

Geography Cycle B

KS1- Continents and Oceans			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<p>Know the names of the seven continents of the world.</p> <p>Know the names of the five oceans of the world.</p>	<p>Globe</p> <p>Continent</p> <p>Europe</p> <p>Africa</p> <p>Oceania</p> <p>Antarctica</p> <p>North America</p> <p>South America</p> <p>Asia</p> <p>Ocean</p> <p>Pacific Ocean</p> <p>Atlantic Ocean</p> <p>Southern Ocean</p> <p>Arctic Ocean</p> <p>Indian Ocean</p>	<p>I can locate the seven continents on a map of the world.</p> <p>I can locate the five oceans on a map of the world.</p> <p>I can use digital mapping to support my understanding of the globe.</p>	
		Skills	
		Year 1	Year 2
		<p>I can locate the seven continents on a map of the world and <b>identify</b> them.</p> <p>I can locate the five oceans on a map of the world and <b>identify</b> them.</p> <p>I can use digital mapping to support my understanding of the globe to <b>recognise</b> locations around the world.</p>	<p>I can locate the seven continents on a map of the world and <b>recall</b> their location.</p> <p>I can locate the five oceans on a map of the world and <b>recall</b> their location.</p> <p>I can use digital mapping to support my understanding of the globe and <b>describe</b> the position of locations.</p>
Prior Learning- What should they already know?			
EYFS			
<p>I can show that I observe the world around me closely and am able to identify similarities and differences and change in my own environment.</p> <p>I can show that I observe the world around me closely and am able to identify similarities and differences and change in environments beyond my own.</p>			

KS1- The United Kingdom			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<p>Know the four countries that make up the UK.</p> <p>Know the name and locate the capital cities of the UK.</p> <p>I know the seas and oceans that surround the UK.</p> <p>I know the countries and continents that are close to the UK.</p>	<p>England</p> <p>Northern Ireland</p> <p>Scotland</p> <p>Wales</p> <p>United Kingdom</p> <p>Capital City</p> <p>Beach</p> <p>Cliff</p> <p>Coast</p> <p>Island</p> <p>Ocean</p> <p>Sea</p> <p>Europe</p>	<p>I can locate the four countries that make up the UK on a map.</p> <p>I can label the capital cities of the UK on a map.</p> <p>I can use a map to discuss the oceans and countries that surround the UK.</p>	
		Skills	
		Year 1	Year 2
		<p>I can <b>identify</b> the four countries that make up the UK on a map.</p> <p>I can <b>identify</b> the capital cities of the UK on a map.</p> <p>I can use a map to <b>describe</b> the oceans and countries that surround the UK.</p>	<p>I can locate the four countries that make up the UK on a map and <b>discuss</b> their location.</p> <p>I can label the capital cities of the UK on a map and <b>discuss</b> their location.</p> <p>I can use a map to discuss the oceans and countries that surround the UK <b>compare and contrast</b> the distances.</p>
Prior Learning- What should they already know?			
EYFS			
<p>I can show that I observe the world around me closely and am able to identify similarities and differences and change in my own environment.</p> <p>I can show that I observe the world around me closely and am able to identify similarities and differences and change in environments beyond my own.</p>			

KS1- Learning about Sri Lanka			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
Be able to recall key human and physical features of Sri Lanka. I know how producing tea supports people in Sri Lanka.	Sinhalese	I can locate Sri Lanka on a map.	
	Island	I can compare the physical geography of Sri Lanka with the UK.	
	Similarity	I can compare life in Sri Lanka with life in Crowle.	
	Difference		
		Skills	
		Year 1	Year 2
	Rupee	I can <b>recognise</b> Sri Lanka on a map. I can <b>compare</b> the physical geography of Sri Lanka with the UK. I can <b>compare</b> life in Sri Lanka with life in Crowle.	I can <b>identify</b> Sri Lanka on a map. I can <b>compare and contrast</b> the physical geography of Sri Lanka with the UK. I can <b>compare and contrast</b> life in Sri Lanka with life in Crowle.
	Port		
	Shop		
	Tea		
	Festival		
	Market		
	Palace		
Prior Learning- What should they already know?			
<b>EYFS</b> I can show that I observe the world around me closely and am able to identify similarities and differences and change in my own environment. I can show that I observe the world around me closely and am able to identify similarities and differences and change in environments beyond my own. I can show that I know the differences and similarities between families, communities and traditions relating to aspects such as daily routines, lifestyles choices and celebrations.			

KS1- Hot and Cold Places			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
Know the features of hot and cold places in the world. I can discuss the differences between polar regions, deserts and rainforests. Know which is the hottest and coldest season in the UK. Know where the equator, North Pole and South Pole are on a globe.	Climate Temperature Polar region North Pole South Pole Antarctica Arctic Desert Rainforest	I can use a map to explain the climate of an area in relation to the equator.	
		Skills	
		Year 1	Year 2
		I can use a map to <b>recognise</b> the climate of an area in relation to the equator.	I can use a map to <b>describe</b> the climate of an area in relation to the equator.
Prior Learning- What should they already know?			
EYFS			
I can show that I observe the world around me closely and am able to identify similarities and differences and change in my own environment. I can show that I observe the world around me closely and am able to identify similarities and differences and change in environments beyond my own.			

KS1- Mountains, Rivers and Coasts				
Substantive Knowledge		Disciplinary Knowledge		
What will pupils know?	Vocabulary		Techniques the pupils will learn and apply.	
Be able to recall the main difference between a hill and a mountain. Be able to recall the key features of mountains. Be able to identify the key features of the river Thames. Be able to identify the key features of coastlines.	Mountain	Tributary	I can locate UK Mountains on a map. Be able to compare the differences between coasts and rivers. I can make observations about a local stream or river.	
	Hill	Beach		
	Peak	Cliff	Skills	
	Ridge	Coast	Year 1	Year 2
	Valley	Dune	I can <b>recognise</b> UK Mountains on a map.	I can <b>identify</b> UK Mountains on a map.
	River	Headland	Be able to <b>recall</b> the differences between coasts and rivers.	Be able to <b>compare</b> the differences between coasts and rivers.
	Stream	Marsh	I can make <b>observations</b> about a local stream or river.	I can make <b>observations</b> about a local stream or river and <b>compare</b> it to one previously studied.
	Bank	Mudflat		
	Flow	Ocean		
	Mouth	Rock stack		
	Source	Sea		
Prior Learning- What should they already know?				
EYFS				
I can show that I observe the world around me closely and am able to identify similarities and differences and change in my own environment. I can show that I observe the world around me closely and am able to identify similarities and differences and change in environments beyond my own.				

LKS2- Europe			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
Know the names of at least eight European countries. Know the names of a number of European capitals. Be able to describe key human and physical features of Poland. I know what life is like on the Tatra Mountains.	Border Landlocked Capital City Europe Baltic Sea Krakow Warsaw Population Tatra Mountains Wildlife Altitude Glacier U shaped Valley	Use maps to locate European countries and capitals. I can make human and physical comparisons between England and Poland.	
		Skills	
		Year 3	Year 4
		Use maps to <b>explain</b> where European countries and capitals are. I can make human and physical <b>comparisons</b> between England and Poland.	Use maps to <b>demonstrate understanding</b> of the location of European countries and capitals. I can make human and physical comparisons between England and Poland and <b>explain</b> these.
Prior Learning- What should they already know?			
<p style="text-align: center;"><b>KS1</b></p> I can locate the seven continents on a map of the world. I can use digital mapping to support my understanding of the globe. Be able to recall the main difference between a hill and a mountain. Be able to recall the key features mountains. I can locate UK Mountains on a map.			

LKS2- The Shape of the Land			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
Identify the main mountainous regions of the world. I know the physical features of the Alps. Know the physical geography of the Vistula river.	Contour line Landscape Locate The Alps Mountain range Peak National park Delta Source Mouth Tributary	I can locate the main mountainous regions of the world on a map. Make a sketch map of the Vistula river area including landmarks, using simple symbols in a key.	
		Skills	
		Year 3	Year 4
		I can locate the main mountainous regions of the world on a map and recall this. Make a sketch map of the Vistula river area including landmarks, using simple symbols in a key and <b>summarise</b> the journey.	I can locate the main mountainous regions of the world on a map and <b>explain</b> their location. Make a sketch map of the Vistula river area including landmarks, using simple symbols in a key and <b>explain</b> the journey.
Prior Learning- What should they already know?			
KS1 Be able to recall the main difference between a hill and a mountain. Be able to recall the key features mountains. Be able to identify the key features of the river Thames. I can locate UK Mountains on a map.			

LKS2- Volcanoes				
Substantive Knowledge		Disciplinary Knowledge		
What will pupils know?	Vocabulary		Techniques the pupils will learn and apply.	
Label the different parts of a volcano. Know the land use of Mount Etna. Know how Volcanic activity affects the people of the world.	Crater	Lava	I can use digital maps to locate volcanoes that are the closest to the UK.	
	Crust	Monitoring centre		
	Magma	Seismometer	Skills	
	Mantle	Tectonic plate	Year 3	Year 4
	Vent	Ash	I can use digital maps to locate volcanoes that are the closest to the UK and <b>explain</b> why this is.	I can use digital maps to locate volcanoes that are the closest to the UK and <b>demonstrate understanding</b> of their location.
	Volcano	Erupt		
	Crops	Glacier		
	Fertile	Particles		
	Mount Etna			
Prior Learning- What should they already know?				
KS1 I can locate the seven continents on a map of the world. Be able to recall the key features mountains.				



LKS2- Earthquakes and Tsunamis			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
I know where earthquakes are most likely to happen. Know what causes an earthquake. Know what causes a tsunami. I know how countries prepare for earthquakes.	Cluster Earthquake Pattern Prediction Plate boundaries Zone Crust Tectonic plate Tsunami Aftershock Drill Preparation	I can use maps to predict where earthquakes are likely to happen.	
		Skills	
		Year 3	Year 4
		I can use maps to predict where earthquakes are likely to happen and <b>explain</b> my predictions.	I can use maps to predict where earthquakes are likely to happen and <b>demonstrate understanding</b> .
Prior Learning- What should they already know?			
KS1 I can locate the seven continents on a map of the world. Know how Volcanic activity affects the people of the world.			

Geography Cycle B

LKS2- Water and the Water Cycle			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<p>Understand that water is a natural resource and is important in our lives.</p> <p>Know the basic structure and processes of the water cycle.</p>	<p>Flood</p> <p>Condensation</p> <p>Deforestation</p> <p>Drain</p> <p>Evaporation</p> <p>Water cycle</p> <p>Reservoir</p> <p>Observation</p>	I can observe and evidence the water cycle in my locality.	
		Skills	
		Year 3	Year 4
		I can <b>observe</b> and evidence the water cycle in my locality.	I can <b>observe</b> and evidence the water cycle in my locality and <b>explain</b> the process.
Prior Learning- What should they already know?			
<p>KS1</p> <p>I can recognise a range of weather symbols.</p> <p>I know the differences between the seasons.</p> <p>I know the differences between different forms of extreme weather.</p> <p>I can use graphs to record features such as temperature or rainfall across the world.</p>			

UKS2- North America			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<p>Know the names of a number of North American countries.</p> <p>Be able to discuss key human and physical features of North American countries.</p> <p>Know the key features of an island.</p> <p>I can describe the weather in Jamaica.</p>	<p>North America</p> <p>Continent</p> <p>Country (and specific names)</p> <p>Key</p> <p>Mountain (ranges)</p> <p>River</p> <p>Lake</p> <p>Coast</p> <p>Physical feature</p> <p>Human feature</p> <p>Caribbean</p> <p>Island</p> <p>Cay</p> <p>Mangrove</p> <p>Reef</p> <p>Temperature</p> <p>Climate</p> <p>Record</p> <p>Rainfall</p> <p>Increase</p> <p>Decrease</p>	<p>I can use maps to locate a number of North American countries.</p> <p>Know key differences between living in the UK and in a country in North America.</p> <p>Know the physical differences between the Caribbean Islands and the UK.</p> <p>I can interpret graphs to draw conclusions.</p>	
		Skills	
		Year 5	Year 6
		<p>I can use maps to locate and <b>recognise</b> a number of North American countries.</p> <p><b>Compare and contrast</b> key differences between living in the UK and in a country in North America.</p> <p>Know the physical differences between the Caribbean Islands and the UK using <b>application</b> of knowledge.</p> <p>I can interpret graphs to draw <b>conclusions</b>.</p>	<p>I can use maps to locate and <b>identify</b> a number of North American countries.</p> <p><b>Compare and contrast</b> key differences between living in the UK and in a country in North America and using <b>empathy</b>.</p> <p>Know the physical differences between the Caribbean Islands and the UK using <b>application</b> of knowledge and <b>demonstrate understanding</b> of these.</p> <p>I can interpret graphs to draw <b>informed conclusions</b>.</p>
Prior Learning- What should they already know?			
<p><b>KS1</b></p> <p>I can locate the seven continents on a map of the world.</p> <p>I can use digital mapping to support my understanding of the globe.</p>		<p><b>LKS2</b></p> <p>Identify the main mountainous regions of the world on a map.</p> <p>I can make human and physical comparisons between England and Poland.</p>	

UKS2- South America			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<p>Know the names of a number of South American Countries.</p> <p>Be able to discuss key human and physical features of South American countries.</p> <p>Know key differences between living in the UK and in a country in South America.</p> <p>Know the human uses of Lake Titicaca.</p>	<p>South America</p> <p>Country (and specific names)</p> <p>Continent</p> <p>Equator</p> <p>Rainforest</p> <p>Mountain (ranges)</p> <p>River</p> <p>Lake</p> <p>Compare</p> <p>Poverty</p> <p>Empathy</p> <p>Land use</p> <p>Uros people</p> <p>Andes</p> <p>Lake Titicaca</p>	<p>Use maps to locate a number of South American countries.</p> <p>Annotate maps to show human and physical features of South American countries.</p> <p>Create a scaled map of Lake Titicaca.</p>	
		Skills	
		Year 5	Year 6
		<p>Use maps to locate a number of South American countries and <b>explain</b> and <b>compare</b> their location.</p> <p>Annotate maps to show human and physical features of South American countries and <b>summarise</b> the map.</p> <p>Create a scaled map of Lake Titicaca and <b>reach informed conclusions</b> about your findings.</p>	<p>Use maps to locate a number of South American countries and <b>make reasoned judgements</b> to link their location and climate.</p> <p>Annotate maps to show human and physical features of South American countries and <b>explain</b> the map.</p> <p>Create a scaled map of Lake Titicaca and <b>reach informed conclusions</b> about your findings with <b>empathy</b>.</p>
Prior Learning- What should they already know?			
KS1		LKS2	
<p>I can locate the seven continents on a map of the world.</p> <p>I can use digital mapping to support my understanding of the globe.</p> <p>I can discuss the differences between polar regions, deserts and rainforests.</p>		<p>Identify the main mountainous regions of the world on a map.</p> <p>I can make human and physical comparisons between England and Poland.</p>	

UKS2- Natural Resources			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<p>Know how natural resources are made and used.</p> <p>I know where the world's oil comes from.</p> <p>I know that my food is imported from around the world.</p> <p>I know how water is used.</p> <p>Know the importance of countries trading their natural resources.</p>	<p>Natural Resources</p> <p>Electricity</p> <p>Fossil fuel</p> <p>Mineral</p> <p>Oil</p> <p>Turbine</p> <p>Export</p> <p>Food miles</p> <p>Labels</p> <p>Organic</p> <p>Soil</p> <p>Drought</p> <p>Flood</p> <p>Reservoir</p> <p>Water conservation</p>	<p>I can map the exports of oil around the world.</p> <p>I can collect and interpret data regarding water use in school.</p>	
		Skills	
		Year 5	Year 6
		<p>I can map the exports of oil around the world and <b>reach informed conclusions</b>.</p> <p>I can <b>hypothesise</b> for my own investigation.</p> <p>I can collect and interpret data regarding water use and <b>justify</b> the use.</p>	<p>I can map the exports of oil around the world and <b>critique</b> the limitations of this.</p> <p>I can <b>hypothesise</b> for my own investigation.</p> <p>I can collect and interpret data regarding water use and <b>evaluate</b> the use.</p>
Prior Learning- What should they already know?			
<p><b>KS1</b></p> <p>I can locate the seven continents on a map of the world.</p> <p>I can locate the five oceans on a map of the world.</p> <p>I can use digital mapping to support my understanding of the globe.</p>		<p><b>LKS2</b></p> <p>Understand that water is a natural resource and is important in our lives.</p> <p>Know the basic structure and processes of the water cycle.</p> <p>I can observe and evidence the water cycle in my locality.</p> <p>Know why most cities are located by a river.</p>	

Geography Cycle B

UKS2- Trade and Economic Activity			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<p>Know where food sold at local shops have come from.</p> <p>Know different types of work and explain why they are each important.</p> <p>Know why industrial areas and ports are important.</p> <p>Know the importance of fair trade.</p>	<p>Country</p> <p>Season</p> <p>Trade</p> <p>Primary activity</p> <p>Secondary activity</p> <p>Tertiary activity</p> <p>Fair trade</p> <p>Goods</p> <p>Shipping route</p> <p>Trading bloc</p>	I can find out where my food comes from.	
		Skills	
		Year 5	Year 6
		I can find out where my food comes from and <b>reach informed conclusions.</b>	I can find out where my food comes from and <b>evaluate.</b>
Prior Learning- What should they already know?			
<p><b>KS1</b></p> <p>I can locate the seven continents on a map of the world.</p> <p>I can locate the five oceans on a map of the world.</p> <p>I can use digital mapping to support my understanding of the globe.</p> <p>I know how producing tea supports people in Sri Lanka.</p>		<p><b>LKS2</b></p> <p>Know why most cities are located by a river.</p>	

UKS2- Sustainable Living			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<p>Know what sustainability is and why it is important.</p> <p>Know that not all countries are equal in terms of wealth.</p> <p>Know how sustainable choices are linked to global issues.</p>	<p>Carbon footprint</p> <p>Charity shop</p> <p>Community</p> <p>Environment</p> <p>Food miles</p> <p>Recycle</p> <p>Sustainability</p> <p>Wealth</p> <p>Income</p> <p>Population</p> <p>Life expectancy</p> <p>Inequality</p> <p>Choice</p> <p>Futures</p> <p>Planning</p>	<p>I can calculate my carbon footprint.</p> <p>I can interpret population maps.</p> <p>I can develop a sustainable plan for the school.</p>	
		Skills	
		Year 5	Year 6
		<p>I can calculate my carbon footprint and <b>justify</b> my choices.</p> <p>I can interpret population maps and <b>read informed conclusions.</b></p> <p>I can <b>apply</b> my understanding to develop a sustainable plan for the school.</p>	<p>I can calculate my carbon footprint and <b>evaluate</b> my choices.</p> <p>I can interpret population maps and show <b>empathy</b> based on my <b>conclusions.</b></p> <p>I can <b>evaluate</b> out school and develop a sustainable plan for the school.</p>
Prior Learning- What should they already know?			
<p><b>KS1</b></p> <p>I can locate the seven continents on a map of the world.</p> <p>I can locate the five oceans on a map of the world.</p> <p>I can use digital mapping to support my understanding of the globe.</p> <p>I know how producing tea supports people in Sri Lanka.</p>		<p><b>LKS2</b></p> <p>Know why most cities are located by a river.</p> <p>Understand that water is a natural resource and is important in our lives.</p> <p>Know the basic structure and processes of the water cycle.</p> <p>I can observe and evidence the water cycle in my locality.</p>	