Edinburgh, South Africa **Essential Knowledge:** • that London is the capital city of the UK. • that Edinburgh is the capital city of Scotland. • that Cape Town is one of the capital cities of South Africa. • that a city is larger than a town or village. • that each country has a capital city. • that a capital city is where the government runs the country from. • and can list the human and physical features you might find in a city (a large population, business centre, local government and a long history). • that human features are developed according to the physical environment

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	**Where do I Live?** **Vocabulary:** Continent, Ocean, Asia, Africa, South America, North America, Europe, Australia, Antarctica, Pacific Ocean, Indian Ocean, Atlantic Ocean, Southern Ocean, Arctic Ocean, UK, England – London, Scotland – Edinburgh, N. Ireland – Belfast, Wales – Cardiff, Urban, Rural, Village, Town, City **Essential Knowledge:** • that the world is split into seven land masses called continents. • that there are oceans between the continents. • the difference between a continent and a country. • name the four countries of the UK. • name the four capital cities of the UK and match them to their country • What a settlement is. • and can describe the basic differences between a village, town and city		**Let's go the Arctic** **Vocabulary:** Seasons, Glacier, Sea Ice, Iceberg, Inuit, Igloo, Arctic, Circle, Mountains, Hills, Rivers, Lakes, Town, City, Sisimuit **Essential Knowledge:** • The names of the countries in the Arctic Circle. • Identify similarities and differences in the human and physical features London, UK and Sisimiut, Greenland. • Describe what the weather is like in the Arctic. • The seasons in the Arctic are different to the seasons we have. • Winter lasts longer in the Arctic than in other parts of the world. • Describe the physical features of the Arctic, including glaciers, sea ice and icebergs. • Name some animals that have adapted to live in the Arctic environment. • Describe the human features of cities in the Arctic Circle. • Inuits are native people of the Arctic Circle. • Know some of the features of the Inuit way of life.		**Map Makers** **Vocabulary:** Globe, Atlas, Left/Right, Compass Points, Direction, North, South, East, West, Landmark, Aerial view, perspective, Map, Key, Symbol **Essential Knowledge:** • that there are lots of different types of maps and that they can be used for different purposes – globes, atlases, digital maps and plans • what an aerial perspective is • that maps use keys to help identify features. • the four compass points are north, south, east, west	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**The Rainforest** **Vocabulary:** Equator, Tropic of Cancer, Tropic Capricorn, Africa, South America, Asia, Continent, Country, Rainforest, Climate, Sustainability, Settlement, tribespeople, Water Cycle Deforestation, Emergent, Canopy, Understory, Forest floor, **Essential Knowledge:** • Know what the equator, Tropic of Cancer and Tropic of Capricorn are, • name continents and countries that have areas of rainforest • define what a rainforest is. • the climate in rainforests is hot and humid, • describe the four layers of the rainforest • explain why rain falls more often in rainforests than in other parts of the world. • compare daily life for people living in rainforest tribes with that of people living in modern society. • what deforestation is and why it is happening. • describe the impact deforestation has • explain the basic steps of the water cycle using appropriate vocabulary. • describe ways in which steps are being taken to protect rainforests		**European Neighbours** **Vocabulary:** Europe, UK, North America, South America, Europe, Africa, Asia, Antarctica, Australia, Russia, Vatican City, Population, Germany, Currency, Euro, Capital City, London, Paris, Rome, Berlin, Madrid, Moscow, Athens, Landmark, Human, Physical, Artic ocean, Atlantic Ocean, Mediterranean Ocean **Essential Knowledge:** • name different countries in Europe. • name the seas and oceans surrounding Europe. • identify European countries based on human features, such as language, flag and currency. • identify some capital cities of Europe.		**India** **Vocabulary:** Climate, Region, Mountain, Formation, River Indus, Brahmaputra, Ganga, Narmada, Indus, Environment, Himalayas, Karakoram, Vindhyas, Aravali, Western/ Eastern Ghats, Fold Mountain, Volcanic Mountain, Fault Block Mountain, Plateau Mountains, Dome Mountains, Civilisation, **Essential Knowledge:** • that India is a country in Asia. • that New Delhi is the capital of India. • that India is in the Northern Hemisphere. • that India is one of the most populated countries in the world. • that India has areas of highland, humid sub-tropical, semi-arid, arid, tropical wet and dry, and topical wet climates, and explain what each of these climates is like. • Know what a monsoon is. • that there are five different types of mountain formations. • that the Ganges River and Narmada River are two of the major rivers in India. • different places around the world offer different experiences.	

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Year 4			**Volcanoes** **Vocabulary:** Equator, Hemisphere, Volcano, Composite Volcano, Shield Volcano, Dome Volcano, Dormant, Extinct, Active, Volcanic eruption, Tectonic plates, Fertile soils, Geothermal energy, Ecosystems, Pacific Ocean, "Ring of Fire" **Essential Knowledge:** • that the equator separates the Northern and Southern Hemispheres. • know that the capital of Hawaii is Honolulu. • some facts, such as the height and age of some of the world's most famous volcanoes. • that ash, gas, lava and rocks are released when a volcano erupts. • explain the difference between a composite, shield and dome volcano. • explain the different between a dormant, active and extinct volcano. • that most world's volcanoes are found at the boundaries of tectonic plates. • the 'ring' of fire' is an area around the Pacific Ocean • describe some of the human and physical features of Hawaii, a volcanic area. • name countries and continents that sit on different tectonic plates	**Countries of the World** **Vocabulary:** 7 continents, Capital city, North Pole, South Pole, Arctic, Antarctic, Climate Zones, Desert, Tropical **Essential Knowledge:** • name the seven continents of the world independently. • and can name several different countries in each continent. • and can name some major capital cities of the world. • where the North and South Poles are. • that places have different climate zones depending on where they are located, such as desert, arctic and tropical. • and can identify key physical features of the seven continents, including the tallest mountain and longest river in each. • describe the difference between human and physical geography	**Earning a Living** **Vocabulary:** Economy, Trade Links, Industry, Employment sectors, Climate, Landscape, Unemployment, Employment, Retired Child Labour, Agricultural Industry, Service Industry, Trade Natural resources, Fair Trade, Job Applicant Vacancy, **Essential Knowledge:** • that the UK's industries are dependent on geographical areas. • I understand the concept of trade links and of an economy. • identify a variety of jobs that belong to different sectors. • what some of the UK's top industries are. • and can describe how climate and landscape help determine a country's industries. • explain how unemployment affects people in the UK and around the world. • explain how child labour around the world affects the economy.	

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Year 5		**The Grand Canyon** **Vocabulary:** Grand Canyon, North America, State, Longitude Latitude, Erosion, Tectonic plate, Biome, Desert scrub biome, Native American tribe, Havasupai tribe, Reservation, tourism **Essential Knowledge:** • that the Grand Canyon is located in the USA, North America. • that the Grand Canyon is in the state of Arizona. • know what lines of longitude and latitude are. • what erosion is. • that the Grand Canyon was formed by the movement of tectonic plates, as well as erosion by river, ice and rain. • that the environment is very different at the top of the Grand Canyon to the bottom. • describe what a biome is. • describe what a desert scrub biome is • name some of the animals and plants that live in the desert scrub biome • that native American tribes have lived around the Grand Canyon for hundreds of years. • the Havasupai tribe earn a living from their reservation using tourism from the Grand Canyon.	**Water World** **Vocabulary:** Seas, Oceans, Lakes, Reservoirs, Bays, Gulfs, Straits, Glaciers, Fjords, Precipitation, Infiltration, Evaporation, Transpiration, Condensation, transportation, Water cycle, Water conservation Water treatment process, Water-scarce, Hydropower, Sustainable Community, Biological, Chemical, Physical Geographical **Essential Knowledge:** • name and describe the Earth's bodies of water, • some of the Earth's bodies of water have salt water and some have fresh water. • understand and explain the water cycle using appropriate vocabulary, • explain why the water cycle is important for our planet. • describe some of the ways in which people need water every day to live. • that water is pumped into a water treatment plant, then pumped into houses • describe the six steps in the water treatment process. • what the term 'water conservation' means. • that Kenya is a water-scarce country. • explain what hydropower is		**Extreme Earth** **Vocabulary:** Troposphere, Drought, Extreme weather - tornados, tropical storms, hail storms and blizzards, Plate tectonics, Earthquake, Richter Scale Tsunami, volcano **Essential Knowledge:** • where some places of extreme temperature are located. • that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs. • explain what a drought is and some of the causes • explain why some areas get more rain than others in relation to the water cycle. • describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards. • effects of extreme weather phenomena on the environment and people affected. • use plate tectonics to describe what earthquakes are and why they happen. • what the Richter scale is. • describe the effects of earthquakes on the environment and people • that tsunamis occur when there are earthquakes on the ocean floor. • describe what happens when a volcano erupts.	

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Year 6		**Our Local Area** **Vocabulary:** Economic, Natural Resource, Products, Original and current function, Settlement, Commercial, Residential, Industrial, Educational, Forest, Park, Common, High-order service, Low-order service, Export, Import, Climate, Climate zone **Essential Knowledge:** • the purpose of different settlements and that this can change over time. • that settlements can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons, agricultural. • the difference between high-order and low-order services in a settlement. • that countries trade products through import and export. • the location of Wetherby.		**South America** **Vocabulary:** South America, Countries of South America, Tropics of Cancer and Capricorn, Equator, Territory, Climate Zones, Temperate, Arid, Sub-tropical, Andes, World Trade, Import, Export **Essential Knowledge:** • name the countries of South America. • what Tropics of Cancer and Capricorn, and the equator are. • different climate zones of South America. • that the Andes are the major mountain range of South America. • how mountains are formed. • how humans use the Andes for things like natural resources, hydroelectric dams and tourism. • that the main industries of South America are agriculture and timber. • name some key industries in different South American countries.		**Scandinavia** **Vocabulary:** Scandanavia and Nordic, Denmark / Copenhagen, Finland / Helskini, Iceland /Reykjavik, Sweden / Stockholm, Norway / Oslo, Climate Zone, Northern Europe, National identity, Glacier, Fjord, Mountains Lakes, Waterfalls, Marine West Coast, Humid continental, Subartic, Tundra **Essential Knowledge:** • that Scandinavia is made up of the countries Norway, Sweden and Denmark. • that Scandinavia has areas of marine west coast, humid continental, subarctic and tundra climates. • that the physical geography of Norway, Sweden and Denmark is very different, and can describe some of these differences. • the capital cities of the Scandinavian countries.