# 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 |
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| What is it like here? | • Where in the world are we?<br>• What can we see in our classroom?<br>• What can we find in our school grounds?<br>• Where are the different places in our school?<br>• How do we feel about our playground?<br>• Can we make our playground even better? | • To know that the UK is short for 'United Kingdom'<br>• To know the name of the country they live in<br>• To be able to name some physical and human features in the immediate locality, including school and grounds. This should include field, playground, building, stream, tree, grass, bench, play equipment.<br>• To know that a map is a picture of a place from above.<br>• To know that some symbols are often used on maps to represent features, including tree, play equipment, grass, bench.<br>• To know some simple directional language, including near, far, up, down, left, right, forwards, backwards. | Aerial view<br>Location<br>City<br>Sea<br>Town<br>Globe<br>Directional language<br>Features<br>Distance<br>Key<br>North<br>Questionnaire<br>Land<br>Village<br>Aerial photograph<br>Country<br>Map<br>Place<br>Symbol<br>Atlas<br>Country | To talk about their learning with a partner and record their learning on a mind map sheet. |

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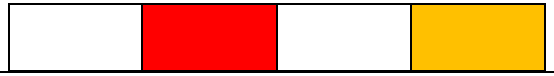
| | | | Locate<br>Survey<br>Improve | |
| What is the weather like in the UK? | • Where is the UK?<br>• What are the four seasons?<br>• What are the compass directions?<br>• What is the weather like today?<br>• Is the weather the same everywhere in the UK?<br>• How do people prepare for the weather? | • The location and name the four countries of the UK: Wales, Northern Ireland, Scotland, England.<br>• To know the four seasons of the UK: autumn, winter, spring, summer.<br>• To know that "weather" refers to the conditions outside at a particular time and be able to describe weather conditions, including rainy, foggy, windy, sunny, snowy, cloudy, lightning.<br>• To know the compass directions: north, east, south, west.<br>  | Atlas Capital city<br>Climate Compass<br>Continent Land<br>Direction Country<br>Locate Location<br>Map Rain gauge<br>Season Temperature<br>Thermometer<br>Weather<br>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? | • What can we see in our local area?<br>• Can we map our local area?<br>• Where in the world is China?<br>• What can you see in China?<br>• What is Shanghai like?<br>• How is Shanghai different from our local area? | • To know the name and location of two continents (Europe and Asia).<br>• To know we live in the continent of Europe and Shanghai is in the country of China on the continent of Asia.<br>• To know that human features are features that have been created by humans. Physical features are naturally occurring.<br>• To identify physical and human features in China, including the Great Wall of China, farmland, the city of Shanghai, Yangtze River, Furong town, Huangsham Mountains, Sanya, Gobi Desert, Beijing.<br>• To identify features that can be seen in Shanghai: a river, traffic, boats, lots of people.<br>• To know how people travel in Shanghai: cars, buses, boats or the Metro (underground railway).<br>  | Continent Symbol<br>Different Human feature<br>Key Physical feature<br>Map Country<br>Similar<br>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 | | | | |
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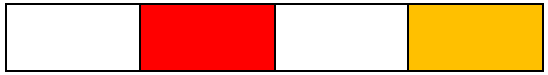
| **Unit of work** | **Key Questions** | **Knowledge learnt** | **Key vocabulary** | **Assessment Task** |
| Would you prefer to live in a hot or cold place? | • Where are the continents?<br>• Where are the coldest places on Earth?<br>• Where is the Equator?<br>• What is life like in a hot place?<br>• Do we live in a hot or cold place?<br>• Would you prefer to live in a hot or cold place? | • To know that the Equator is an imaginary line around the middle of the Earth<br>• 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<br>• To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place<br>• To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth<br>• To be able to name some hot and cold places, including the North and South Poles (cold), and Kenya (hot).<br>  | Continent<br>Land<br>Country<br>Sea<br>Desert<br>Map<br>Ocean<br>Locate<br>Globe<br>Climate<br>Pack ice<br>Arid<br>Compass<br>Weather<br>Ice sheet<br>Savannah<br>Grasslands<br>Tropical<br>Vegetation<br>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? | • What are some of the UK's amazing features and landmarks?<br>• Where are some of the world's most amazing places?<br>• Where are our oceans?<br>• What is amazing about our local area?<br>• Why are natural habitats special?<br>• How can we look after natural habitats? | • To be able to name the world's five oceans: Pacific, Atlantic, Southern, Arctic and Indian.<br>• To be able to name the seven continents of the world: Asia, Oceania, Europe, North America, South America, Africa and Antarctica.<br>• To know the four capital cities of the UK: London, Edinburgh, Belfast and Cardiff.<br>• To know some key physical and human features of the UK, including Lake Windermere, Edinburgh Castle, Snowdon and the Titanic Museum.<br>  | Aerial photograph<br>Continent Data collection<br>Human/physical feature<br>Lake Landmark Location<br>North Ocean River Sea<br>Symbol Capital city Key<br>Country Fieldwork Land<br>Locate Map OS map<br>Sample Scale Tally chart<br>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. |

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| What is it like to live by the coast? | • Where are the seas and oceans surrounding the UK?<br>• What is the coast?<br>• What are the features of the Jurassic Coast?<br>• How do people use Llandudno? | • To know that a sea is a body of water that is smaller than an ocean<br>• To be able to name the four bodies of water surrounding the UK: North Sea, English Channel, Atlantic Ocean and Irish Sea.<br>• To know that coasts change over time due to erosion and human impact.<br>• To know some key human and physical features of the coastline in the UK, including beaches, bays, cliffs, caves, stacks, arches, mudflats, hotels, piers, arcades and sand dunes.<br>  | Arch Bay City Coast Country Harbour Mudflat Pier Sea Town Aquarium Capital city Cliff Coastline Island Ocean Sand dunes Stack Tourist Village | Plan, practise and present a presentation in small groups to Year 3. This should include a summary of learning within the topic as well as the sharing of information and understanding. |

**Geography Year 3**

| Unit of work | Key Questions | Knowledge learnt | Key vocabulary | Assessment Task |
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| Why are rainforests important to us? | • Where in the world are tropical rainforests?<br>• What is the Amazon rainforest like?<br>• Who lives in the rainforest?<br>• How are rainforests changing?<br>• How is our local woodland used? | • To know where South America is on a world map<br>• To know the names of some countries in South America containing the rainforest: Brazil, Peru, Colombia and Bolivia.<br>• To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region. These are the countries with the hottest climates.<br>• To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.<br>• To know the features of the rainforest, including the layers of the rainforest (forest floor, understorey layer, canopy layer and emergent layer).<br>• To know the features of each layer: Forest floor – wet, dark and hot; understorey layer – small trees with large leaves, predators and little light; canopy layer – cooler and lighter, creates a roof; emergent layer – the tallest trees, receives lots of sunlight, rain and wind.<br>• To know the threats to the rainforest, including deforestation, poaching, fire, flood, polluted rivers and fish.<br>  | Biome<br>Tropic of Capricorn<br>Lines of latitude<br>Equator<br>Tropic of Cancer<br>Buttress roots<br>Lianas<br>Vegetation<br>Vegetation belts<br>Forest floor<br>Understory layer<br>Canopy layer<br>Emergent layer<br>Community<br>Drought<br>Deforestation<br>Indigenous peoples<br>Greenhouse gas<br>Global warming<br>Mining<br>Risk<br>Logging<br>Method<br>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? | • What is climate?<br>• Where is Antarctica?<br>• Who lives in Antarctica?<br>• Who was Shackleton?<br>• Can we plan an expedition around school?<br>• How did our expedition go? | • To know that climate zones are areas of the world with similar climates and be able to name some climate zones, especially polar and temperate.<br>• To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region: the countries with the hottest climates.<br>• To begin to understand lines of longitude. | Lines of latitude<br>Lines of longitude<br>Climate<br>Compass points<br>Treaty<br>Hemisphere<br>Climate zone<br>Direction<br>Ice sheet | Curate a museum exhibit to showcase their understanding and learning about our wonderful world. This could feature informative posters, written explanations, artifacts or interactive |

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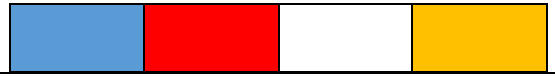
| | | • To know the boundaries of the polar regions are marked by invisible lines: the Arctic and Antarctic Circle.<br>• To be able to name physical features of Antarctica: ice sheet (glacier), ice shelf, drifting ice, iceberg, mountain and volcano.<br>• To know that nobody lives in Antarctica permanently.<br>• To know that Ernest Shackleton was the first person to reach the South Pole and he made three different attempts.<br>  | Iceberg<br>Ice shelf<br>Drifting ice | elements, such as quizzes. |
| Where does our food come from? | • How can our food choices impact the environment?<br>• What does it mean to trade responsibly?<br>• How do we get our chocolate?<br>• Where does our food come from?<br>• Are our school dinners locally sourced?<br>• Is it better to buy local or imported food? | • To know the main types of land use such as farming, housing, transportation<br>• To know where the Tropics of Cancer and Capricorn are.<br>• To be able to name the world's biomes: tundra, desert, savannah, temperate deciduous forest, tropical rainforest, boreal rainforest.<br>• To know that climates can influence the foods able to grow<br>• 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.<br>• To know the UK grows food locally and imports food from other countries, such as chocolate.<br>• To know the advantages of buying local food (reduction in transport distances resulting in less air pollution, readily available seasonal food, supporting local businesses, creating local jobs) and the advantages of buying imported food (it helps to support communities in developing countries; a wider variety of food available; it | Air freight Carbon footprint<br>Consume Distribution<br>Export Fertiliser Import<br>Food bank Food miles<br>Grant Produce Source<br>Pesticides Quantitative<br>Qualitative Responsible trade<br>Reliability Scale bar<br>Sample size Trade<br>Seasonal food Trend<br>Sustainability | 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. |

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| | | creates new and improved relationships with other countries).<br>  | | |

**Geography Year 4**

| Unit of work | Key Questions | Knowledge learnt | Key vocabulary | Assessment Task |
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| What are rivers and how are they used? | • What is the water cycle?<br>• How is a river formed?<br>• Where can we find rivers?<br>• How are rivers used?<br>• What can we find out about our local river?<br>• What features does our local river have? | • To know the names of some of the UK and world's most significant rivers: River Thames, River Trent, River Nile, River Mississippi.<br>• To know that the water cycle is the processes and stores which move water around our Earth.<br>• To name the parts of the water cycle and describe their function: precipitation, percolation, evaporation and condensation.<br>• To know the courses and key features of a river: source, waterfall, valley, tributary, estuary, meander, oxbow lake, delta, mouth and floodplain.<br>• To know water is used by humans in a variety of ways such as transportation, drinking, leisure.<br>•  | 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? | • How is the Earth constructed?<br>• Where are mountains found?<br>• Why and where do we get volcanoes?<br>• What are the effects of a volcanic eruption?<br>• What are earthquakes and where do we get them?<br>• Where have the rocks around school come from? | • To know that the Earth is made up of layers: inner core, outer core, mantle and crust.<br>• To know that mountains, volcanoes and earthquakes largely occur at plate boundaries and how and why this happens.<br>• To know the location and names of some of the world's most significant mountain ranges such as The Andes and The Himalayas.<br>• To know the difference between a shield and composite volcano. Shield has gently sloping sides; composite has a tall, conical shape.<br>• To know the negative and positive effects of living near a volcano. Negative effects: settlements can be destroyed by lava flows; people may lose homes and jobs if farms and land are destroyed; eruptions can kill people; large ash clouds can make it hard to breathe. Positive effects: rich, fertile soil; new land is formed over time; beautiful | Inner core<br>Outer core<br>Mantle<br>Crust<br>Magma<br>Tectonic plate<br>Plate boundary<br>Fold mountain<br>Fault-block mountain<br>Volcanic mountain<br>Atlas<br>Composite volcano<br>Shield volcano<br>Magma chamber<br>Vent<br>Pyroclastic flow<br>Active volcano<br>Dormant volcano | 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. |

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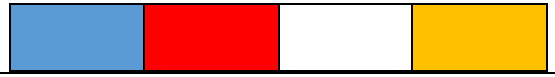
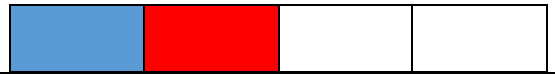
| | | landacapes; hot springs and mud; tourism; geothermal energy; mining of precious stones and minerals.<br>• To know that an earthquake is caused by the movement of tectonic plates which cause vibrations called seismic waves which shake the ground.<br>•  | Extinct volcano<br>Fertile soil<br>Climate change<br>Volcanic springs<br>Geothermal energy<br>Earthquake<br>Tsunami | |
| Are all settlements the same? | • What is a settlement?<br>• How is land used in my local area?<br>• Can I explore the location of features in my local area?<br>• How has my local area changed over time?<br>• How is land used in New Delhi?<br>• How does land use in New Delhi compare with my local area? | • To know the names of some cities and countries in the UK: Wales (Cardiff), Northern Ireland (Belfast), Scotland (Edinburgh), England (London), Liverpool, Newcastle-upon-Tyne and Plymouth.<br>• To know the name of the county that we live in (Cheshire East) and our closest town (Crewe).<br>• To begin to name the twelve geographical regions of the UK: East Midlands, East of England, Greater London, North East, North West, South East, South West, West Midlands, Yorkshire and he Humber.<br>• To know the main types of land use: residential, commercial, services such as hospitals and schools; transport; leisure.<br>• To know some types of settlement: villages, towns, cities, linear settlements, nucleated settlements, dispersed settlements.<br>• To know the difference between an urban place and a rural place.<br>• To know the UK grows food locally and imports food from other countries.<br>  | Agricultural land<br>Commercial land<br>Country border<br>Dispersed<br>Capital city<br>Land use<br>County<br>Linear<br>Nucleated<br>Settlement<br>Recreational land<br>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 | | | | |
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| **Unit of work** | **Key Questions** | **Knowledge learnt** | **Key vocabulary** | **Assessment Task** |
| Why does population change? | • How is the global population changing?<br>• What are birth and death rates?<br>• Why do people migrate?<br>• How is climate change impacting the population?<br>• How is population impacting our environment?: Data collection<br>• How is population impacting our environment?: Findings | • To know some reasons for population growth and decline: Population growth: fewer people being displaced or killed in battle; wide access to food, medicine and healthcare; more couples having children. Population decline: food not being available; poor living conditions; people vulnerable to harsh climates; people being killed in wars; very little medicine or healthcare so people died more frequently of disease, injury or childbirth.<br>• To understand factors effecting birth and death rate (see above).<br>• To know the push and pull factors influencing the movement of people, including low or high crime rate; poverty; safety; access to healthcare; proximity to friends or family; job availability; to escape conflict or war.<br>• To know that migration is the movement of people from one country to another.<br>• To know that London and the South East regions have the largest population in the UK.<br>• To know that increases in population impact the environment, such as through traffic congestion or litter pollution.<br>  | Population<br>Sparsely populated<br>Population distribution<br>Birth/death rate<br>Natural increase<br>Densely populated<br>Population density<br>Cartogram Migration<br>Migrants Refugee<br>Push/pull factors<br>Voluntary Involuntary<br>Region Climate Impact<br>Climate change Fossil fuels<br>Greenhouse gases<br>Deforestation Quantitative<br>Air/noise pollution<br>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. |

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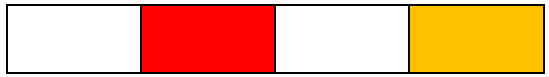
| What is life like in the Alps? | • Where are the Alps?<br>• What is it like in the Alps?<br>• Why do people visit the Alps?<br>• What is there to do in our local area?<br>• How are the Alps different from our local area?<br>• What is life like in the Alps? | • To know the location of the Alps on a continent and world map.<br>• To name some human and physical features of the Alps: Chamonix Ski Resort, Lake Worthersee, Pasterse Glacier, Mont Blanc, Hohensalzburg Fortress, Nordkette Cable Car.<br>• To know some similarities and differences between the UK and a European mountain region such as the climate, population, transportation methods, vegetation and leisure.<br>• To know why tourists visit mountain regions, such as the Alps: skiing, climbing, hiking, mountain biking.<br>  | Atlas<br>Mountain range<br>Fold mountain<br>Longitude<br>Latitude<br>Hemisphere<br>Land height<br>Sea level<br>Human feature<br>Physical feature<br>Glacier<br>Mountain climate<br>Temperate forest<br>Temperate<br>Coniferous trees<br>Deciduous trees<br>Scale<br>Vegetation<br>Leisure<br>Tourism<br>Tourist<br>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? | • How do we use our oceans?<br>• What is the Great Barrier Reef?<br>• Why are our oceans suffering?<br>• What can we do to help our oceans?<br>• How littered is our marine environment?: Data collection<br>• How littered is our marine environment?: Findings | • To know the location of key physical features such as the Great Barrier Reef.<br>• To know why the ocean is important, including transportation, trading, providing food and jobs, absorbing carbon dioxide.<br>• To know the different ways humans could support a healthy ocean: not using single-use plastics; using natural fertilisers in gardens; re-using or re-purposing items; educating about the oceans; recycling plastics; being mindful of the seafood you eat; only buying what you need or buying second hand; walking or cycling if possible. | Atmosphere Buffer<br>Coral reef Digital map<br>Ecology Erosion Habitat<br>Marine Natural disaster<br>Policy Single use plastic<br>Water cycle Biodegradable<br>Coral bleaching Decompose<br>Disposable Ecosystem<br>Geology Human footprint<br>Microplastics Species<br>Ocean current<br>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. |

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| | | • To know the ways that our oceans are suffering: coral bleaching, plastic pollution, overfishing, climate change.<br>• To be aware of some issues in the local area such as littering.<br>  | | |

**Geography Year 6**

| Unit of work | Key Questions | Knowledge learnt | Key vocabulary | Assessment Task |
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| Would you like to live in the desert? | • What is a hot desert biome?<br>• Where are deserts located?<br>• What physical features are found in a desert?<br>• How can people use deserts?<br>• What are the threats to deserts?<br>• Would you like to live in the desert? | • To know the characteristic features of hot desert biomes: very little vegetation; very little rainfall; reptiles and camels are found there.<br>• To know where some deserts are located: Chihuahuan Desert, Sahara Desert, Oleshky Desert, Great Victoria Desert, Patagonian Desert, Mojave Desert, Antarctica and Gobi Desert.<br>• To know the physical features in the Mojave Desert: salt flats, sand dunes, mushroom rocks, natural arches and mesas.<br>• To know the different ways that deserts are used: protected nature reserves; for recreational purposes; farming or ranching; military purposes; mining; renewable energy; tourism; settlements.<br>• To know the threats and dangers to a desert: droughts; deforestation; new wind turbines and solar panel farms; mining; farming and overgrazing; flash floods.<br>  | 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? | • Why is energy important?<br>• What is renewable energy?<br>• How does the United States generate energy?<br>• How does the United Kingdom generate energy?<br>• What is the best way to generate energy?<br>• Where is the best place for a solar panel on the school grounds? | • To name the key energy sources: coal, natural gas, crude oil, hydropower, wind power, geothermal power, solar power, nuclear power and biofuel.<br>• To know that Blythe in the UK and Midland, Texas in the USA are places where energy is produced.<br>• To know the name of many cities in the UK: London, Glasgow, Liverpool, Bristol, Edinburgh, Cardiff, Bristol, Belfast, Newcastle-upon-Tyne, Southampton, Plymouth and Leeds. | 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 | 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. |

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| | | • To know the difference between renewable and non-renewable energy sources. Coal, oil and natural gas are non-renewable fossil fuels; the others listed above are renewable.<br>• To know that natural resources can be used to make energy through wind, water or solar.<br>• To know some positive and negative impacts of humans on the environment: positive: focus on renewable energy to avoid emitting harmful gases into the environment; negative: mining; noise pollution from construction of wind farms or hydropower plants.<br>  | Six-figure grid reference | |
| Can I carry out an independent fieldwork enquiry? | • What should our enquiry question be?<br>• What data should we collect?<br>• What should our route be?<br>• How could I collect my data?<br>• What does our data show?<br>• How can we present our data? | Themes covered and knowledge learned is dependent on the enquiry chosen by the students<br>  | 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. |