**Geography – Critical Knowledge and Procedural Knowledge**

**At Archbishop Hutton’s the EYFS children will explore Geography ideas as part of their learning:**

* In their study of the seaside they will think about when they have been to the beach. What will we see at the beach? (lighthouses, shops, ice cream vans, cliffs, caves, sand and rocks, the sea etc) What beaches have they been to? (collect photos of themselves or family on holiday) Where are beaches in the UK? (look at the map, put holiday places on the map) They will begin to think about why people go to the beach.
* A part of their Superheroes theme they will learn about the people in their community, why they are special and what they do for jobs. They will think about people they know well, including their family and friends. Using Google Earth they will look at Warton and think about where they live. Walking around the village, they will carry out simple field work around develop their vocabulary to talk about where they live.
* When the children meet Paddington and read his postcards from around the world they will learn about the food, landmarks and culture of the various places he has been (England and Wales, Italy, France, Scotland and Egypt). They will learn what the UK map looks like and think about how we might travel to these places. They will look at flags and design their own. They will think about each of Paddington’s visits and talk about what they prefer.

**The NC says:** In KS1 pupils should develop knowledge about the world, the United Kingdom and their locality. They should 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.

**At Archbishop Hutton’s KS1 children will:**

* think about what they learnt about Warton in EYFS and apply this to a study of the nearby town of Carnforth and engage in field study activities, including a term long diary of the weather. They will consider types of homes, businesses and transport. They will read, use and create basic maps and annotated photographs.
* study the country of Scotland, learning about island life, weather, tourism, the countries and map of the UK and compare it to life in other European countries. They will learn the basics of atlas and compass use.
* study the country of Kenya in Africa, learning about the continents and oceans, the equator, how the weather compares to UK weather, and how homes/food/wildlife and culture are different to those in their locality

**The NC says:** In KS2 pupils should 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 should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

**At Archbishop Hutton’s Lower KS2 children will:**

* think about what they learnt in their study of Warton and Carnforth and apply this to a study of the contrasting seaside town of Morecambe. They will read and use maps to plan a visit, study tourism, look at coastal features and engage in field study activities
* alongside a study of life in Ancient Greece, they will expand their understanding of coasts and island life from previous studies, recap knowledge about European countries, study weather over a longer period and make predictions, consider the needs of people living in or visiting Greece and how homes/food/wildlife and culture are different to those in their locality
* study rivers exploring the water cycle and how rivers are formed, the journey of a local river, the Lune, from source to sea in Morecambe bay. They will compare it to the River Severn, the longest in the UK, identify the longest rivers in Europe and learn the names and locations of other rivers in the world. Maps, atlases, globes and digital/computer mapping (Google Earth) will be used to locate countries and describe features studied.

**At Archbishop Hutton’s Upper KS2 children will:**

* think about what they learnt in their study of Warton, Carnforth and Morecambe and apply this to a study of the village of Staveley in the Lake District. They will revisit the water cycle, explore tourism and use apps and websites to plan a visit to stay in the Lakes. They will use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps), Sketch Maps and 8 point compass references. Studies will refer back to lower KS2 knowledge of the River Kent. They will engage in field study activities, considering the similarities and differences between a busy working village and residential Warton.
* alongside a historical study of the Mayans, children will study the continent make up of South America, recap the continents and oceans, learn about longitude and latitude, and the tropics. They will explore the topography of Mexico, the climate compared to our own, consider the needs of people living in Mexico and how homes/food/wildlife and culture are different to those in their locality.
* study the countries of India and Nepal, focussing in detail on Mountains. They will use prior knowledge to consider weather and rivers – especially the cultural and geographical impact of the Ganges. They will use technology and books for research and explore infographics for presenting information. This theme will make references to knowledge and skills developed across KS1 and KS2 to deepen children’s understanding of key critical and procedural knowledge.

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| **Key Geography Factual and Procedural Knowledge - EYFS** | | |
| **Super Heroes** and **Once Upon a Time** | **Fun at the Seaside** | **Postcards from Paddington** |
| I can identify people who help me such as firefighters and police officers  Identify where I live using google maps  Identify features of the school such as **field, pond, steps, path, playground**  Draw a map of the school using the features above  Create a map of the village using wooden blocks/junk modelling.  Identify features of the village including **church, post office, rectory, park, school, Methodist church, crag** | Five oceans **– Arctic, Atlantic, Indian, Pacific, southern ocean**  UK – **England, Scotland, Wales and Northern Ireland**  Identify **Morecambe Bay and Devon**  Features of a beach – **lighthouse, sand, sea, caves, pebbles, life guard, shells, rock pools, tide, blue flag, pier, promenade**  Name a beach they have been to  Comparing UK beaches to Spanish beaches | Identifying landmarks:  London – **Buckingham Palace, Tower Bridge**  France – **Eiffel Tower**  Italy – **Leaning Tower of Pisa, Venice (Gondolas), Pizza making**  Egypt – **Cairo, Pyramids, Sphinx** |

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| **Let’s walk to Carnforth – KS1** | | | | |
| **Key Knowledge** | **Procedural Knowledge** | | | |
| Know where Carnforth and Warton are on a map of the UK.  Know how to get to Carnforth from Warton  Weather can change over a period of time (week, month) and weather is different in different seasons  There are different common types of human homes  Understand that Carnforth has different types of buildings to Warton, why they are there and what they are used for  Know what street furniture is, what we might see and why they are there | **Geographical Enquiry**  say and sort what they like about Warton and Carnforth  keep a weather diary  answer questions using different resources, such as books, the internet and atlases  think of a few good questions to ask about a Carnforth  answer questions about the weather each day and across the term  label a diagram or photograph using some geographical words  find out about a locality by using different sources of evidence  find out about a locality by asking some good questions to someone else  say what they like and don’t like about their locality | **Physical Geography**  describe some physical features of own locality  explain what makes a locality special or different  describe some places which are not near the school  describe the key features of Warton and Carnforth  tell someone their address  describe a locality using words and pictures  name key features associated with a town or village | **Human Geography**  describe some human features of own locality, such as the jobs people do  explain how the jobs people do may be different in different parts of the world  explain what facilities a town or village might need | **Geographical Knowledge**  find where they live on a map of the UK  name some places they have been to in the UK |
| **Key Vocabulary** | ariel view, map, house, home, shop, transport, town, village, office, farm, station, survey | | | |

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| **Global Travellers – A Visit to Scotland** | | | | |
| **Key Knowledge** | **Procedural Knowledge** | | | |
| Know the names of the countries and locate them on a map of the UK.  Know North, South, East and West and use them to describe a location.  After studying fictional and real-life stories, know what life is like for people living on an island in Scotland.  Know and talk about key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  Know how life on the Scottish islands compares to life here and places we have visited | **Geographical Enquiry**  answer questions using different resources, such as books, the internet and atlases  think of a few good questions to ask about Scotland  label a diagram or photograph using some geographical words  find out about a locality by using different sources of evidence  find out about a locality by asking some good questions to someone else  say what they like and don’t like about a locality | **Physical Geography**  describe some physical features of a locality  explain what makes a locality special or different  describe some places which are not near to school  describe the key features of the Scottish Islands  tell someone their address  describe a locality using words and pictures  name and look for key features associated with a town or village in photographs  name and look for key features of an island in photographs | **Human Geography**  describe some human features of a locality, such as the jobs people do  explain how the jobs people do may be different in different parts of the world  explain what facilities a town or village might need | **Geographical Knowledge**  find where they live on a map of the UK  name some places they have been to in the UK  identify the four countries making up the United Kingdom?  name the main cities of England, Wales, Scotland and Ireland |
| **Key Vocabulary** | map, continent, country, sea, ocean, island, mountain, river, weather pattern, capital, compass, atlas, United Kingdom, Europe | | | |

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| **Journeys Great and Small – A Journey to Kenya** | | | | |
| **Key Knowledge** | **Procedural Knowledge** | | | |
| We live in the country of England, which is in the United Kingdom.  The UK is in the continent of Europe.  Kenya is a country in the east of Africa.  The capital city of Kenya is Nairobi.  The climate is warm and temperate in Nairobi but there is a significant amount of rainfall during the year.    There is a national park in Nairobi, the largest national park in Kenya is called the Maasai Mara.  The Maasai Mara is home to lions, leopards, black rhinos, cape buffalos and African elephants  Know that the equator crosses Africa | **Geographical Enquiry**  answer questions using different resources, such as books, the internet and atlases  think of a few good questions to ask about Kenya  answer questions about the weather in Kenya compared to ours  label a diagram or  photograph using some geographical words  find out about a locality by using different sources of evidence  say what they like and don’t like about a locality | **Physical Geography**  describe some physical  features of own locality  explain what makes a locality special or different  describe some places which are not near our locality  describe the key features of the UK and Kenya  describe a locality using words and pictures  name key features associated with a town or village  use a map, photographs, film or plan to describe a contrasting locality outside Europe | **Human Geography**  describe some human features of a locality, such as the leisure activities  explain how the jobs people do may be different in different parts of the world  explain what facilities a town or village might need and how different towns need different facilities | **Geographical Knowledge**  find where they live on a map of the UK  name some places they have been to in the UK  name the continents of the world and find them in an atlas  name the world’s oceans and find them in an atlas |
| **Key Vocabulary** | Continent, country, Kenya, Nairobi, England, London, capital cities, human, physical, equator, culture, landmarks, maps | | | |

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| **Let’s get the bus to Morecambe – LKS2** | | | | |
| **Key Knowledge** | **Procedural Knowledge** | | | |
| Know where Morecambe, Carnforth and Warton are on a map of the UK.  Morecambe is in Lancashire and we can travel there by bus, car or train from Carnforth  Morecambe is a coastal town at the mouth of the Leven, Kent, Keer, Lune and Wyre  Morecambe is famous for shrimps and cockles which are sold all over the UK  Morecambe was a thriving seaside resort in the mid-20th century  One of Morecambe's most famous landmarks is a statue one of Eric Morecambe. | **Geographical Enquiry**  use correct geographical words to describe a place and the things that happen there  identify key features of a locality by using a map  begin to use a 4 figure grid references  accurately plot NSEW on a map?  use some basic OS map symbols?  carry out a survey to discover features of cities and villages  label the features of a locality on an aerial photograph and on a map  plan a journey to a place in England  accurately measure and collect information | **Physical Geography**  use maps and atlases appropriately by using contents and indexes    describe physical features in a locality  recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)  explain how a locality has changed over time with reference to physical features  explain the main features of a coastal area | **Human Geography**  confidently describe human features in a locality – such as homes, work places, schools and entertainment  explain why a locality has certain human features  explain why a place is like it is  explain why people are attracted to live in cities or towns  explain why people may choose to live in a village rather than a city or town  explain how a locality has changed over time with reference to human features  suggest different ways that a locality could be changed and improved | **Geographical Knowledge**  know the difference between the British Isles, Great Britain and UK  name up to six cities in the UK and locate them on a map |
| **Key Vocabulary** | coastal, county, Lancashire, landscape, population, rural, town, urban, village, tourism, human, change, future, measure, impact | | | |

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| **Global Travellers – A Visit to Greece - LKS2** | | | | |
| **Key Knowledge** | **Procedural Knowledge** | | | |
| Know where Greece is in Europe and identify it on a map  Greece is made up of the mainland and over 6000 islands around its coast  80% of Greece is made up of mountains  People travel to Greece on holiday for different reasons including history, the weather, the food and the culture  Greece is surrounded by the Aegean Sea to the east, the Mediterranean Sea to the south, and the Ionian Sea to the west  Greece produces olives  Air travel is an environmental issue effecting climate change | **Geographical Enquiry**  use correct geographical words to describe a place and the things that happen there  identify key features of a locality by using a map  make accurate measurement of distances within 100Km  find the same place on a globe and in an atlas  accurately measure and collect information (weather, distances in miles) | **Physical Geography**  use maps and atlases appropriately by using contents and indexes  describe physical features in a locality (beaches, mountains etc)  locate the Mediterranean and explain why it is a popular holiday destination?  recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE) | **Human Geography**  describe how features of a locality have an impact on people’s life  confidently describe human features in a locality – such as homes, work places, schools and entertainment  explain why a locality has certain human features  explain why a place is like it is  explain how the lives of people living in the Mediterranean would be different from their own  explain how a locality has changed over time with reference to human features  find different views about an environmental issue  express your view (air travel)  suggest different ways that a locality could be changed and improved | **Geographical Knowledge**  know the difference between the British Isles, Great Britain and UK  know the countries that make up the European Union  locate and name some of main islands that surround the Greece  name and locate some well-known European countries  name and locate the capital cities of neighbouring European countries  be aware of different weather in different parts of the world, especially Europe |
| **Key Vocabulary** | climate, coastal, islands, mainland, travel, tourism, traditions, Europe, Mediterranean, landscape, population | | | |

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| **Journeys Great and Small – The Journey of a River – LKS2** | | | | |
| **Key Knowledge** | **Procedural Knowledge** | | | |
| The River Lune begins in Newbiggin, Cumbria and enters the sea at Morecambe bay  The Lune travels through Kirby Lonsdale and Lancaster  The Thames is the River that runs through London  All rivers have a source, different stages and a mouth  People have moved to live near rivers throughout history (link back to Egypt)  Rivers can be a source of water for power, wildlife and leisure  Rivers are affected by pollution such as sewerage and litter | **Geographical Enquiry**  collect information about a place and use it in a report  map land use around rivers  find possible answers to their own geographical questions  make accurate measurement of distances within 100Km  find a place on a globe and in an atlas  label the same features on an aerial photograph as on a map  accurately measure and collect information | **Physical Geography**  explain why many cities of the world are situated by rivers  know the features associated with rivers  explain how a location fits into its wider geographical location; with reference to physical features such as rivers  explain how the water cycle works  explain why water is such a valuable commodity?  use maps and atlases appropriately by using contents and indexes | **Human Geography**  explain why people are attracted to live in cities or towns with rivers  explain how a locality has changed over time with reference to human features  find different views about an environmental issue  express your view (river pollution)  suggest different ways that a locality could be changed and improved | **Geographical Knowledge**  name up to six cities in the UK and rivers that run through them  locate and name some of the world’s most famous rivers  name and locate some well-known European rivers and their countries  Can they name and locate many of the world’s major rivers on maps |
| **Key Vocabulary** | Water cycle [evaporation, precipitation, condensation, gravity, cloud], source, stream, flow, waterfall, valley, channel, banks, lake, mouth, erosion, pollution, landscape, tributary, reservoir, dam, estuary, delta, transportation, deposition, upper course, middle course, lower course, flood, leisure, hydro-electric power, irrigation, flood barrier, drought, fieldwork, fresh water, | | | |

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| **Let’s get the bus to The Lake District – UKS2** | | | | |
| **Key Knowledge** | **Procedural Knowledge** | | | |
| The Lake District is a national park in North West England.  It is England's largest national park and covers 2362 square kilometres.  It is home to the highest mountain in England - Scafell Pike (978m tall) and the deepest lake - Wastwater (74m deep).  The **landscapes**of the Lake District have been shaped over millions and millions of years.  **Tourism** is important with over 12 million visitors every year who come to walk, cycle, run, boat or to look at the amazing scenery. | **Geographical Enquiry**  choose the best way to collect information needed and decide the most appropriate units of measure  accurately measure and collect information  collect information about a place and use it in a report  find possible answers to their own geographical questions  make detailed sketches and plans; improving their accuracy later  plan a journey to a place in another part of the world, taking account of distance and time  explain scale and use maps with a range of scales  use OS maps to answer questions?  use maps, aerial photos, plans and web resources to describe what a locality might be like? | **Physical Geography**  explain how a location fits into its wider geographical location; with reference to physical features  explain how the water cycle works  explain why water is such a valuable commodity  give extended description of the physical features of different places around the world  describe how some places are similar and others are different in relation to their human features  accurately use a 4 figure grid reference and begin to be confident with 6 figure references  create sketch maps when carrying out a field study | **Human Geography**  explain how a location fits into its wider geographical location; with reference to human and economical features - tourism  explain what a place might be like in the future, taking account of issues impacting on human features  map land use with their own criteria  describe how some places are similar and others are different in relation to their physical features  consider how human activity has had an effect on a natural area and what is the lasting impact (pollution from tourism, pollution of water, erosion of hillsides) | **Geographical Knowledge**  Recap and name and locate many of the world’s most famous mountain regions on maps (related to Indian and Nepal theme)  recognise key symbols used on ordnance survey maps  Name the largest mountains and bodyies of water in the Lake District |
| **Key Vocabulary** | mountain, summit, lake, erode, settlement, valley, tourism, economy, agriculture, pollution, commuter, eco-tourism, climate change, commodity | | | |

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| **Global Travelers – A Visit to Mexico – UKS2** | | | | |
| **Key Knowledge** | **Procedural Knowledge** | | | |
| Mexico is country in North America  North America is made up of 24 countries  South America is made up of 12 countries  The capital city of Mexico is Mexico City  The Northern Hemisphere and Southern Hemisphere had opposing seasons  Mexico is more than 3000 km (1,850 miles) long from northwest to southeast.  Mexico is between two large seas: the [Pacific Ocean](https://kids.kiddle.co/Pacific_Ocean) in the West and the [Gulf of Mexico](https://kids.kiddle.co/Gulf_of_Mexico) and the [Caribbean Sea](https://kids.kiddle.co/Caribbean_Sea) in the East.  In the north of Mexico are [deserts](https://kids.kiddle.co/Desert). In the south are tropical [rainforests](https://kids.kiddle.co/Rainforest). | **Geographical Enquiry**  choose the best way to collect information needed and decide the most appropriate units of measure  accurately measure and collect information – desert temperatures  collect information about a place and use it in a report to sell Mexico to tourists  find possible answers to their own geographical questions  make detailed sketches and plans; improving their accuracy later  plan a journey to a place in another part of the world, taking account of distance and time  use maps, aerial photos, plans and web resources to describe what a locality might be like? | **Physical Geography**  explain how a location fits into its wider geographical location; with reference to physical features  give extended description of the physical features of different places around the world – deserts and rainforest  describe how some places are similar and others are different in relation to their human features | **Human Geography**  explain how a location fits into its wider geographical location; with reference to human and economical features  give an extended description of the human features of different places around the world  describe how some places are similar and others are different in relation to their physical features | **Geographical Knowledge**  identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles  explain why it is hotter in Mexico than it is in the UK  explain how the time zones work?  name a number of countries in the Northern Hemisphere  locate the Tropic of Cancer and the Tropic of Capricorn  name and locate many of the world’s most famous desert regions on maps    locate the USA and Canada on a world map and atlas  locate and name the main countries in South America on a world map and atlas |
| **Key Vocabulary** | desert, climate, border, eco-system, population density, Pacific Ocean, Caribbean, rainforest, economic growth, cultural heritage, customs, traditions, | | | |

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| **Journeys Great and Small – A Journey to Nepal and India – UKS2** | | | | |
| **Key Knowledge** | **Procedural Knowledge** | | | |
| Nepal is a country in [South Asia](https://kids.kiddle.co/South_Asia) bordering the [Republic of India](https://kids.kiddle.co/India) and the [People's Republic of China](https://kids.kiddle.co/People%27s_Republic_of_China).  [Mount Everest](https://kids.kiddle.co/Mount_Everest), the highest [mountain](https://kids.kiddle.co/Mountain) in the world, is found there, as well as the [Himalaya Mountains](https://kids.kiddle.co/Himalayas).  12 of the world's 18 highest mountain peaks are in Nepal.  The capital city of Nepal is [Kathmandu](https://kids.kiddle.co/Kathmandu) pop: over two million.  The Republic of India is a country in [South Asia](https://kids.kiddle.co/South_Asia).  It is second largest country in [population](https://kids.kiddle.co/Population) and seventh largest country by land area.  The [capital](https://kids.kiddle.co/Capital_city) of India is [New Delhi](https://kids.kiddle.co/New_Delhi).  India has 447 official languages  1.3 billion people live in India | **Geographical Enquiry**  choose the best way to collect information needed and decide the most appropriate units of measure  accurately measure and collect information – populations  collect information about a place and use it in a report  find possible answers to their own geographical questions  make detailed sketches and plans; improving their accuracy later  plan a journey to a place in another part of the world, taking account of distance and time  use maps, aerial photos, plans and web resources to describe what a locality might be like? | **Physical Geography**  explain why many cities of the world are situated by rivers – the Ganges  explain how a location fits into its wider geographical location; with reference to physical features  explain why water is such a valuable commodity in a country like India  give extended description of the physical features of different places around the world  describe how some places are similar and others are different in relation to their human features | **Human Geography**  explain how a location fits into its wider geographical location; with reference to human and economical features  explain what a place might be like in the future, taking account of issues impacting on human features  give an extended description of the human features of different places around the world  map land use with their own criteria  describe how some places are similar and others are different in relation to their physical features | **Geographical Knowledge**  identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles  explain how the time zones work?  name a number of countries in the Northern Hemisphere  locate the Tropic of Cancer and the Tropic of Capricorn  name and locate many of the world’s most famous mountain regions on maps  locate and name the main countries in Asia on a world map and atlas |
| **Key Vocabulary** | Mountain, peak, Tropics, Asia, borders, population, wealth, economic growth, Hinduism, Himalayas, Indian, Nepalese, culture,  Republic, Taj Mahal, monsoon | | | |