Geography Cycle A

KS1- Our School			
Substantive Knowledge		**Disciplinary Knowledge**	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
I know what an address is and what it is used for. I can explain some human and physical features found on our school grounds by using digital maps. I can identify what activities take place in different locations around school. I can explain what features I see on my way to school. I know the different ways that children travel to school.	Address Postcode Human feature Physical feature Map Key Route Feature Activities Location Journey Route Transport Symbol	I can label a map of our school. I can use a map to direct myself around our school. I can draw a map from memory of how I get to school. I can record how children in my class get to school.	
		Skills	
		Year 1	Year 2
		I can label a map of our school **identify and describe** key features. I can use a map to direct myself around our school and **recognise** map symbols on the way. I can draw a map from memory of how I get to school and **recall** the route. I can record how children in my class get to school and **identify** popular transport.	I can label a map of our school and **compare and contrast** the features. I can use a map to direct myself around our school and **recall** map symbols on the way. I can draw a map from memory of how I get to school and **describe** the route. I can record how children in my class get to school and **reason** why some are more/less popular.
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.			

Geography Cycle A

KS1- Where we Live			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
I can identify human and physical features that are in the locality to our school. I know why people visit, work and live in Crowle. I know the most used areas in Crowle and can explain why.	Human Physical Path Road Shop Street Park Residential Community Job Leisure Local Bungalow Detached Flat Semi-detached	I can collect information about the Crowle while out on a walk. I can collect information of people in our local area to find out why they are visiting/working/living in Crowle. I can use a map to determine why more people would visit specific areas of Crowle.	
		Skills	
		Year 1	Year 2
		I can collect information about the Crowle while out on a walk **recognise** features. I can collect information of people in our local area to find out why they are visiting/working/living in Crowle using **observation.** I can use a map to determine why more people would visit specific areas of Crowle and **identify** why.	I can collect information about the Crowle while out on a walk and **identify** features. I can collect information of people in our local area to find out why they are visiting/working/living in Crowle and **reason** why. I can use a map to determine why more people would visit specific areas of Crowle and **reason** why.
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. 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.			

Geography Cycle A

KS1- Villages, towns and cities			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
I know the difference between a village, town and city. I can name a village, town and city. I know the different land uses in a town. I can identify popular landmarks in cities.	City Town Village Land use Services Landmark Skyscraper	I can annotate a map of a village, town and city with their key features. I can annotate a map to show the land use of a town.	
		Skills	
		Year 1	Year 2
		I can annotate a map of a village, town and city with their key features and **categorise** them. I can annotate a map to show the land use of a town and **make observations.**	I can annotate a map of a village, town and city with their key features and **categorise and reason** them. I can annotate a map to show the land use of a town, **make observations and reason** why.
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. 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.			

Geography Cycle A

KS1- Weather and seasons				
Substantive Knowledge			Disciplinary Knowledge	
What will pupils know?	Vocabulary		Techniques the pupils will learn and apply.	
I can recognise a range of weather symbols. I know the differences between the seasons. I know the differences between different forms of extreme weather.	Weather Cloud Fog Gale Hot Cold Rain Showers Snow Sun Warm	Spring Summer Autumn Winter Change Blizzard Flood Gale Heatwave Hurricane Tornado	I can use graphs to record features such as temperature or rainfall across the world.	
			Skills	
			Year 1	Year 2
			I can use graphs to record features such as temperature or rainfall across the world and **identify** trends.	I can use graphs to record features such as temperature or rainfall across the world and **identify and reason** trends.
		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.				

Geography Cycle A

KS1- Routes and journeys			
Substantive Knowledge		**Disciplinary Knowledge**	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
I know my address. I know the different forms of transport that can take me to different places. I know that animals migrate and know why.	Direction Journey Route Symbol Travel Transport Destination Holiday Motorway Migration	I can use a map to plan a journey I am familiar with. I can identify holiday destinations on a map. I can map the journey of a migrating animal.	
		Skills	
		Year 1	Year 2
		I can use a map to plan a journey I am familiar with and **recognise** symbols. I can identify holiday destinations on a map and **observe** distances. I can map the journey of a migrating animal and **identify** the start and end of the journey.	I can use a map to plan a journey I am familiar with and **select** symbols. I can identify holiday destinations on a map and **compare and contrast** distances. I can map the journey of a migrating animal and **reason** where and why they go.
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.			

Geography Cycle A

LKS2- Using and making maps			
Substantive Knowledge		**Disciplinary Knowledge**	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
Know and name the eight cardinal points. Know how to use four-figure grid references. Know what most of the ordnance survey symbols stand for.	Cardinal points North, east, south, west North east, north west South east, south west Compass Column Grid reference Row Logo Symbol Ordnance Survey	I can use cardinal points to support learning outside of the classroom. I can draw a map including landmarks, using the eight cardinal points. I can locate key areas on a map, globe and digital computer mapping. I can draw a map using ordnance survey symbols in a key.	
		Skills	
		Year 3	Year 4
		I can draw a map including landmarks, using the eight cardinal points and **identify** where they are in different scenarios. I can locate key areas on a map, globe and digital computer mapping and **identify** where they are. I can draw a map using ordnance survey symbols in a key and **select** the appropriate symbol.	I can draw a map including landmarks, using the eight cardinal points and **demonstrate understanding** of where they are in different scenarios. I can locate key areas on a map, globe and digital computer mapping and **make observations**. I can draw a map using ordnance survey symbols in a key and **explain** why each symbol has been used.
Prior Learning- What should they already know?			
KS1 I can label a map of our school. I can use a map to direct myself around our school. I can draw a map from memory of how I get to school. I can annotate a map of a village, town and city with their key features. I can annotate a map to show the land use of a town. I can use a map to plan a journey I am familiar with. I can identify holiday destinations on a map. I can map the journey of a migrating animal.			

Geography Cycle A

LKS2- UK Cities and Counties			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
Know the names of at least eight counties in England. Know the names of at least six cities in England.	City Town Village Features Locate County Boundary Journey Route Map Symbol	I can locate at least eight counties in England on a map. I can locate at least six cities in England on a map. I can use a map to plan a route from one city to another.	
		Skills	
		Year 3	Year 4
		I can locate at least eight counties in England on a map and **identify** where they are. I can locate at least six cities in England on a map and **identify** where they are. I can use a map to plan a route from one city to another and **describe** the route.	I can locate at least eight counties in England on a map and **explain** where they are. I can locate at least six cities in England on a map and **explain** where they are. I can use a map to plan a route from one city to another and **explain** why it is the best route to take.
Prior Learning- What should they already know?			
KS1 Know the four countries that make up the UK. Know the name and locate the capital cities of the UK. I can annotate a map of a village, town and city with their key features. I can use a map to plan a journey I am familiar with. I can map the journey of a migrating animal.			

Geography Cycle A

LKS2- UK Regions			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
I can name the regions of England. I know my address, including postcode. I know what a postcode tells you about which region I live in. I know the different land uses of Crowle. Know why most cities are located by a river.	Region Address Postcode County District Land use Pattern Map Represent River Thames Journey Source Mouth Trade Resources	I can locate the regions of England on a map. I can show the land use of Crowle on a map. I can use a map to follow the journey of a river.	
		Skills	
		Year 3	Year 4
		I can locate the regions of England on a map and **identify** where they are. I can show the land use of Crowle on a map and **explain** it. I can use a map to follow the journey of a river and **summarise** the journey.	I can locate the regions of England on a map and **explain** where they are. I can show the land use of Crowle on a map and **demonstrate understanding** of it. I can use a map to follow the journey of a river **explain** the journey.
Prior Learning- What should they already know?			
KS1 I can annotate a map of a village, town and city with their key features. I can use a map to plan a journey I am familiar with. I can map the journey of a migrating animal. Be able to identify the key features of the river Thames. Be able to compare the differences between coasts and rivers. I can make observations about a local stream or river.			

Geography Cycle A

LKS2- The Lake District			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
I know key features of the Lake District. I know the key features of the river Derwent. I know the human and physical features of Keswick.	Lake Mountain River National Park Mouth Source Tributary Town Human feature Physical feature Tourist Attraction	I can map and annotate the journey of the river Derwent.	
		Skills	
		Year 3	Year 4
		I can map and annotate the journey of the river Derwent and **recognise** different features along the route.	I can map and annotate the journey of the river Derwent and **explain** the different features along the route.
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. Be able to compare the differences between coasts and rivers. I can make observations about a local stream or river.			

Geography Cycle A

LKS2- Celebrating our World			
Substantive Knowledge		**Disciplinary Knowledge**	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
I know how people discovered the world. I know characteristics of an island. I can name the seven wonders of the world.	Explorer Travel Document Observe Island Human features Physical features Ancient world Civilisation Landscape Outdated	I can map a world expedition. I can plan elements of my own fieldwork expedition. I can make observations about the environment around me.	
		Skills	
		Year 3	Year 4
		I can map a world expedition and **summarise** the journey. I can plan elements of my own fieldwork expedition and **identify** the areas I have chosen. I can make observations about the environment around me and **summarise** them.	I can map a world expedition and **explain** the steps. I can plan elements of my own fieldwork expedition and **reason** why I have chosen each area. I can make observations about the environment around me and **demonstrate understanding** of them.
Prior Learning- What should they already know?			
KS1 I can recognise a range of weather symbols. I know the differences between the seasons. I know the differences between different forms of extreme weather. I can use graphs to record features such as temperature or rainfall across the world. I can draw a map from memory of how I get to school and describe the route.			

Geography Cycle A

UKS2- Mapping the World			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
Know the names of four countries from the southern hemisphere and four from the northern hemisphere. Recall features of the North and South Hemisphere. Know what latitude and longitude is. I know the differences between a map and a globe.	Axis Equator North Pole/South Pole Northern/Southern hemisphere Latitude Longitude Location Map Globe Map projection North point	I can identify the equator, north/south poles and northern/southern hemisphere on a map. I can label countries on the northern and southern hemisphere on a map. I can use latitude and longitude to describe the position of countries on the globe.	
		Skills	
		Year 5	Year 6
		I can **identify** the equator, north/south poles and northern/southern hemisphere on a map. I can label countries on the northern and southern hemisphere on a map and **explain** their location. I can use latitude and longitude to **describe** the position of countries on the globe. I can **evaluate** the differences between a map and a globe.	I can **identify** and **explain** the position of the equator, north/south poles and northern/southern hemisphere on a map. I can label countries on the northern and southern hemisphere on a map and **justify** their location. I can use latitude and longitude to **describe** and **explain** the position of countries on the globe. I can **critique** the differences between a map and a globe.
Prior Learning- What should they already know?			
KS1 I can locate the seven continents on a map of the world. I can locate the five oceans on a map of the world. I can use digital mapping to support my understanding of the globe. I can use a map to explain the climate of an area in relation to the equator.		LKS2 I can map a world expedition. Use maps to locate European countries and capitals.	

Geography Cycle A

UKS2- The Earth in Space			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
I know about time zones. I know the difference between winter and summer sun. I know what is meant by the term 'tropics'. I know the differences between countries in the tropics and the Arctic Circle.	Time zone Greenwich/prime meridian Winter sun Summer sun Tropics of Cancer Tropics of Capricorn Equator Arctic Circle Antarctic Circle	I can calculate differences in time zones. Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn. I can map countries on the equator and the tropics.	
		Skills	
		Year 5	Year 6
		I can calculate differences in time zones and **observe** similarities and differences. Use maps and globes to **identify** the equator, the Tropics of Cancer and Capricorn. I can map countries on the equator and the tropics, and **explain** how you **identify** them.	I can calculate differences in time zones and **explain** them. Use maps and globes to **identify** the equator, the Tropics of Cancer and Capricorn, and **explain** their location. I can map countries on the equator and the tropics, and **reason** their location and characteristics.
Prior Learning- What should they already know?			
KS1 Know where the equator, North Pole and South Pole are on a globe. I can use digital mapping to support my understanding of the globe. I can use a map to explain the climate of an area in relation to the equator. I know the differences between the seasons.		LKS2 Know and name the eight cardinal points. Use maps to locate European countries and capitals.	

Geography Cycle A

UKS2- Biomes and Vegetation Belts			
Substantive Knowledge		**Disciplinary Knowledge**	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
Know what is mean by biomes. I know the specific features of the rainforest. Label the layers of a rainforest. Know what deforestation is. I know the names of some of the world's deserts. I know where savannahs are generally located and the reason for this. I can name some of the savannah animals.	Biome Habitat Rainforest Deforestation Desert Cactus Sand dune Tropics Savannah Native animals Climate Weather	I can locate some of the world's deserts on a map. I can locate some of the world's savannahs on a map.	
		Skills	
		Year 5	Year 6
		I can locate some of the world's deserts on a map and **reason** their location. I can locate some of the world's savannahs on a map and **reason** their location.	I can locate some of the world's deserts on a map and **apply** my knowledge to **explain** their location. I can locate some of the world's savannahs on a map and **apply** my knowledge to **explain** their location.
Prior Learning- What should they already know?			
KS1 I can locate the seven continents on a map of the world. I can discuss the differences between polar regions, deserts and rainforests.		LKS2 I can locate key areas on a map, globe and digital computer mapping. Use maps to locate European countries and capitals. I can locate the main mountainous regions of the world on a map. I can use digital maps to locate volcanoes that are the closest to the UK. I can use maps to predict where earthquakes are likely to happen.	

Geography Cycle A

UKS2- World Countries and Capitals			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
I know a broad range of countries around the world. I know what a capital city is. I know different ways in which countries can work together.	Border Country Landlocked Location Capital city Commonwealth European Union United Nations Benefits	I can locate a broad range of countries on a map. I can use a map to find a range of capital cities around the world. I can use maps to support my understanding of nations working together.	
		Skills	
		Year 5	Year 6
		I can locate a broad range of countries on a map and **classify** the continent on which it lies. I can use a map to **identify** a range of capital cities around the world. I can use maps to support my understanding of nations working together and **demonstrate understanding** about their relationships.	I can **recall** a broad range of countries on a map and **classify** the continent on which it lies. I can use a map to **identify** a range of capital cities around the world and **classify** the continent. I can use maps to support my understanding of nations working together and **evaluate** the relationships.
Prior Learning- What should they already know?			
KS1 I can identify holiday destinations on a map. I can map the journey of a migrating animal. I can locate the seven continents on a map of the world. I can locate the five oceans on a map of the world. I can use digital mapping to support my understanding of the globe. I can locate Sri Lanka on a map.		LKS2 I can map a world expedition. Use maps to locate European countries and capitals. I can make human and physical comparisons between England and Poland. I can locate the main mountainous regions of the world on a map. I can use digital maps to locate volcanoes that are the closest to the UK.	

Geography Cycle A

UKS2- Settlement and Migration			
Substantive Knowledge		**Disciplinary Knowledge**	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
Know what is meant by a settlement pattern. I know which continent has the cities with the largest population. Know why people may migrate. I can recall some of the key migrations that have shaped the modern world. Know what happens to refugees.	Pattern Population Settlement Migration Immigrant Passage Inequality Refugee United Nations (UN)	I can create a population map. I can create a bar chart to represent the number of refugees that flee from a range of countries.	
		Skills	
		Year 5	Year 6
		I can create a population map and **reach informed conclusions.** I can create a bar chart to represent the number of refugees that flee from a range of countries and **empathise** with them.	I can create a population map and **evaluate** conclusions. I can create a bar chart to represent the number of refugees that flee from a range of countries, **empathise** with them and **justify** their choices.
Prior Learning- What should they already know?			
KS1 I can locate the seven continents on a map of the world. I can map the journey of a migrating animal.		LKS2 Use maps to locate European countries and capitals. Know how Volcanic activity affects the people of the world. I know how countries prepare for earthquakes.	