

Futura Knowledge Document
Geography

	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Autumn 1</p> <p>Substantive and Disciplinary Knowledge</p>	<p>Place & Space Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a non-EU country.</p> <p>Identify Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Scale Describe localities at a small scale, comparing other similar sized locations to their own local area.</p> <p>Interdependence and sustainability Begin to establish an understanding of the interaction between physical and human processes.</p> <p>Cultural understanding Begin to understand that people and places are culturally diverse.</p> <p>Geographical numeracy Sort/categorise geographical features – e.g. land uses</p> <p>Globes, maps and atlases Compare and contrast a small area of the UK with that of a non-European country</p>		<p>Eco warriors Understand geographical similarities and differences through studying the human and physical geography of areas of the world including a region in a European country and North or South America.</p> <p>Describe and understand key aspects of human geography including economic activity, trade links, and the distribution of natural resources including energy, food and water.</p> <p>Understand that people and places are culturally diverse and begin to understand that the ways they interact with each are affected by their perceptions of the human and physical environments.</p> <p>Ask and answer geographical questions about human and physical geography</p> <p>Identify key features of a location (rural/urban)</p>
<p>What will children know and remember?</p>			

<p>Children will be able to . . .</p>			
<p>Autumn 2</p> <p>Substantive and Disciplinary Knowledge</p>		<p>Wonderful World – N and S America</p> <p>Understand that people and places are culturally diverse.</p> <p>Describe localities at a larger scale (local, national, international and global) comparing locations with their own location and with each other.</p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian</p> <p>Describe and understand key aspects of human geography including types of settlement and land use.</p>	
<p>What will children know and remember?</p> <p>Children will be able to . . .</p>			
<p>Spring 1</p> <p>Substantive and Disciplinary Knowledge</p>	<p>Extreme Weather Location</p> <p>Name and locate the world’s seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.</p>		<p>In the Zone</p> <p>Understand how climate and vegetation are connected in biomes, how plants and animals are adapted to their environment and how food production is influenced by climate.</p> <p>Establish an understanding of the interaction between physical and human processes.</p>

	<p>Physical world Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Maps (OS maps) Use of aerial photos and plans</p> <p>Globes, maps and atlases Use world maps, atlases and globes to investigate the world's continents and oceans. Countries and capitals of the UK</p> <p>Explore weather and climate in the UK and around the world.</p>		<p>Begin to understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems.</p> <p>Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other.</p> <p>Identify and describe the geographical significance of latitude and longitude Equator, hemispheres, Tropic of Cancer/Capricorn and Arctic and Antarctic Circles</p> <p>Use and understand comparative data</p>
<p>What will children know and remember?</p> <p>Children will be able to . . .</p>			
<p>Spring 2</p> <p>Substantive and Disciplinary Knowledge</p>		<p>Earthquakes and Volcanoes – Extreme Earth</p> <p>Understanding geographical similarities and differences through studying the human and physical geography of areas of the world including a locality in America.</p> <p>Describe and understand key features of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Use simple geographical vocab to describe geographical features and how they change</p> <p>Ask and answer geographical questions about human and physical geography.</p> <p>Measure, record and present geographical information in tables, graphs and charts Use and understand some</p>	

		numerical/comparative data Categorise geographical features –e.g. land uses	
<p>What will children know and remember?</p> <p>Children will be able to. . .</p>		<p>Understand the structure of the earth (outer core, inner core, mantle, crust) - diagram</p> <p>Identify, describe and explain the causes/formation of earthquakes and volcanoes – tectonic plates</p> <p>Describe and explain why earthquakes and volcanoes occur in some places but not others – plate boundaries diagram</p> <p>Locate and describe the effects of major earthquakes and volcanoes eg Haiti, Christchurch New Zealand, Chile (atlases, GIS)</p> <p>Observe and record the distribution of earthquakes and volcanoes over time eg in New Zealand</p> <p>Understand through explanation and reaching conclusions why the most powerful earthquakes and volcanoes in the world do not necessarily cause the most deaths and destruction eg comparison Christchurch earthquake with Haiti</p> <p>Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of a volcanic area with that of the local area/region eg Iceland volcanic region and Bristol area</p> <p>Understand how and why the environment of a volcanic region has changed over time about the positive and negative impact of these changes on the ways of life of the people of that region</p> <p>Make a reasoned geographical judgement, using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes.</p>	
<p>Summer 1</p> <p>Substantive and Disciplinary Knowledge</p>	<p>Maps (OS maps)</p> <p>Devise a simple map and use and construct basic symbols in a key. Use simple grid references (B1 and A1)</p> <p>Use 4-point compass directions</p> <p>GIS</p>		

	<p>Use digital mapping to locate and describe the local area</p> <p>Geographical fieldwork Ask and answer geographical questions. Identify key features of a location (rural/urban)</p> <p>Use simple fieldwork and observational skills to study the geography of the school</p> <p>Geographical literacy Use basic vocabulary to refer to key physical and key human features.</p> <p>Be able to describe local and/or small-scale geographical features</p> <p>Use locational language of features and routes on a map.</p> <p>Geographical numeracy Use simple grid references. Measure and record simple geographical information in tables, graphs and charts.</p> <p>Globes, maps and atlases Be able to describe local and/or small-scale geographical features.</p>		
<p>What will children know and remember?</p> <p>Children will be able to . . .</p>			
<p>Summer 2</p>	<p>Where we Live UK – National Parks and Local Area</p>		

<p>Substantive and Disciplinary Knowledge</p>		<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>Describe and understand key aspects of human and physical geography including types of settlement and land use.</p> <p>Establish an understanding of the interaction between physical and human processes.</p> <p>The child can describe the water cycle in sequence</p> <p>Changing features of the UK Geographic zones of the world</p> <p>Use the 8 points of a compass, 4 figure grid references, symbols and a key to communicate knowledge of the UK and wider world</p> <p>Use aerial photographs and plans</p> <p>Use digital/computer mapping to locate countries and describe countries and the local area</p> <p>Use locational language of features and routes on a map Use geographical vocabulary to describe local and/or small-scale geographical features as well as those on a wider global level</p> <p>Identify key features of a location (rural/urban) Use simple fieldwork and observational skills to study the geography of the local area</p>	<p>Key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>time zones concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>The child can describe and understand a range of key physical processes and the resulting physical landscapes. The child can understand how a mountain region was formed.</p> <p>Use the 8 points of a compass, 4 and 6 figure grid references, symbols and a key-OS maps standard-to communicate knowledge of the UK and the world</p> <p>Using a wide range of resources to give detailed descriptions and opinions of characteristics features of locations including digital/computer mapping</p> <p>Use fieldwork and observational skills to study and record and present the geography of the local area including a river</p> <p>Describe and understand key aspects of physical and human geography</p> <p>Use locational language of features and routes on a map</p> <p>Use precise geographical vocabulary to describe local and/or small-scale geographical features as well as those on a wider global level</p> <p>Accurately draw and interpret a range of basic graphs and charts; perform basic data manipulations; interpret basic patterns and trends within numerical data and graphs in more detail Measure and record geographical data.</p>
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