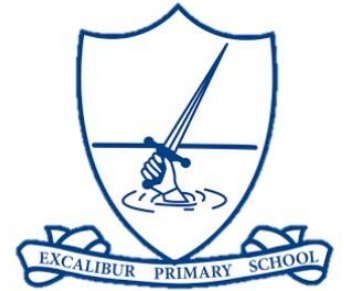




Excalibur School

Geography



Coverage from EYFS to Year 6

KEY THREADS	TRADE AND TRAVEL	DIVERSITY	SUSTAINABILITY	CLIMATE AND WEATHER
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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	Assessment Task
What is it like here?	<ul style="list-style-type: none">Where in the world are we?What can we see in our classroom?What can we find in our school grounds?Where are the different places in our school?How do we feel about our playground?Can we make our playground even better?	<ul style="list-style-type: none">To know that the UK is short for 'United Kingdom'To know the name of the country they live inTo be able to name some physical and human features in the immediate locality (school and grounds)To know that some symbols are often used on maps to represent featuresTo know some simple directional language <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	To talk about their learning with a partner and record their learning on a mind map sheet.


			Locate Survey Improve	
What is the weather like in the UK?	<ul style="list-style-type: none"> Where is the UK? What are the four seasons? What are the compass directions? What is the weather like today? Is the weather the same everywhere in the UK? How do people prepare for the weather? 	<ul style="list-style-type: none"> The location and name the four countries of the UK To know the four seasons of the UK 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 <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	To talk about their learning with a partner and record their learning on a mind map sheet.
What is life like in Shanghai?	<ul style="list-style-type: none"> What can we see in our local area? Can we map our local area? Where in the world is China? What can you see in China? What is Shanghai like? How is Shanghai different from our local area? 	<ul style="list-style-type: none"> The name and location of 2 continents (Europe and Asia) That we live in the continent of Europe and Shanghai is in the continent of Asia To know that human features are features that have been created by humans. Physical features are naturally occurring. To identify features in Shanghai such as skyscrapers, a river, roads, boats <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.	Write a letter to a friend or family member who doesn’t know much about life in Shanghai. In your letter, share some things you found interesting or surprising about your learning.



Geography Year 2

Unit of work	Key Questions	Knowledge learnt	Key vocabulary	Assessment Task
Would you prefer to live in a hot or cold place?	<ul style="list-style-type: none"> Where are the continents? Where are the coldest places on Earth? Where is the Equator? What is life like in a hot place? Do we live in a hot or cold place? Would you prefer to live in a hot or cold place? 	<ul style="list-style-type: none"> To know that the Equator is an imaginary line around the middle of the Earth 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 To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth To be able to name some hot and cold places e.g. the North and South Poles, and Kenya. 	Continent Land Country Sea Desert Map Ocean Locate Globe Climate Pack ice Arid Compass Weather Ice sheet Savannah Grasslands Tropical Vegetation Rainforest	Write a letter to a friend or family member who doesn't know much about hot and cold places. In your letter, share some things you found interesting or surprising about your learning.
Why is our world wonderful?	<ul style="list-style-type: none"> What are some of the UK's amazing features and landmarks? Where are some of the world's most amazing places? Where are our oceans? What is amazing about our local area? Why are natural habitats special? How can we look after natural habitats? 	<ul style="list-style-type: none"> To be able to name the world's five oceans To be able to name the seven continents of the world To know the four capital cities of the UK To know some key physical and human features of the UK such as Lake Windermere, Edinburgh Castle, Snowdon, Titanic Museum 	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	Curate a museum exhibit to showcase their understanding and learning about our wonderful world. This could feature informative posters, written explanations, artifacts or interactive elements, such as quizzes.
What is it like to live by the coast?	<ul style="list-style-type: none"> Where are the seas and oceans surrounding the UK? What is the coast? What are the features of the Jurassic 	<ul style="list-style-type: none"> To know that a sea is a body of water that is smaller than an ocean To be able to name the four bodies of water surrounding the UK 	Arch Bay City Coast Country Harbour Mudflat Pier Sea Town Aquarium Capital city Cliff Coastline	Plan, practise and present a presentation in small groups to Year 3. This should include



	<p>Coast?</p> <ul style="list-style-type: none"> • How do people use Weymouth? • How do people use our local coast? 	<ul style="list-style-type: none"> • To know that coasts change over time e.g. erosion and human input • To know some key human and physical features of the coastline in the UK such as beaches, bays, cliffs, arches, hotels, piers etc. 	<p>Island Ocean Sand dunes Stack Tourist Village</p>	<p>a summary of learning within the topic as well as the sharing of information and understanding.</p>
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Geography Year 3

Unit of work	Key Questions	Knowledge learnt	Key vocabulary	Assessment Task
Why are rainforests important to us?	<ul style="list-style-type: none"> Where in the world are tropical rainforests? What is the Amazon rainforest like? Who lives in the rainforest? How are rainforests changing? How is our local woodland used? 	<ul style="list-style-type: none"> To know where South America is on a world map To know the names of some countries in South America containing the rainforest, such as Brazil, Peru, Colombia and Bolivia. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife To know the features of the rainforest, including the layers of the rainforest and the features of each layer. To know the importance of and threats to the rainforest both on a local and global scale 	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	Write a letter to a friend or family member who doesn't know much about rainforests. In your letter, share some things you found interesting or surprising about your learning.
Who lives in Antarctica?	<ul style="list-style-type: none"> What is climate? Where is Antarctica? Who lives in Antarctica? Who was Shackleton? Can we plan an expedition around school? How did our expedition go? 	<ul style="list-style-type: none"> 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 To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates To begin to understand lines of longitude To know the boundaries of the polar regions are marked by the invisible lines- the Arctic and Antarctic circle To be able to name physical features of Antarctica 	Lines of latitude Lines of longitude Climate Compass points Treaty Hemisphere Climate zone Direction Ice sheet Iceberg Ice shelf	Curate a museum exhibit to showcase their understanding and learning about our wonderful world. This could feature informative posters, written explanations, artifacts or interactive elements, such as quizzes.


		<p>e.g. glaciers</p> <ul style="list-style-type: none"> To know that nobody lives in Antarctica permanently To understand the prominence of Ernest Shackleton's exploration 	Drifting ice	
Where does our food come from?	<ul style="list-style-type: none"> How can our food choices impact the environment? What does it mean to trade responsibly? How do we get our chocolate? Where does our food come from? Are our school dinners locally sourced? Is it better to buy local or imported food? 	<ul style="list-style-type: none"> To know the main types of land use such as farming, housing, transportation To know what the Tropics of Cancer and Capricorn are To be able to name the world's climate zones To know that climates can influence the foods able to grow 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 To know the UK grows food locally and imports food from other countries. To know the advantages and disadvantages to buying local food and importing food from elsewhere 	<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>	<p>Plan, practise and present a presentation in small groups to Year 4. This should include a summary of learning within the topic as well as the sharing of information and understanding.</p>



Geography Year 4

Unit of work	Key Questions	Knowledge learnt	Key vocabulary	Assessment Task
What are rivers and how are they used?	<ul style="list-style-type: none"> • What is the water cycle? • How is a river formed? • Where can we find rivers? • How are rivers used? • What can we find out about our local river? • What features does our local river have? 	<ul style="list-style-type: none"> • 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 • To know that the water cycle is the processes and stores which move water around our Earth • To know the courses and key features of a river e.g. source, tributary • To know water is used by humans in a variety of ways such as transportation, drinking, leisure. 	Condensation Delta Estuary Flooding Leisure Groundwater Oxbow lake Precipitation Source Tributary Water cycle Evaporation Floodplain Irrigation Meander Percolation River mouth Transpiration Valley Waterfall	Write a letter to a friend or family member who doesn't know much about rivers. In your letter, share some things you found interesting or surprising about your learning.
Why do people live near volcanoes?	<ul style="list-style-type: none"> • How is the Earth constructed? • Where are mountains found? • Why and where do we get volcanoes? • What are the effects of a volcanic eruption? • What are earthquakes and where do we get them? • Where have the rocks around school come from? 	<ul style="list-style-type: none"> • To know that the Earth is made up of layers • To know that mountains, volcanoes and earthquakes largely occur at plate boundaries and how/why this happens • To know the location and names of some of the world's most significant mountain ranges such as The Andes and The Himalayas. • 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 	Inner core Outer core Mantle Crust Magma Tectonic plate Plate boundary 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	Curate a museum exhibit to showcase their understanding and learning about our wonderful world. This could feature informative posters, written explanations, artifacts or interactive elements, such as quizzes.



			Earthquake Tsunami	
Are all settlements the same?	<ul style="list-style-type: none"> • What is a settlement? • How is land used in my local area? • Can I explore the location of features in my local area? • How is land used in New Delhi? • How does land use in New Delhi compare with my local area? 	<ul style="list-style-type: none"> • To know the names of some cities and countries in the UK. • To know the name of the county that we live in (Cheshire East) and our closest town (Crewe). • To begin to name the twelve geographical regions of the UK. • To know the main types of land use. • To know some types of settlement. • To know the difference between an urban place and a rural place. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the UK grows food locally and imports food from other countries. 	Agricultural land Commercial land Country border Dispersed Capital city Land use County Linear Nucleated Settlement Recreational land Residential land.	Plan, practise and present a presentation in small groups to Year 5. This should include a summary of learning within the topic as well as the sharing of information and understanding.
				

Geography Year 5

Unit of work	Key Questions	Knowledge learnt	Key vocabulary	Assessment Task
Why does population change?	<ul style="list-style-type: none"> How is the global population changing? What are birth and death rates? Why do people migrate? How is climate change impacting the population? How is population impacting our environment?: Data collection How is population impacting our environment?: Findings 	<ul style="list-style-type: none"> To know some reasons for population growth and decline To understand factors effecting birth and death rate To know the push and pull factors influencing the movement of people. To know that migration is the movement of people from one country to another To know that London and the South East regions have the largest population in the UK To know that increases in population impact the environment. 	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	Write a letter to a friend or family member who doesn't know much about global population. In your letter, share some things you found interesting or surprising about your learning.

What is life like in the Alps?	<ul style="list-style-type: none"> Where are the Alps? What is it like in the Alps? Why do people visit the Alps? What is there to do in our local area? How are the Alps different from our local area? What is life like in the Alps? 	<ul style="list-style-type: none"> To know the location of the Alps on a continent and world map. To name some human and physical features of the Alps. To know some similarities and differences between the UK and a European mountain region such as the climate and population To be aware of some issues in the local area To know why tourists visit mountain regions, such as the Alps- skiing, climbing, hiking 	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	Curate a museum exhibit to showcase their understanding and learning about our wonderful world. This could feature informative posters, written explanations, artifacts or interactive elements, such as quizzes.
Why do oceans matter?	<ul style="list-style-type: none"> How do we use our oceans? What is the Great Barrier Reef? Why are our oceans suffering? What can we do to help our oceans? How littered is our marine environment?: Data collection How littered is our marine environment?: Findings 	<ul style="list-style-type: none"> To know the location of key physical features such as the Great Barrier Reef To know why the ocean is important e.g.- transportation, trading, providing food and jobs, absorbs carbon dioxide To know the different ways humans could support a healthy ocean To know the ways that our oceans are suffering To be aware of some issues in the local area such as littering 	Atmosphere Buffer Coral reef Digital map Ecology Erosion Habitat Marine Natural disaster Policy Single use plastic Water cycle Biodegradable Coral bleaching Decompose Disposable Ecosystem Geology Human footprint Microplastics Species Ocean current Renewable energy	Plan, practise and present a presentation in small groups to Year 6. This should include a summary of learning within the topic as well as the sharing of information and understanding.

Geography Year 6

Unit of work	Key Questions	Knowledge learnt	Key vocabulary	Assessment Task
Would you like to live in the desert?	<ul style="list-style-type: none"> What is a hot desert biome? Where are deserts located? What physical features are found in a desert? How can people use deserts? What are the threats to deserts? Would you like to live in the desert? 	<ul style="list-style-type: none"> To know the characteristic features of hot desert biomes and where they are located To know the threats and dangers to a desert To know the different ways that deserts are used and identify some negative impacts To know the physical features in the Mojave Desert e.g. sand dunes, salt flats 	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	Write a letter to a friend or family member who doesn't know much about deserts. In your letter, share some things you found interesting or surprising about your learning.
Where does our energy come from?	<ul style="list-style-type: none"> Why is energy important? What is renewable energy? How does the United States generate energy? How does the United Kingdom generate energy? What is the best way to generate energy? Where is the best place for a solar panel on the school grounds? 	<ul style="list-style-type: none"> To name the key energy sources. 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) To know the name of many cities in the UK To know the difference between renewable/non-renewable/fossil fuels To know where renewable and non-renewable energy comes from To know that natural resources can be used to make energy To know some positive and negative impacts of humans on the environment such as mining, wind farms etc 	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	Curate a museum exhibit to showcase their understanding and learning about our wonderful world. This could feature informative posters, written explanations, artifacts or interactive elements, such as quizzes.

Can I carry out an independent fieldwork enquiry?	<ul style="list-style-type: none">• What should our enquiry question be?• What data should we collect?• How could I collect my data?• What should our route be?• What does our data show?• How can we present our data?	Themes covered and knowledge learned is dependent on the enquiry chosen by the students <table><tr><td></td><td></td><td></td><td></td></tr></table>					Analyse City Audience Data collection methods Data Enquiry Impact Evidence Improvement Issue Plot Justify Process Recommendation Region Risk Route Subjective Viewpoint	Plan, practise and present a presentation in small groups to headteacher and governors. This should include a summary of learning within the topic as well as sharing their findings from their fieldwork enquiry.