

# WCPS Geography Curriculum Overview 2025-2026

## WCPS Curriculum Intent for Geography

A high-quality geography education that inspires in our pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching that equips our pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## EYFS Statutory Framework Geography Related Objectives

### People, culture and communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### The natural world

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, the seasons and changing states of matter

## EYFS Geography Curriculum

### Core Knowledge

1. Pupils will know what happens at harvest time
2. Pupils will know what a season is and know that there are 4 seasons
3. Pupils will know that our capital city is London (Guy Fawkes)
4. Pupils will know that Africa is a continent and is made up of many countries
5. Pupils will be able to talk about the climate in Africa
6. Pupils will begin to understand what a globe represents
7. Pupils will explore African culture
8. Pupils will be able to compare animals in this country with those in Africa
9. Pupils will be able to locate some oceans on a globe or world map
10. Pupils will be able to discuss some effects of pollution in the oceans
11. Pupils will be able to draw information on simple maps

### Hinterland Knowledge

- Pupils will see where they live from an aerial view on google earth
- Pupils will watch videos of animals in Africa
- Pupils will eat African food and dress in African clothing
- Pupils will see lots of different types of maps from different places

### Skills

- Pupils will develop being able to tell you what season harvest takes place in England
- Pupils will know what a capital city is
- Pupils will know that Africa is a hot continent, and we need to get there by plane/boat
- Pupils will know they speak a different language in parts of Africa

# WCPS Geography Curriculum: EYFS – Year 6

- Pupils will know a map helps us locate places

## Wonder

- *I wonder what an African house is like?*
- *I wonder what they eat in Africa?*
- *I wonder if I could see an Elephant in Africa?*

## Experiences & Provocations

- Gressenhall Trip
- Getting to know the immediate area around our school
- Using Google Earth to see our school

## Vocabulary - Tier 3 Subject Specific

Map, globe, ocean, capital city, country, continent, language, climate, traditional, culture, season.

## KS1 National Curriculum

Pupils will develop knowledge about the world, the United Kingdom and their locality. They will 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.

Pupils to be taught to:

### Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### Human and physical geography

- 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
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

# WCPS Geography Curriculum: EYFS – Year 6

| Year 1 Geography Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>What is the geography of where I live?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know that Geography is the study of people and places.</li> <li>2. Pupils will know the features of their school locality (learning, living, nature, forest).</li> <li>3. Pupils will know how land is different in a town compared to a countryside.</li> <li>4. Pupils will know the names of the four countries of the United Kingdom.</li> <li>5. Pupils will know where they live in the UK (village/town/city).</li> <li>6. Pupils will know what a map is and how one can be used, and use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>• Pupils will know how many people live in their town.</li> <li>• Pupils will know how far away the next city is.</li> <li>• Pupils will know what their address is.</li> </ul> | <p>What does it take to be a great explorer?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know the difference between human and physical geographical features such as urban areas (cities and towns, factories, port, shops), coasts, rural areas (fields, countryside, farms).</li> <li>2. Pupils will name the world's seven continents and five oceans {also visited in our history curriculum}.</li> <li>3. Pupils will know the names of the four countries of the United Kingdom and their capitals.</li> <li>4. Pupils will know how to use a map or globe to identify countries, continents and oceans.</li> <li>5.</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>• Pupils will know similarities and differences between England and other countries</li> <li>• Using compass directions to describe routes (north, south, east, west)</li> </ul> <p>Skills</p> | <p>How does the weather affect our lives?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know that weather symbols represent different weather conditions.</li> <li>2. Pupils will know how to identify seasonal and daily weather patterns in the UK compared to the equator.</li> <li>3. Pupils will know how weather can be measured (e.g. thermometer, rain gauge).</li> <li>4. Pupils will know why weather isn't the same everywhere in the world.</li> <li>5. Pupils will name and locate the world's seven continents and five oceans {also visited in our history curriculum}.</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>• Pupils will know why weather is different when we go on holiday.</li> <li>• Pupils will know why so much the Earth is covered in water.</li> <li>• Pupils will know why we use weather symbols rather than words.</li> <li>• Pupils will know how people predict the weather.</li> </ul> |

# WCPS Geography Curriculum: EYFS – Year 6

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| <ul style="list-style-type: none"> <li>• Pupils will know how many schools are in their country.</li> <li>• Pupils will know the difference between human and physical geographical features (such as town, city, farm, port, hill, coast, river etc).</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to describe the features of their school and local area</li> <li>• Pupils will develop being able to recognise what a map is and identify the features on it</li> <li>• Pupils will develop being able to locate the countries and cities in the UK</li> <li>• Pupils will develop being able to compare the differences between towns and countryside.</li> <li>• Pupils will develop being able to observe the features in their local area.</li> </ul> <p>Wonder</p> <ul style="list-style-type: none"> <li>• <i>I wonder what the biggest school in the world is...</i></li> <li>• <i>I wonder how people used to get around before there were maps...</i></li> </ul> <p>Experiences &amp; Provocations</p> <p>Pupils will experience the curriculum by:</p> | <ol style="list-style-type: none"> <li>1. Pupils will develop being able to identify the location of continents and oceans</li> <li>2. Pupils will develop being able to explain why it is important to look after the world</li> <li>3. Pupils will develop being able to compare locations in the UK and in a non-European country</li> </ol> <p>Wonder</p> <ol style="list-style-type: none"> <li>4. <i>I wonder how deep the ocean is...</i></li> <li>5. <i>I wonder how long it takes to go round the world...</i></li> </ol> <p>Experiences &amp; Provocations</p> <p>Pupils will experience the curriculum by:</p> <ol style="list-style-type: none"> <li>6. Pupils will use aerial photographs of contrasting locations to look at similarities and differences.</li> <li>7. Pupils will use maps of the UK and world maps to locate countries</li> <li>8. Pupils will explore books about explorers and the world</li> </ol> <p>Vocabulary - Tier 3 Subject Specific</p> <p>Seaside, countryside, town, city urban, rural, flats, sand, beach, pebbles, mountain, rocks, field, high street, sea, shops, road, trees, wood, cliff,</p> | <p>Skills</p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to identify weather symbols</li> <li>• Pupils will develop being able to describe different types of weather</li> <li>• Pupils will develop being able to measure rainfall and temperature</li> <li>• Pupils will develop being able to record weather data</li> <li>• Pupils will develop being able to explain why the weather changes and why it is different in certain parts of the world</li> <li>• Pupils will develop being able to observe changes in the weather</li> </ul> <p>Wonder</p> <ul style="list-style-type: none"> <li>• <i>I wonder if it will ever snow in the summer holidays...</i></li> <li>• <i>I wonder what the hottest temperature in my country ever recorded was...</i></li> </ul> <p>Experiences &amp; Provocations</p> <p>Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> <li>• Create a weather book to record and measure weather at school</li> <li>• Become a weather reporter and use subject specific vocabulary to predict what the weather will be like in your local area.</li> </ul> |
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# WCPS Geography Curriculum: EYFS – Year 6

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| <ul style="list-style-type: none"> <li>• Using a map to go on a walk around Wymondham College and seeing what they notice about the area.</li> <li>• Assisting the memory of core knowledge by learning songs and rhymes.</li> <li>• Looking a real image of our local area to assist retrieval and understanding of information.</li> </ul> <p>Vocabulary - Tier 3 Subject Specific<br/>place, people, environment, natural, geography, map, global, physical, United Kingdom, village, town, city, country, countryside, capital, building, living, learning, shop, local, holiday, human, forest, beach, farmland, key, land use</p> <p>Challenge:<br/>recreation, residential, transport, construction, evolution</p> | <p>houses, traffic, habitat, environment, adaptation, pollution, continent, ocean, north pole, south pole, North America, South America, Asia, Africa, Antarctica, Europe, Oceania, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, Atlantic Ocean, Compass, River, Island, Capital, Region</p> | <ul style="list-style-type: none"> <li>• Pupils will use maps to locate the world's continents and oceans</li> </ul> <p>Vocabulary - Tier 3 Subject Specific<br/>weather, rainfall, temperature, local, sunshine, wind, fog, snow, drought, cloud, thermometer, rain, rain gauge, season, winter, spring, summer, autumn, ice, country, city, equator, north pole, south pole, continent, ocean, atmosphere, earth, united kingdom, England, map, globe, symbol North America, South America, Asia, Africa, Antarctica, Europe, Oceania, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, Atlantic Ocean, Compass, River, Island, Capital, Region</p> |
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# WCPS Geography Curriculum: EYFS – Year 6

Pupils will develop knowledge about the world, the United Kingdom and their locality. They will 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.

Pupils to be taught to:

## Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

## Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

## Human and physical geography

- 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
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

## Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Year 2 Geography Curriculum

# WCPS Geography Curriculum: EYFS – Year 6

| Spring Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summer Term 1 and 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p data-bbox="188 379 1032 411">Cold and Hot climates: Why don't penguins need to fly?</p> <p data-bbox="107 464 360 496">Core Knowledge</p> <ol data-bbox="159 507 1077 959" style="list-style-type: none"> <li>1. Pupils will know and locate the seven continents and five oceans.</li> <li>2. Pupils will know the key geographical features of the Antarctic environment.</li> <li>3. Pupils will know simple compass directions (North, South, East, West)</li> <li>4. Pupils will know the similarities and differences between the Arctic region and North Pole.</li> <li>5. Pupils will know about the weather and climate of Antarctica and Zambia.</li> <li>6. Pupils will know how the geographical features of Antarctica and Zambia are similar and different.</li> </ol> <p data-bbox="107 1011 450 1043">Hinterland Knowledge</p> <ul data-bbox="107 1054 1111 1337" style="list-style-type: none"> <li>• Pupils will know why Antarctica is a desert despite being the coldest place on earth.</li> <li>• Pupils will know why explorers have been to the polar regions.</li> <li>• Pupils will know the components of the food chain of an Emperor Penguin (science cross-curricular link).</li> <li>• Pupils will know how penguins are adapted to the Antarctic environment (science cross-curricular link)</li> </ul> <p data-bbox="107 1390 188 1422">Skills</p> | <p data-bbox="1245 379 1973 411">Why does it matter where my food come from?</p> <p data-bbox="1144 464 1397 496">Core Knowledge</p> <ol data-bbox="1196 507 2069 1043" style="list-style-type: none"> <li>1. Pupils will know what a farm is and what the 3 types of farming are in the UK.</li> <li>2. Pupils will know what happens on a dairy farm.</li> <li>3. Pupils will know how milk is used as a raw material of dairy products.</li> <li>4. Pupils will know the physical and human features of the rural and urban landscapes</li> <li>5. Pupils will know how weather conditions in Devon compare with those of the UK as a whole (and revise the UK countries and seas)</li> <li>6. Pupils will know the most popular fruits in the UK and where it is produced.</li> <li>7. Pupils will know some of the benefits of buying foods locally.</li> </ol> <p data-bbox="1144 1096 1487 1128">Hinterland Knowledge</p> <ul data-bbox="1144 1139 2058 1378" style="list-style-type: none"> <li>• Pupils will know what is grown in the farms near school?</li> <li>• Pupils will know why the weather in Devon makes it an ideal place for dairy farming.</li> <li>• Pupils will know the physical and human features of the rural and urban landscapes of Devon (e.g. mountains, hills)</li> <li>• Pupils will know the different food groups.</li> </ul> |

# WCPS Geography Curriculum: EYFS – Year 6

- Pupils will observe, name and describe a range of physical features of Antarctica.
- Pupils will describe what a polar climate is like.
- Pupils will identify and locate the seven continents and five oceans including equator.
- Pupils will be able to identify, recognise and describe the key geographical features of the Antarctic environment.
- Pupils will be able to observe and describe ways the Arctic region and North Pole are similar and different.
- Pupils will identify, describe and compare the weather and climate of Antarctica and Zambia.
- Pupils will be able to compare the geographical features of Antarctica and Zambia.
- Pupils will be able to describe what a food chain is and identify the main parts of a food chain of a polar bear.

## Wonder

- *I wonder how many penguins there are in the world?*
- *I wonder why polar bears don't eat penguins?*
- *I wonder why there are no polar bears in Antarctica?*
- *I wonder what would happen if all the ice melted?*
- *I wonder who lives in Antarctica?*

## Experiences & Provocations

- Pupils will experience the curriculum by:
  - Watching videos
  - Listening to stories
  - Use aerial photographs

- Pupils will know what trade is and what importing and exporting means.
- Pupils will know the stages of growing bananas and exporting them to the UK.

## Skills

- Pupils will recognise that food comes from plants and animals.
- Pupils will describe and suggest reasons why the weather in Devon makes it a good place for dairy farming.
- Pupils will describe how cheese is made from milk.
- Pupils will identify and describe why some foods are imported.
- Pupils will identify where Costa Rica is and suggest reasons why bananas can be grown here and not in UK.
- Pupils will identify and describe different kinds of vegetables.

## Wonder

- *I wonder what countries the food in my kitchen cupboard comes from?*

## Experiences & Provocations

- Pupils will experience the curriculum by:
  - Homework collect / look at food packaging at home. Locate countries it comes from on a word map.
  - Cross curricular link to ICT/ Maths data handling.
  - Farm visit
  - Fruit tasting

## Vocabulary - Tier 3 Subject Specific

# WCPS Geography Curriculum: EYFS – Year 6

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| <ul style="list-style-type: none"> <li>○ Use world maps and globes</li> </ul> <p>Vocabulary - Tier 3 Subject Specific</p> <p>Food chain, polar, continent, adaptation, desert, geographical features, mountains, icebergs, glacier, coastline, habitat, predator, equator</p> | <p>Raw materials, export, import, manufacture, refine, pasture, plantation, nutrition, tropical, temperate</p> |
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| KS2 National Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>Pupils will 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 will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils will be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>▪ 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 and time zones (including day and night)</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>▪ describe and understand key aspects of:</li> <li>▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> |

# WCPS Geography Curriculum: EYFS – Year 6

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

## Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Year 3 Geography Curriculum

| Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Summer Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>How and why is my local area changing?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>Pupils will know the difference between physical and human processes and events that affect environments.</li> <li>Pupils will know how the environment of their school and grounds has changed over time.</li> <li>Pupils will know why locations in the local area of the school have changed.</li> <li>Pupils will know how to use 4 points of the compass to create simple sketch maps.</li> <li>Pupils will know how the quality of the environment varies in the local area surrounding their school.</li> <li>Pupils will know how and why environments are changing at different locations around the world.</li> </ol> | <p>Why are the world's landscapes shaped the way they are?</p> <p>Volcanoes and Earthquakes</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>Pupils will know what earthquakes and volcanoes are</li> <li>Pupils will know the distribution of earthquakes and volcanoes occurring around the world.</li> <li>Pupils will know why earthquakes and volcanoes happen at some locations but not others.</li> <li>Pupils will know how the magnitude of an earthquake is measured.</li> <li>Pupils will know what causes a volcano.</li> </ol> | <p>What makes a country unique?</p> <p>Europe: Italy - Physical &amp; Human landscape – comparison with UK</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>Pupils will know where Italy and the UK are on a world and European map.</li> <li>Pupils will know the physical landscape of Italy and how this compares to the UK</li> <li>Pupils will know how the climate and weather differ in Italy compared to the UK</li> <li>Pupils will know about the important landmarks and human features in Italy and why they are important to Italian culture.</li> <li>Pupils will know where people visit on holiday when they go to Italy.</li> </ol> |

# WCPS Geography Curriculum: EYFS – Year 6

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| <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know that there are often different views about whether environmental change is a positive thing.</li> <li>• Pupils will know how humans behave locally can contribute to global changes such as climate change.</li> <li>• Pupils will know that environmental change on a global scale affects our lives locally.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to identify, describe and explain the difference between physical and human processes and events that affect environments.</li> <li>• Pupils will develop being able to observe, identify, describe and explain how the quality of the environment varies in the local area surrounding my school.</li> <li>• Pupils will develop being able to identify, describe and explain why some locations in the local area of the school have changed.</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li>• <i>I wonder what it used to be like in my local area.</i></li> <li>• <i>I wonder how much my local area has changed</i></li> <li>• <i>I wonder how much it will change in the future.</i></li> </ul> | <p>6. Pupils will know the structure of a typical composite volcano</p> <p>7. Pupils will know why volcanoes and earthquakes often occur at the same locations around the world.</p> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know why earthquakes with the greatest magnitude do not necessarily cause the most deaths and destruction.</li> <li>• Pupils will know the location of the 'Pacific Ring of Fire' and why it is a hot spot for earthquakes and volcanoes.</li> <li>• Pupils will know the location, cause and effects of the Christchurch (New Zealand) earthquake of 2011</li> <li>• Pupils will know the cause an impact of a significant volcanic events throughout history, such as Pompeii</li> <li>• Pupils will know the benefits and costs or disadvantages of living in close proximity to an active volcano</li> </ul> <p><b>Skills</b></p> | <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know the types of jobs that people do in the UK compared to Italy</li> <li>• Pupils will know the types of plants and animals that live in Italy compared to the UK</li> <li>• Pupils will know the types of activities that people do for leisure and recreation in Italy compared to the UK</li> <li>• Pupils will know about the historical importance of particular landmarks and heritage sites in Italy.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to compare the landscape of the UK and Italy.</li> <li>• Pupils will develop being able to describe the landscape of Italy</li> <li>• Pupils will develop being able to interpret photos and maps to find out more about a location.</li> <li>• Pupils will develop being able to locate landmarks and location in Italy and the UK on maps.</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li>• <i>I wonder what it is like to live in Italy</i></li> </ul> |
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# WCPS Geography Curriculum: EYFS – Year 6

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| <p>Experiences &amp; Provocations</p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>Using maps</li> <li>Asking local people questions</li> <li>Research</li> <li>Photos</li> </ul> </li> </ul> <p>Vocabulary - Tier 3 Subject Specific<br/>Environment, processes, distribution, location, land use, transport, change, interaction, settlement, economic activity, pattern, pollution, flash flood, natural disaster, pollution, deforestation</p> | <ul style="list-style-type: none"> <li>Pupils will develop being able to describe and explain what causes an earthquake and a volcano</li> <li>Pupils will develop being able to locate, describe and explain the distribution of earthquakes occurring around the world.</li> <li>Pupils will develop being able to identify where volcanoes are formed and explain why some locations have more active volcanoes than others</li> <li>Pupils will develop being able to explain why volcanoes and earthquakes occur.</li> </ul> <p>Wonder</p> <ul style="list-style-type: none"> <li><i>I wonder why we don't have volcanoes and earthquakes in the UK</i></li> <li><i>I wonder what it is like living close to a volcano or earthquake zone</i></li> <li><i>I wonder why some volcanoes stop erupting</i></li> <li><i>I wonder what an earthquake feels like</i></li> </ul> <p>Experiences &amp; Provocations</p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>Using maps</li> <li>Analysing photos</li> <li>Watching videos</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li><i>I wonder why people choose to go on holiday to Italy</i></li> <li><i>I wonder why there are so many historical sites in Italy</i></li> <li></li> </ul> <p>Experiences &amp; Provocations</p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>Using maps</li> <li>Photos</li> <li>Videos</li> </ul> </li> </ul> <p>Vocabulary - Tier 3 Subject Specific<br/>Culture, heritage, landscape, terrain, vegetation, tourism, leisure, recreation, landmark, human feature, physical feature, unique</p> |
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# WCPS Geography Curriculum: EYFS – Year 6

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|  | <ul style="list-style-type: none"> <li>○ Drawing diagrams</li> </ul> <p>Vocabulary - Tier 3 Subject Specific<br/>Earthquake, strata, epicentre, focus, tectonic plate, crust, mantle, core, fault, volcano, Richter scale, magnitude, distribution, location, hazard, interdependence, region, tectonics, plates, lava, magma, composite</p> |  |
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## KS2 National Curriculum

Pupils will 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 will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils to be taught to:

### Locational knowledge

- 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
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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 and time zones (including day and night)

### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### Human and physical geography

# WCPS Geography Curriculum: EYFS – Year 6

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

## Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, sym
- bolts and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Year 4 Geography Curriculum

| Autumn Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Autumn Term 2                                                                                                                                                                                                                                                                                                                                                                                                                    | Summer Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>How are places of natural beauty &amp; buildings of historical interest looked after &amp; protected?</p> <p>National Parks</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know the names and locations of the fifteen National Parks of Great Britain</li> <li>2. Pupils will know the main distinctive physical features of National Parks</li> <li>3. Pupils will know what the three aims or purposes of National parks are and that sometimes they conflict with each other</li> </ol> | <p>Which world firsts have had the biggest impact on your quality of life and the lives of others?</p> <p>Sustainability and Natural Resources</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know what a natural resource is.</li> <li>2. Pupils will know the difference between renewable and non-renewable resources.</li> <li>3. Pupils will know how electricity is generated.</li> </ol> | <p>Why are the world's landscapes shaped the way they are?</p> <p>Water! Rivers and Coasts</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know how the course of a typical river changes from source to mouth and the physical features it creates</li> <li>2. Pupils will know why these physical features are formed</li> <li>3. Pupils will know what the water cycle is and the important part that rivers play</li> </ol> |

# WCPS Geography Curriculum: EYFS – Year 6

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| <ol style="list-style-type: none"> <li>Pupils will know the main land use of National Parks</li> <li>Pupils will know why farming and farmers are important in helping to achieve the aims of the National Parks</li> <li>Pupils will know how and why National Parks in the USA are similar and different from National Parks in Great Britain</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>Pupils will know how the different National Parks in the UK differ in terms of their land use, landscape and heritage</li> <li>Pupils will explore the impact of tourism on National Parks in the UK</li> <li>Pupils will find out about charities such as the National Trust</li> <li>Pupils will know what the term 'cultural heritage' means</li> <li></li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>Pupils will develop being able to compare the distribution of National Parks with the distribution of upland and urban areas in Great Britain</li> <li>Pupils will develop being able to justify the importance of National Parks</li> </ul> | <ol style="list-style-type: none"> <li>Pupils will know the different sources of energy used to make electricity in the United Kingdom.</li> <li>Pupils will know why fossil fuels are no longer used to generate electricity in the United Kingdom.</li> <li>Pupils will know how humans created greenhouse gases to global warning</li> <li>Pupils will know what sustainability and sustainable development mean.</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>Pupils will know how electricity is generated in a hydroelectric power station.</li> <li>Pupils will know the benefits of using renewable sources of energy in poorer countries of the world such as Nepal.</li> <li>Pupils will know how I could live in a more sustainable way both at home and at school.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>Pupils will develop being able to identify, describe and explain the difference between renewable and non-renewable resources.</li> <li>Pupils will develop being able to identify and describe the different sources of</li> </ul> | <ol style="list-style-type: none"> <li>Pupils will know what happens when a river meets the sea</li> <li>Pupils will know the main physical features of the coastline (beach, cliffs, sand dunes, waves)</li> <li>Pupils will know how erosion caused by water is changing the shape of the coastline and rivers</li> <li>Pupils will know what humans are doing to try and protect the coastline</li> <li>Pupils will identify and locate river and coastal features using 4-figure grid references, OS symbols and the 8 points of the compass</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>Pupils will know the causes and effects of flooding in the UK and the wider world</li> <li>Pupils will study the Norfolk Broads and the river networks within the county</li> <li>Pupils will study a coastal area in Norfolk where erosion is changing the coastline (e.g. Happisburgh, Winterton, Hemsby).</li> <li>Pupils will know and understand how water is contained within the water cycle and appreciate that this water has always been on the planet (e.g. we are drinking the same water as dinosaurs)</li> </ul> |
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# WCPS Geography Curriculum: EYFS – Year 6

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| <ul style="list-style-type: none"> <li>• Pupils will develop being able to explain why cultural features are important elements of National Parks</li> <li>• Pupils will develop being able to judge and evaluate the aims of National Parks</li> </ul> <p>Wonder</p> <ul style="list-style-type: none"> <li>• <i>I wonder where my nearest National Park is?</i></li> <li>• <i>I wonder how we can look after National Parks?</i></li> <li>• <i>I wonder how much land in Great Britain is covered by National Parks?</i></li> </ul> <p>Experiences &amp; Provocations</p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ A trip to a National Park</li> <li>○ Talking with people who manage National Parks in the UK</li> <li>○ Use map, aerial photographs and videos</li> </ul> </li> </ul> <p>Vocabulary - Tier 3 Subject Specific</p> <p>Physical feature, human feature, environment, conservation, cultural heritage, region, location, economic activity, sustainability, distribution, tourism, leisure, natural resources</p> | <p>energy used to make electricity in the United Kingdom.</p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to explain why fossil fuels are no longer used to generate electricity in the United Kingdom.</li> </ul> <p>Wonder</p> <ul style="list-style-type: none"> <li>• <i>I wonder what the world will be like in 50 or 100 years</i></li> <li>• <i>I wonder what will happen when fossil fuels run out completely</i></li> <li>• <i>I wonder what cars will look like in the future.</i></li> </ul> <p>Experiences &amp; Provocations</p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> <p>Vocabulary - Tier 3 Subject Specific</p> <p>Environment, interdependence, settlement, development, sustainable, renewable, fossil fuels, non-renewable, agriculture, energy, raw material, natural resource, deforestation, pollution, global warming</p> | <ul style="list-style-type: none"> <li>• Pupils will know the uses for rivers and the coast (such as transport and tourism), and the impact humans are having on these environments.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to observe and collect data at various points along a stream to show graphically how the river changes</li> <li>• Pupils will develop being able to create a simple cross section across the river at each of these points</li> <li>• Pupils will develop being able to describe the different stages of the water cycle</li> <li>• Pupils will develop being able to use their knowledge of global climates to infer why some countries, such as Bangladesh, experience monsoons</li> </ul> <p>Wonder</p> <ul style="list-style-type: none"> <li>• <i>I wonder why some parts of the world experience monsoons?</i></li> <li>• <i>I wonder what happens when water evaporates? Does it ever disappear?</i></li> <li>• <i>I wonder why a river starts flowing from certain places? (Discuss sources and springs)</i></li> <li>• <i>I wonder what will happen if the coastline keeps retreating</i></li> </ul> |
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# WCPS Geography Curriculum: EYFS – Year 6

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|  |  | <ul style="list-style-type: none"> <li>• Experiences &amp; Provocations</li> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ Pupils will visit a river or stream and collect material from different points to explore how the water</li> <li>○ Pupils will look at a range of sources, such as photos, maps and videos</li> </ul> </li> <li>• Vocabulary - Tier 3 Subject Specific</li> <li>• Landscape, hazard, course, estuary, profile, habitat, ecosystem, pollution, water cycle, confluence, port, dock, financial, commercial, monsoon, meander, oxbow lake, delta, erosion, mouth, coast, sand, waves, cliffs</li> </ul> |
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## KS2 National Curriculum

Pupils will 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 will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils to be taught to:

### Locational knowledge

- 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

# WCPS Geography Curriculum: EYFS – Year 6

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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 and time zones (including day and night)

## Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

## Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

## Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Year 5 Geography Curriculum

| Spring Term                                                                     | Summer Term 1                                                                               | Summer Term 2                                                                                              |
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| How do we affect nature and how does it affect us?<br><br>(Biomes: Rainforests) | How does humanity manage to both harm and protect our fragile planet?<br><br>Climate Change | How does humanity manage to both harm and protect our fragile planet?<br><br>Sustainability and our oceans |
| Core Knowledge                                                                  | Core Knowledge                                                                              | Core Knowledge                                                                                             |

# WCPS Geography Curriculum: EYFS – Year 6

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| <ol style="list-style-type: none"> <li>1. Pupils will know what a biome is</li> <li>2. Pupils will know the location and features of the main biome regions of the world.</li> <li>3. Pupils will know the location of the world's rainforests</li> <li>4. Pupils will know what the climate of a rainforest is</li> <li>5. Pupils will know about the layers of the rainforest</li> <li>6. Pupils will know about the flora and fauna found in rainforests</li> <li>7. Pupils will know about deforestation of rainforests</li> <li>8. Pupils will know how we can try and protect rainforests.</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>• Pupils will know the difference between a biome and an ecosystem.</li> <li>• Pupils will explore cultures who live in rainforests</li> <li>• Pupils will explore why people are cutting down rainforests</li> <li>• Pupils will look at specific rainforest and how these are being protected</li> </ul> <p>Skills</p> | <ol style="list-style-type: none"> <li>1. Pupils will know the difference between weather and climate</li> <li>2. Pupils will know the climate of polar, temperate and tropical regions</li> <li>3. Pupils will know what the greenhouse effect and global warming are</li> <li>4. Pupils will know some of the changes being caused by climate change and their impact on people in</li> <li>5. Pupils will know countries around the world where weather patterns have been most affected by climate change</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>• Pupils will know some of the changes being caused by climate change and their impact on people in: The Gambia, Victoria in Australia, coastal areas of the UK and Greenland</li> <li>• Pupils will know what the UK government is doing on a national to reduce carbon emissions</li> <li>• Pupils will explore how individuals, families and communities, like schools, are taking action to reduce global warming</li> <li>• Pupils will look at the effects of climate change in the poles and how it will affect habitats</li> </ul> | <ol style="list-style-type: none"> <li>1. Pupils will know how to locate the major ocean biomes on the planet.</li> <li>2. Pupils will know the features of an ocean biome.</li> <li>3. Pupils will know about the flora and fauna found in ocean biomes</li> <li>4. Pupils will know how climate change and sea level rise is affecting ocean biomes</li> <li>5. Pupils will know how plastic pollution is impacting ocean biomes.</li> <li>6. Pupils will know about strategies</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>• Pupils will know about different organisations who campaign for sustainability</li> <li>• Pupils will know about different countries' efforts to take care of our oceans</li> <li>• Pupils will know about World Oceans Day and how it impacts our environment.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to interpret data from different countries and explaining the differences</li> </ul> |
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# WCPS Geography Curriculum: EYFS – Year 6

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| <ul style="list-style-type: none"> <li>• Pupils will develop being able to compare the features of different biomes, globally.</li> <li>• Pupils will develop being able to recall knowledge of latitude and hemisphere from to identify the different biomes</li> <li>• Pupils will develop being able to compare different types of maps (such as thematic, political and physical)</li> <li>• Pupils will develop being able to describe rainforest biomes and their features</li> <li>• Pupils will develop being able to explain the importance of rainforests and why we should protect them.</li> </ul> <p>Wonder</p> <ul style="list-style-type: none"> <li>• <i>I wonder what would happen if there were no rainforests.</i></li> <li>• <i>I wonder why people chop down rainforests</i></li> <li>• <i>I wonder why we don't have rainforest in the UK.</i></li> </ul> <p>Experiences &amp; Provocations</p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ Pupils will study different maps</li> <li>○ Pupils will use photographs</li> <li>○ Pupils will have debates and discussions</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will explore fossil fuels and renewable energy</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to interpret climate data from different countries and explaining the differences</li> <li>• Pupils will develop being able to compare the impacts of climate change across a range of countries</li> <li>• Pupils will develop being able to explain the difference between weather and climate, and global warming</li> <li>• Pupils will develop being able to recall their knowledge of latitude, climate and hemisphere from Autumn 1 to identify the different climate zones.</li> <li>• Pupils will develop being able to compare different types of maps (such as thematic, political and physical)</li> </ul> <p>Wonder</p> <ul style="list-style-type: none"> <li>• <i>I wonder what would happen to the North and South pole if temperatures keep rising?</i></li> <li>• <i>I wonder why some countries are affected by climate change more than others?</i></li> <li>• <i>I wonder what we can do to try and slow down the effects of climate change?</i></li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will develop being able to compare the impacts of ocean pollution on flora and fauna</li> <li>• Pupils will develop being able to explain the impact of ocean pollution.</li> <li>• Pupils will develop being able to recall their knowledge of latitude, climate and hemisphere from Autumn 1 to identify the different climate zones.</li> <li>• Pupils will develop being able to compare different types of maps (such as thematic, political and physical)</li> </ul> <p>Wonder</p> <ul style="list-style-type: none"> <li>• <i>I wonder what will happen to our oceans if we don't look after them</i></li> <li>• <i>I wonder what materials could be used instead of plastic</i></li> <li>• <i>I wonder how I could help look after our oceans</i></li> </ul> <p>Experiences &amp; Provocations</p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ Studying maps</li> <li>○ Having debates</li> <li>○ Using photographs and videos</li> <li>○ Researching</li> </ul> </li> </ul> <p>Vocabulary - Tier 3 Subject Specific</p> |
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# WCPS Geography Curriculum: EYFS – Year 6

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| <ul style="list-style-type: none"> <li>○ Pupils will use picture books and stories.</li> </ul> <p>Vocabulary - Tier 3 Subject Specific<br/>Climate, biome, deforestation, environment, interdependence, interaction, location, processes, biodiversity, ecosystems, habitat, pattern, precipitation, flora, fauna, drought, adaptation, convectional rainfall</p> | <ul style="list-style-type: none"> <li>● <i>I wonder why there was an ice age and whether we will have one again in the future?</i></li> <li>● <i>I wonder why we still have seasons if the world is getting warmer?</i></li> </ul> <p>Experiences &amp; Provocations</p> <ul style="list-style-type: none"> <li>● Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ Children will research current news and thinking around climate change</li> <li>○ Pupils will use a range of thematic, physical and political maps to make links between the impacts of climate change, globally</li> </ul> </li> </ul> <p>Vocabulary - Tier 3 Subject Specific<br/>Landscape, renewable, conservation, estuary, hazard, drought, estuary, desertification country, ice sheet, raw material, heatwave, mitigation, atmosphere, coast, emission</p> | <p><i>Climate, biome, oceans, pollution, sustainability, environment, humanity, flora, fauna, restore, protect</i></p> |
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## KS2 National Curriculum

Pupils will 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 will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils to be taught to:

### Locational knowledge

- 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
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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 and time zones (including day and night)

### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### Geographical skills and fieldwork

# WCPS Geography Curriculum: EYFS – Year 6

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Year 6 Geography Curriculum

| Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>How do countries collaborate to work towards peace and harmony? (MUN Project - Education for all children)</p> <p>Understanding diversity from different perspectives</p> <p>Public Speaking / Diplomacy / Teamwork / Problem Solving / Leadership / Advocacy / Debating &amp; Negotiating / Fair Trade</p> <p>How are inequalities highlighted by conflict and education?</p> <p>Why is fairness important?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know about the United Nations and its purpose</li> <li>2. Pupils will know about conflicts in different parts of society and how these impact on the rights of the child.</li> <li>3. Pupils will know about The UN Rights of the Child</li> <li>4. Pupils will know about education trends around the world.</li> <li>5. Pupils will know how conflict affects the lives of children.</li> </ol> | <p>Why and how do places change?</p> <p><i>(Megacities / Migration - London)</i></p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know what the terms 'rural', urban and 'urbanisation' mean and what a megacity is and their distribution globally.</li> <li>2. Pupils will identify the top 10 megacities and why the number of people living in megacities is increasing globally.</li> <li>3. Pupils will know why Baghdad became the first city with one million inhabitants.</li> <li>4. Pupils will know the location of the ten largest cities in the United Kingdom and why Milton Keynes is the fastest growing city in the UK.</li> <li>5. Pupils will be able to name and locate the countries, largest cities and physical features of the continent of South America.</li> <li>6. Pupils will know why the government of Brazil decided to construct a new capital city in 1960 and the physical and human features of the city of Brasilia.</li> <li>7. Pupils will know the main attractions and disadvantages of living in a megacity.</li> </ol> |

# WCPS Geography Curriculum: EYFS – Year 6

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| <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>• Pupils will know about the range of Fairtrade products currently available in the UK</li> <li>• Pupils will know about child labour in developing countries</li> <li>• Pupils will know about inequalities between girls and boys</li> <li>• Pupils will know about how life differs in places of conflict and poverty</li> <li>• Pupils will know about the quality of education a country can offer and how this is dependent on its resources</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Pupils will be able to identify views on how conflicts can be resolved.</li> <li>• Pupils will be able to describe the importance of the UN and their role in peace keeping.</li> <li>• Pupils will be able to empathise with the views of others even if they conflict with their own personal views – MUN skills.</li> <li>• Pupils will be able to give appropriate solutions to the problems facing children and their education in varying countries around the world.</li> <li>• Pupils will be able to research and take notes about key information</li> </ul> <p>Wonder</p> | <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>• Pupils will explore the climate and physical and human features of the Brasilia and compare them to London.</li> <li>• Pupils will explore how their life is different to a child living in a megacity.</li> <li>• Pupils will be able to use six-figure grid references when looking at London and it's features.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to describe the features of megacities.</li> <li>• Pupils will develop being able to reason/speculate about the location of where megacities are located.</li> <li>• Pupils will be able to explain what makes a mega city different to other cities.</li> <li>• Pupils will be able to empathise with people living in megacities to better understand their actions.</li> </ul> <p>Wonder</p> <ul style="list-style-type: none"> <li>• <i>I wonder why people would choose to live in a megacity.</i></li> <li>• <i>I wonder why some places became megacities.</i></li> <li>• <i>I wonder what life is like for a child living in a megacity.</i></li> </ul> <p>Experiences &amp; Provocations</p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ Comparing and contrasting different megacities.</li> <li>○ Referring to diagrams and models</li> <li>○ Using maps and aerial diagrams to look at how places have changed.</li> </ul> </li> </ul> |
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# WCPS Geography Curriculum: EYFS – Year 6

- *I wonder why some children don't get to go to school.*
- *I wonder why boys and girls are still treated differently in some countries.*
- *I wonder how these inequalities affect children's lives as they grow up.*
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## Experiences & Provocations

- Pupils will experience the curriculum by:
  - Debating the different arguments raised.
  - Inviting parents in to the opening ceremony.
  - Singing meaningful songs about education.

## Vocabulary - Tier 3 Subject Specific

Equality, inequality, conflict, resolution, GDP, United Nations, poverty, argument, society, developing, preamble, delegate, diplomacy, debate, human rights, welfare, justice, privilege, civilians.

- Debating about the positives and negatives of living in a megacity.

## Vocabulary - Tier 3 Subject Specific

Pattern, pollution, city, megacity, population density, constraint, migration, favela, employment, congestion, smog