



# **Excalibur School**

## **Geography**



# **Coverage from EYFS to Year 6**

<b>KEY THREADS</b>	<b>TRADE AND TRAVEL</b>	<b>DIVERSITY</b>	<b>SUSTAINABILITY</b>	<b>CLIMATE AND WEATHER</b>
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### Geography EYFS

To learn about the immediate locality.

To learn about familiar features such as houses, community buildings and shops building on their everyday experiences.

To encounter distant places through topics and stories.

To observe and discuss the weather and the changing seasons

To learn about the different jobs which people do in our community.

To read a simple map



To understand landmarks on the map are permanent


### Geography Year 1

Unit of work	Key Questions	Knowledge learnt	Key vocabulary	Composite Task
What is it like here?	<ul style="list-style-type: none"><li>Where in the world are we?</li><li>What can we see in our classroom?</li><li>What can we find in our school grounds?</li><li>Where are the different places in our school?</li><li>How do we feel about our playground?</li><li>Can we make our playground even better?</li></ul>	<ul style="list-style-type: none"><li>To know that the UK is short for 'United Kingdom'</li><li>To know the name of the country they live in</li><li>To be able to name some physical and human features in the immediate locality (school and grounds)</li><li>To know that some symbols are often used on maps to represent features</li><li>To know some simple directional language</li></ul> <div><div></div><div></div><div></div><div></div></div>	Aerial view Location City Sea Town Globe Directional language Features Distance Key North Questionnaire Land Village Aerial photograph Country Map Place Symbol Atlas Country	Design a map of your perfect garden


			Locate Survey Improve	
What is the weather like in the UK?	<ul style="list-style-type: none"> <li>Where is the UK?</li> <li>What are the four seasons?</li> <li>What are the compass directions?</li> <li>What is the weather like today?</li> <li>Is the weather the same everywhere in the UK?</li> <li>How do people prepare for the weather?</li> </ul>	<ul style="list-style-type: none"> <li>The location and name the four countries of the UK</li> <li>To know the four seasons of the UK</li> <li>To know that “weather” refers to the conditions outside at a particular time and be able to describe weather conditions e.g. rainy, cloudy, windy</li> </ul> <div> <div></div> <div></div> <div></div> <div></div> </div>	Atlas    Capital city Climate    Compass Continent    Land Direction    Country Locate    Location Map    Rain gauge Season    Temperature Thermometer Weather Weather vane	Draw the weather you might expect to see in the UK in the summer and winter.
What is life like in Shanghai?	<ul style="list-style-type: none"> <li>What can we see in our local area?</li> <li>Can we map our local area?</li> <li>Where in the world is China?</li> <li>What can you see in China?</li> <li>What is Shanghai like?</li> <li>How is Shanghai different from our local area?</li> </ul>	<ul style="list-style-type: none"> <li>The name and location of 2 continents (Europe and Asia)</li> <li>That we live in the continent of Europe and Shanghai is in the continent of Asia</li> <li>To know that human features are features that have been created by humans. Physical features are naturally occurring.</li> <li>To identify features in Shanghai such as skyscrapers, a river, roads, boats</li> </ul> <div> <div></div> <div></div> <div></div> <div></div> </div>	Continent    Symbol Different    Human feature Key    Physical feature Map    Country Similar Directional language e.g. near, far, next to, behind etc.	Identify which city is Shanghai Identify physical and human features shown in a photo.



## Geography Year 2

Unit of work	Key Questions	Knowledge learnt	Key vocabulary	Composite Task
Would you prefer to live in a hot or cold place?	<ul style="list-style-type: none"> <li>Where are the continents?</li> <li>Where are the coldest places on Earth?</li> <li>Where is the Equator?</li> <li>What is life like in a hot place?</li> <li>Do we live in a hot or cold place?</li> <li>Would you prefer to live in a hot or cold place?</li> </ul>	<ul style="list-style-type: none"> <li>To know that the Equator is an imaginary line around the middle of the Earth</li> <li>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles</li> <li>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place</li> <li>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth</li> <li>To be able to name some hot and cold places e.g. the North and South Poles, and Kenya.</li> </ul> 	Continent Land Country Sea Desert Map Ocean Locate Globe Climate Pack ice Arid Compass Weather Ice sheet Savannah Grasslands Tropical Vegetation Rainforest	What might you see if you were to visit the South Pole?
Why is our world wonderful?	<ul style="list-style-type: none"> <li>What are some of the UK's amazing features and landmarks?</li> <li>Where are some of the world's most amazing places?</li> <li>Where are our oceans?</li> <li>What is amazing about our local area?</li> <li>Why are natural habitats special?</li> <li>How can we look after natural habitats?</li> </ul>	<ul style="list-style-type: none"> <li>To be able to name the world's five oceans</li> <li>To be able to name the seven continents of the world</li> <li>To know the four capital cities of the UK</li> <li>To know some key physical and human features of the UK such as Lake Windermere, Edinburgh Castle, Snowdon, Titanic Museum</li> </ul> 	Aerial photograph Continent Data collection Human/physical feature Lake Landmark Location North Ocean River Sea Symbol Capital city Key Country Fieldwork Land Locate Map OS map Sample Scale Tally chart Vegetation	Design a postcard for a place in the UK
What is it like to live by the coast?	<ul style="list-style-type: none"> <li>Where are the seas and oceans surrounding the UK?</li> <li>What is the coast?</li> <li>What are the features of the Jurassic Coast?</li> </ul>	<ul style="list-style-type: none"> <li>To know that a sea is a body of water that is smaller than an ocean</li> <li>To be able to name the four bodies of water surrounding the UK</li> <li>To know that coasts change over time e.g. erosion</li> </ul>	Arch Bay City Coast Country Harbour Mudflat Pier Sea Town Aquarium Capital city Cliff Coastline Island Ocean Sand dunes	Label the countries of the UK and surrounding seas. Identify physical and human features they



	<ul style="list-style-type: none"><li>• How do people use Weymouth?</li><li>• How do people use our local coast?</li></ul>	<p>and human input</p> <ul style="list-style-type: none"><li>• To know some key human and physical features of the coastline in the UK such as beaches, bays, cliffs, arches, hotels, piers etc.</li></ul> 	Stack   Tourist   Village	would expect to see on the coast.
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## Geography Year 3

Unit of work	Key Questions	Knowledge learnt	Key vocabulary	Composite Task
Why are rainforests important to us?	<ul style="list-style-type: none"> <li>Where in the world are tropical rainforests?</li> <li>What is the Amazon rainforest like?</li> <li>Who lives in the rainforest?</li> <li>How are rainforests changing?</li> <li>How is our local woodland used?</li> </ul>	<ul style="list-style-type: none"> <li>To know where South America is on a world map</li> <li>To know the names of some countries in South America containing the rainforest, such as Brazil, Peru, Colombia and Bolivia.</li> <li>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates</li> <li>To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife</li> <li>To know the features of the rainforest, including the layers of the rainforest and the features of each layer.</li> <li>To know the importance of and threats to the rainforest both on a local and global scale</li> </ul> 	Biome Tropic of Capricorn Lines of latitude Equator Tropic of Cancer Buttress roots Lianas Vegetation Vegetation belts Forest floor Understory layer Canopy layer Emergent layer Community Drought Deforestation Indigenous peoples Greenhouse gas Global warming Mining Risk Logging Method Route	Explain why rainforests are important to us
Who lives in Antarctica?	<ul style="list-style-type: none"> <li>What is climate?</li> <li>Where is Antarctica?</li> <li>Who lives in Antarctica?</li> <li>Who was Shackleton?</li> <li>Can we plan an expedition around school?</li> <li>How did our expedition go?</li> </ul>	<ul style="list-style-type: none"> <li>To know that climate zones are areas of the world with similar climates and be able to name some climate zones e.g. polar and temperate</li> <li>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates</li> <li>To begin to understand lines of longitude</li> <li>To know the boundaries of the polar regions are marked by the invisible lines- the Arctic and Antarctic circle</li> <li>To be able to name physical features of Antarctica</li> </ul>	Lines of latitude Lines of longitude Climate Compass points Treaty Hemisphere Climate zone Direction Ice sheet Iceberg Ice shelf	Label the picture What do researchers need to work in Antarctica's polar climate?

		<p>e.g. glaciers</p> <ul style="list-style-type: none"> <li>To know that nobody lives in Antarctica permanently</li> <li>To understand the prominence of Ernest Shackleton's exploration</li> </ul> 	Drifting ice	
Where does our food come from?	<ul style="list-style-type: none"> <li>How can our food choices impact the environment?</li> <li>What does it mean to trade responsibly?</li> <li>How do we get our chocolate?</li> <li>Where does our food come from?</li> <li>Are our school dinners locally sourced?</li> <li>Is it better to buy local or imported food?</li> </ul>	<ul style="list-style-type: none"> <li>To know the main types of land use such as farming, housing, transportation</li> <li>To know what the Tropics of Cancer and Capricorn are</li> <li>To be able to name the world's climate zones</li> <li>To know that climates can influence the foods able to grow</li> <li>To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality</li> <li>To know the UK grows food locally and imports food from other countries.</li> <li>To know the advantages and disadvantages to buying local food and importing food from elsewhere</li> </ul> 	<p>Air freight Carbon footprint</p> <p>Consume Distribution Export Fertiliser Import Food bank Food miles Grant Produce Source Pesticides Quantitative Qualitative Responsible trade</p> <p>Reliability Scale bar Sample size Trade Seasonal food Trend Sustainability</p>	How can buying responsibly traded products help communities in developing countries?

## Geography Year 4

Unit of work	Key Questions	Knowledge learnt	Key vocabulary	Composite Task
Are all settlements the same?	<ul style="list-style-type: none"> <li>What is a settlement?</li> <li>How is land used in my local area?</li> <li>Can I explore the location of features in my local area?</li> <li>How has my local area changed over time?</li> <li>How is land used in New Dehli?</li> <li>How does land use in New Dehli compare with my local area?</li> </ul>	<ul style="list-style-type: none"> <li>To know the name of some cities and counties in the UK.</li> <li>To know the main types of land use such as residential, agricultural, commercial and transportation.</li> <li>To know some types of settlement such as village, town and city</li> <li>To know the different settlement patterns e.g. linear, nucleated and dispersed</li> </ul> 	Agricultural land Commercial land Country border Dispersed Capital city Land use County Linear Facilities Memorial Legend Monument Local Place of worship Metro Region Nucleated Settlement Transportation Recreational land Residential land	Label different types of settlement Give examples of human and physical features used in our local area.
What are rivers and how are they used?	<ul style="list-style-type: none"> <li>What is the water cycle?</li> <li>How is a river formed?</li> <li>Where can we find rivers?</li> <li>How are rivers used?</li> <li>What can we find out about our local river?</li> <li>What features does our local river have?</li> </ul>	<ul style="list-style-type: none"> <li>To know the names of some of the UK and world's most significant rivers such as River Thames, River Trent, River Nile, River Mississippi</li> <li>To know that the water cycle is the processes and stores which move water around our Earth</li> <li>To know the courses and key features of a river e.g. source, tributary</li> <li>To know water is used by humans in a variety of ways such as transportation, drinking, leisure</li> <li>To know that we live in Cheshire East and our closest city is Crewe</li> </ul> 	Condensation Delta Estuary Flooding Leisure Groundwater Oxbow lake Precipitation Source Tributary Water cycle Evaporation Floodplain Irrigation Meander Percolation River mouth Transpiration Valley Waterfall	Label the water cycle Identify physical features of a river
Why do people live near volcanoes?	<ul style="list-style-type: none"> <li>How is the Earth constructed?</li> <li>Where are mountains found?</li> <li>Why and where do we get volcanoes?</li> <li>What are the effects of a volcanic eruption?</li> <li>What are earthquakes and where do</li> </ul>	<ul style="list-style-type: none"> <li>To know that the Earth is made up of layers</li> <li>To know that mountains, volcanoes and earthquakes largely occur at plate boundaries and how/why this happens</li> <li>To know the location and names of some of the world's most significant mountain ranges such as The Andes and The Himalayas.</li> </ul>	Inner core Outer core Mantle Crust Magma Tectonic plate Plate boundary	Complete labelled diagram Explain negative and positive effects of living near a volcano



we get them?


- Where have the rocks around school come from?



- To know the difference between a shield and composite volcano
- To know the negative and positive effects of living near a volcano
- To know what an earthquake is and where they occur





Fold mountain  
Fault-block mountain  
Volcanic mountain  
Atlas  
Composite volcano  
Shield volcano  
Magma chamber  
Vent  
Pyroclastic flow  
Active volcano  
Dormant volcano  
Extinct volcano  
Fertile soil  
Climate change  
Volcanic springs  
Geothermal energy  
Earthquake  
Tsunami

## Geography Year 5

Unit of work	Key Questions	Knowledge learnt	Key vocabulary	Composite Task
Why does population change?	<ul style="list-style-type: none"> <li>How is the global population changing?</li> <li>What are birth and death rates?</li> <li>Why do people migrate?</li> <li>How is climate change impacting the population?</li> <li>How is population impacting our environment?: Data collection</li> <li>How is population impacting our environment?: Findings</li> </ul>	<ul style="list-style-type: none"> <li>To know some reasons for population growth and decline</li> <li>To understand factors effecting birth and death rate</li> <li>To know the push and pull factors influencing the movement of people.</li> <li>To know that migration is the movement of people from one country to another</li> <li>To know that London and the South East regions have the largest population in the UK</li> <li>To know that increases in population impact te environment.</li> </ul> 	Population Sparsely populated Population distribution Birth/death rate Natural increase Densely populated Population density Cartogram Migration Migrants Refugee Push/pull factors Voluntary Involuntary Region Climate Impact Climate change Fossil fuels Greenhouse gases Deforestation Quantitative Air/noise pollution Likert scale Qualitative	Why might someone voluntarily move to another country?

What is life like in the Alps?	<ul style="list-style-type: none"> <li>• Where are the Alps?</li> <li>• What is it like in the Alps?</li> <li>• Why do people visit the Alps?</li> <li>• What is there to do in our local area?</li> <li>• How are the Alps different from our local area?</li> <li>• What is life like in the Alps?</li> </ul>	<ul style="list-style-type: none"> <li>• To know the location of the Alps on a continent and world map.</li> <li>• To name some human and physical features of the Alps.</li> <li>• To know some similarities and differences between the UK and a European mountain region such as the climate and population</li> <li>• To know the world's different climate zones- Tropical, dry, temperate, continental and polar</li> <li>• To name and describe some of the world's vegetation belts such as deciduous forest.</li> <li>• To know how alpine mountains are formed</li> <li>• To be aware of some issues in the local area</li> <li>• To know why tourists visit mountain regions, such as the Alps- skiing, climbing, hiking</li> </ul> 	Atlas Mountain range Fold mountain Longitude Latitude Hemisphere Land height Sea level Human feature Physical feature Glacier Mountain climate Temperate forest Temperate Coniferous trees Deciduous trees Scale Vegetation Leisure Tourism Tourist Recreational land use	<p>Explain some of the reasons why tourists choose to visit Innsbruck</p> <p>Write a postcard from Innsbruck to a friend, describing the area.</p>
Why do oceans matter?	<ul style="list-style-type: none"> <li>• How do we use our oceans?</li> <li>• What is the Great Barrier Reef?</li> <li>• Why are our oceans suffering?</li> <li>• What can we do to help our oceans?</li> <li>• How littered is our marine environment?: Data collection</li> <li>• How littered is our marine environment?: Findings</li> </ul>	<ul style="list-style-type: none"> <li>• To know the location of key physical features such as the Great Barrier Reef</li> <li>• To know why the ocean is important e.g.- transportation, trading, providing food and jobs, absorbs carbon dioxide</li> <li>• To know the different ways humans could support a healthy ocean</li> <li>• To know the ways that our oceans are suffering</li> <li>• To be aware of some issues in the local area such as littering</li> </ul> 	Atmosphere Buffer Coral reef Digital map Ecology Erosion Habitat Marine Natural disaster Policy Single use plastic Water cycle Biodegradabale Coral bleaching Decompose Disposable Ecosystem Geology Human footprint Microplastics Species Ocean current Renewable energy	<p>Why are oceans important to the physical and human world?</p>

## Geography Year 6

Unit of work	Key Questions	Knowledge learnt	Key vocabulary	Composite Task
Would you like to live in the desert?	<ul style="list-style-type: none"> <li>What is a hot desert biome?</li> <li>Where are deserts located?</li> <li>What physical features are found in a desert?</li> <li>How can people use deserts?</li> <li>What are the threats to deserts?</li> <li>Would you like to live in the desert?</li> </ul>	<ul style="list-style-type: none"> <li>To know the characteristic features of hot desert biomes and where they are located</li> <li>To know the threats and dangers to a desert</li> <li>To know the different ways that deserts are used and identify some negative impacts</li> <li>To know the physical features in the Mojave Desert e.g. sand dunes, salt flats</li> </ul> 	Agriculture Arid Biome Desert Drought Mesa Mushroom rock Natural arch Rainfall Airstrip Barren Climate Desertification Flash flood Sand dune Time zone Vegetation Mining National park Nature reserve Ranching Salt flat Sparse Weather Tourist attraction	Label desert physical features Describe desert threats and dangers.
Where does our energy come from?	<ul style="list-style-type: none"> <li>Why is energy important?</li> <li>What is renewable energy?</li> <li>How does the United States generate energy?</li> <li>How does the United Kingdom generate energy?</li> <li>What is the best way to generate energy?</li> <li>Where is the best place for a solar panel on the school grounds?</li> </ul>	<ul style="list-style-type: none"> <li>To name the key energy sources.</li> <li>To know the name of many countries and major cities in Europe and North and South America such as Blythe, UK and Midland, Texas (USA)</li> <li>To know the name of many cities in the UK</li> <li>To know the difference between renewable/non-renewable/fossil fuels</li> <li>To know where renewable and non-renewable energy comes from</li> <li>To know that natural resources can be used to make energy</li> <li>To know some positive and negative impacts of humans on the environment such as mining, wind farms etc</li> </ul> 	Biofuel Consumption Crude oil Emissions Coal Hydropower Non-renewable Prime Meridian Regenerate Replenish Solar power Urban planner Contour line Dam Energy source Natural gas Nuclear power Producer Renewable Sea level Time zone Wind power Six-figure grid reference	Sort the energy sources into renewable and non-renewable. Why is it important to develop renewable energy sources?

Can I carry out an independent fieldwork enquiry?	<ul style="list-style-type: none"> <li>• What should our enquiry question be?</li> <li>• What data should we collect?</li> <li>• How could I collect my data?</li> <li>• What should our route be?</li> <li>• What does our data show?</li> <li>• How can we present our data?</li> </ul>	Themes covered and knowledge learned is dependent on the enquiry chosen by the students <div> <div></div> <div></div> <div></div> <div></div> </div>	Analyse City Audience Data collection methods Data Enquiry Impact Evidence Improvement Issue Plot Justify Process Recommendation Region Risk Route Subjective Viewpoint	Evaluate Mila's Enquiry Question
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