

EYFS

EYFS Knowledge:

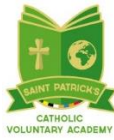
The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the National Curriculum.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four- Year-Olds and Reception to match the programme of study for geography.

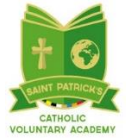
The most relevant statements for geography are taken from the following areas of learning:

- Mathematics
- Understanding the World.

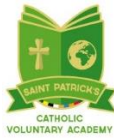
Geography			
Three- and Four-Year Olds	Mathematics	<ul style="list-style-type: none"> • Understand position through words alone. For example, “The bag is under the table,” - with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind.’ 	
	Understanding the World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	
Reception	Understanding the World	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. 	
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.



**St Patrick's Catholic Voluntary Academy
Geography Content Subject Organiser and End Points:**



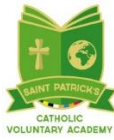
	KS1	Locational Knowledge	Sense of Place Knowledge	Physical Geography	Human Geography	I am geographer	
						Fieldwork Skills	Mapping skills
KS1	<i>(Even Year September 2022)</i> Wonderful World	Name and locate the world's seven continents and five oceans.	To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.	To identify seasonal and daily weather patterns in Sheffield. To compare seasonal and daily weather patterns in the two or three contrasting localities (Whitby/ Costa Rica, Sheffield) using geographical vocabulary to discuss key physical features e.g. season and weather.	To explore land use patterns and the key human features linked to the physical characteristics e.g. land use, types of settlement, human activity.	To use simple fieldwork and observational skills to the geography of their immediate local area (school) , exploring the key human and physical features of its surrounding environment.	To use world maps, atlases and globes to identify and locate the United Kingdom, as well as the countries, seven continents and five oceans.
	<i>(Even Year 2022)</i> British Seaside Locality Whitby	Name and locate the world's seven continents and five oceans Name, locate and identify the seaside town or Whitby and its characteristics	To find similarities and differences between Whitby and Sheffield.	To identify seasonal and daily weather patterns in the United Kingdom, linking the differences in climate with distance from the Equator and the Poles. Using key geographical features of Whitby (e.g. beach, cliff, coast, sea, ocean, season and weather)	To identify key human features in Whitby e.g. town, harbour, shop, farm, house	To make observations using aerial photographs of Whitby and recognise landmarks and basic human and physical features. <i>(Visit Sheffield by the sea town? Bring the seaside to school.)</i>	To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans Locate places/landmarks on a map.
	<i>(Odd Year 2023)</i> Contrasting a non-European locality - Costa Rica "peppered with mountains"	Name and locate the world's seven continents and five oceans. To identify Costa Rica on a map and identify different continents and oceans on a map	To understand geographical similarities and differences through studying the human and physical geography between Cahuita National Park in Costa Rica and Sheffield / Whitby	To identify key geographical features of Costa Rica (e.g. mountains, volcanoes, valley, rivers, soil, vegetation, forests) To identify seasonal and daily weather patterns in Costa Rica, linking the differences in climate with distance from the Equator and the Poles.	To identify key geographical features of Costa Rica including factories and manufacturing, office, village. To compare life in a city in Costa Rica and Sheffield	To visit a seaside a beach in the UK and make observations using aerial photographs of Costa Rica and recognise landmarks and basic human and physical features	Locate places/landmarks on a map.
	<i>(Odd Year September 2023)</i> My Local Area – Firth Park	Name and locate four countries and capital cities of the UK. Locate Sheffield and the local area Firth Park/ Barnsley Road on a map of the UK.	To identify Firth Park on local land use map, exploring the features of firth park.	To identify the key geographical physical features of Firth Park and the local area. To use key geographical features of Firth Park and the local area (e.g. hill, soil, vegetation)	To identify key geographical human features of Firth Park and the local area (e.g. city, house, flat, shops) To identify positive and negative features of the local area. What do we like about the area? What could be better about the area?	To use simple fieldwork and observational skills to study the geography of the local area (Firth Park) identifying basic human and physical features, devising a simple map; using and constructing basic symbols in a key.	Use simple compass directions (N, E, S, W) locational and directional language to describe the location of features and routes on a map. Use aerial and photos to recognise landmarks.



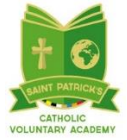
St Patrick's Catholic Voluntary Academy Geography Content Subject Organiser and End Points:



KS2		Locational Knowledge	Sense of Place Knowledge	Physical Geography	Human Geography	I am a geographer	
						Fieldwork Skills	Mapping skills
Y3/4	Iceland Uncovered (North Pole, Equator, South Pole) (2022)	To identify, name and locate the North Pole (Arctic Circle), South Pole (Antarctic Circle), Equator, Northern and Southern Hemispheres and Iceland on a world map. To identify and locate the Pacific Ocean and 'Ring of Fire' on a world map.	To understand the structure of the earth. To understand the connection between the earth's tectonic plates, the distribution of volcanoes and the 'Ring of Fire.' Make comparisons with the UK including variations of day and night length.	To understand the key features of volcanoes (including shield volcano, stratovolcano and caldera volcano) and the stages of volcanic eruption. Study an Icelandic eruption as a case study (e.g. Fagradalsfjall 2021, Eyjafjallajökul 2010) To identify and understand different climate zones.	To explore the impact of volcanoes on human activity, types of settlements and land use. To explore the distribution of natural resources including energy and water (Geothermal power use).		To use maps, atlases and digital computer mapping to identify the distribution of volcanoes and tectonic plates.
	Where does my food come from? (2022) (Dairy Farm visit to Our Cow Molly/Manor Lodge Discovery Centre Allotments?)	To identify, name and locate counties and cities of the UK and of Russia on a world map, including major trading cities; producers, traders and consumers of food types including land use.	To identify key human and physical characteristics of a region of the UK (Sheffield land use inc. dairy farming, and grain production in Canada, Russia, Brazil, India + China).	To identify and understand the distribution of climate zones across the world. Explain the distribution of natural resources and how land is used.	To describe different types of settlement (village, town, city) and the distribution of natural resources (food). To identify the different stages of food chain supply. To identify different types of land use, including farming, processing and distribution of food.	To observe and compare the key human and physical characteristics of a region of the UK (Sheffield land use including dairy farming)	To identify key locations in a supply chain. Use 8 points of a compass.
	Mountains, Rivers, Oceans and the Water Cycle Why are Rivers so important? (2023)	To identify key topographical features of the UK and Sheffield (hills and rivers).	To explore the rivers which flow through and around Sheffield.	To describe and understand the water cycle. To describe and explain key river processes (erosion, deposition) To identify key parts of the river (waterfall, meanders, mouth, source, tributary, confluence). To describe the different stages of a river course.	To identify how Rivers are used, including change over time. How Rivers can affect humans e.g. flooding. To explain how people manage the impact of flooding (flood defences, managing the river) and SUDS (sustainable, urban drainage systems). To explore Meadowhall flood defences, reinforcements	To observe, measure and record the depth and speed of a water source. (Porter Valley (Forge Dam-Endcliffe Park), Longshaw Estate ('guided'), Wildlife Trust (Grenoside Woods))	To use atlases and maps to map the course of a river. To use the eight points of a compass To use four-figure grid references.
	My Local Area – Geography City Centre Land Use and Regeneration (2023)	Identify major cities of the UK.	Identify key human and physical characteristics of a region of the UK (South Yorkshire)	To locate Sheffield and the 'Seven Hills' and 'five Rivers.'	To describe different types of settlement (village, town, city etc) To describe the distribution of natural resources (iron, coal, water). Explain why these natural resources are important in starting new settlements.	To observe and understand the changes of land use over time in Sheffield (e.g. repurposing and regeneration, Heart of the City II) visiting the city centre.	To identify the major rivers and hills of Sheffield. To use symbols and keys to create a map. To use OS maps of Sheffield, four figure grid references to identify key locations



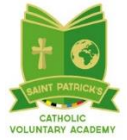
**St Patrick's Catholic Voluntary Academy
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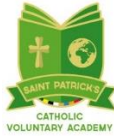
	KS2	Locational Knowledge	Sense of Place Knowledge	Physical Geography	Human Geography	I am a geographer	
						Fieldwork Skills	Mapping skills
Year 4/5	Natural Disasters Hurricanes and Rivers (including Flooding)	<p>To locate New Orleans and key physical and human features on a map (e.g. port, Mississippi river and Delta, Gulf of Mexico)</p> <p>To identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones.</p>	<p>To recap and explore the rivers, which flow through and around Sheffield.</p> <p>To compare Sheffield rivers e.g. The River Don to the New Orleans River Mississippi delta.</p> <p>To consider river use and flooding.</p>	<p>To describe how hurricanes form.</p> <p>To understand the physical features of a river and New Orleans.</p>	<p>To understand the key features of economic activity around New Orleans, including trade links (Mississippi River, Port, seafood, tourism and culture).</p> <p>To explain the impact of Hurricanes (e.g. Hurricane Irene and Hurricane Katrina) can have on communities.</p>		<p>To locate North and South America using maps, atlases, globes.</p> <p>To use OS maps, atlases and globes to describe the key features.</p> <p>To use six-figure grid references, symbols and keys.</p>
	Where does my school Uniform come from?	<p>To identify, name and locate counties and cities of the UK and Bangladesh on a world map, including major trading cities; producers, traders and consumers of clothes.</p>	<p>To identify key human and physical characteristics of a region of Bangladesh and the UK (Sheffield).</p>	<p>To understand the distribution of climate zones across the world, (growing of cotton) exploring the distribution of natural resources.</p>	<p>To describe different types of settlement (village, town, city) linked to the distribution of natural resources (cotton) and land use.</p> <p>To identify the different stages of clothing chain supply and distribution.</p>	<p>To observe and compare the key human and physical characteristics of a region of the UK and Bangladesh.</p>	<p>To use 8 points of a compass.</p> <p>To identify key locations in a supply chain.</p>



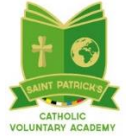
St Patrick's Catholic Voluntary Academy Geography Content Subject Organiser and End Points:



	KS2	Locational Knowledge	Sense of Place Knowledge	Physical Geography	Human Geography	I am a geographer	
						Fieldwork Skills	Mapping skills
Y5/6	Rainforests (2022)	To locate the Amazon Basin on a map. To identify the position and significance of the North and South hemispheres, latitude, equator, Tropics of Capricorn and Cancer and understand how this affects climate zone and biomes, linking to rain forests.	To locate an area of the Amazon, concentrating on its environmental regions. To name and locate the key topographical features, including erosion, hills and mountains with a focus on rivers including change over time.	To understand how latitude affects the distribution of climate zones. To identify physical features of desert and the tropical rainforest biome, vegetation belts, waterfalls, mountains and lakes.	To understand how people use the Amazon Rainforest (logging, agriculture etc) To understand how human activity threatens the Amazon rainforest.	VR Trip to tropical rainforest	Use OS maps, atlases, globes to locate the Amazon and describe the features. To use six-figure grid references, symbols and keys.
	Frozen Planet (North Pole and South Pole) (2022)	Identify, name and locate the North Pole (Arctic Circle), including the countries of Canada, Alaska, Russia and the South Pole (Antarctic Circle), Equator, Northern and Southern Hemispheres on a world map.	To locate and explore the country of Russia. To understand the claim made in 2007 – as a politically charged symbolic gesture to claim the rights to the seabed which could be rich in oil and gas.	To explore and understand climate zones inc. temperature and rainfall. To understand the characteristics of arctic and boreal forest biomes and vegetation belts.	To understand how human actions are changing the Arctic and Antarctic (inc. habitats, global warming, trade routes and the exploitation of natural resources).		Use maps, atlases, globes to locate the Poles and describe the features. To use six-figure grid references, symbols and keys.
	Natural Disasters/ European Earthquakes and Tsunamis (2023)	To locate and identify the Equator and Hemispheres on a world map.	To understand the structure of the earth. To identify the Pacific Ocean, 'Ring of Fire' the distribution of tectonic plates on a world map. To identify 90% of the world's earthquake zones and 75% of the world's volcanoes and where Tsunamis have occurred. To explore what information and conclusions can the children draw from this information?	To understand the key features of earthquakes. To describe the different stages of the formation of a Tsunami. To describe the distribution of Tsunamis. To explore the Case Study Japan March 2011 (Earthquake, Tsunami – Fukushima nuclear disaster).	To investigate types of settlements and land use linked to the impact of earthquakes and tsunamis on the human environment (Inc. fatalities, damage to buildings and nuclear disaster).	To be able to explain what the Richter scale is and what it measures.	To use OS maps, atlases, digital computer mapping, and 3D imaging to identify the distribution of volcanoes, earthquake zones and tectonic plates.
	Our Changing World - Preserving our Planet (2023)	To locate the world's oceans. To locate the five biggest ocean garbage patches across the globe. (Pacific, Atlantic, and Indian Oceans) including the North Pacific Gyre.	To understand how the location of the garbage patch is linked to tidal currents.	To describe oceans currents and Ocean gyres. To describe the effects of plastic pollution upon the natural environment.	To identify how human activity contributes to pollution of the world's oceans. To describe the effects upon the human environment. To identify ways to have a positive impact upon plastic use and our environment.	To investigate and measure personal plastic use over a period of time. To identify ways, we can reduce our personal plastic use.	Topographic Map reading, atlases and globes to explore and describe the key features. To use six-figure grid references, symbols and keys.



**St Patrick's Catholic Voluntary Academy
Geography Content Subject Organiser and End Points:**



Assessment framework- Geography

Working at ARE

**By the end of Y2,
children can:**

Locational Knowledge:

- Name and locate Whitby and Sheffield on a world map
- Name and locate the world's seven continents and five oceans.
- To order the continents and oceans in size order.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, including Sheffield on a map of the UK.
- Name, locate and identify the seaside town of Whitby and its characteristics.
- Name and locate the local area of Firth Park on a map of the UK.
- Name and locate Costa Rica on a map.

Sense of Place Knowledge:

- Identify the location of St Patricks' Catholic Voluntary Academy within Sheffield.
- Understand how land use changes over time.
- Identify similarities and differences between Whitby and Sheffield.
- Describe local land use around Firth Park.
- Compare and contrast Whitby with Cahuita National Park in Costa Rica.
- Compare similarities and differences in island life between the UK and Costa Rica.
- Identify factors, such as weather, resources or distance from the mainland that makes like in Whitby or Costa Rica and the UK different or similar.

Physical Geography Knowledge:

- Describe seasonal and daily weather patterns in Sheffield.
- Compare seasonal and daily weather patterns in Whitby, Costa Rica, Sheffield and the UK.
- Use geographical vocabulary to discuss key physical features (beach, cliff, coast, sea, ocean and weather).
- Identify key geographical features of Firth Park and the local area.
- Identify key geographical features of Costa Rica. (e.g. mountains, volcanoes, valley, rivers, soil, vegetation, forests)
- Investigate weather and climate in the United Kingdom and around the world.
- Understand key physical features in our local area (Firth Park)
- Compare similarities and differences between Costa Rica and Whitby.
- Link the differences between climate differences with the distance from the Equator and the Poles.

Human Geography Knowledge:

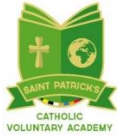
- Explore land use patterns and key human features linked to the physical characteristics.
- Identify similarities and differences between human features of Firth Park, Whitby and Costa Rica.
- Identify human features of the coastal seaside town Whitby (town, harbour, shop, farm, house).
- Identify key human features of our local area (Firth Park, city, house, shops, flats).
- Discuss the positive and negative features of the local area of Firth Park, explaining what I like about my local area.
- Make suggestions about what I think would improve my local area, explaining why.
- Investigate city life in Sheffield.
- Investigate and compare life in Costa Rica (including factories and manufacturing, office, village) with life in Sheffield.

Fieldwork Skills:

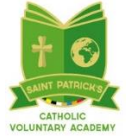
- Use simple fieldwork and observational skills to study the geography of St Patrick's CVA School and the surrounding area.
- Use simple fieldwork and observational skills to study the geography of the local area (Firth Park).
- Make observations using aerial photographs of Whitby.
- Recognise landmarks and the key human and physical features of its surrounding environment.
- Make observations using aerial photographs of Costa Rica, recognising landmarks and basic human and physical features.

Map work Skills:

- Use a range of different maps, atlases and globes for a variety of purposes.
- Use maps, atlases and globes to identify the UK and its countries, as well as continents and oceans.
- Use aerial photos and plans to devise a simple map.
- Include basic symbols in a key.
- Use simple compass directions, locational and directional language accurately.
- Devise a simple map; using and contrasting basic symbols in a key.



St Patrick's Catholic Voluntary Academy Geography Content Subject Organiser and End Points:



Key stage 1 National Curriculum Geography.

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.

Pupils should be taught to: Locational knowledge

- ♣ name and locate the world's seven continents and five oceans
- ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

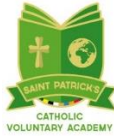
- ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- ♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- ♣ use basic geographical vocabulary to refer to:
 - ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

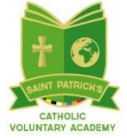
Geographical skills and fieldwork

- ♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- ♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- ♣ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



St Patrick's Catholic Voluntary Academy

Geography Content Subject Organiser and End Points:



Working at ARE

By the end of Y4, children can:

Locational Knowledge:

- Identify, name and locate the equator and both hemispheres on a world map.
- Locate and name the Arctic Circle, Antarctic Circle, Equator on a world map.
- Locate Iceland on a world map.
- Identify and locate countries and major cities, of the UK and of Russia, as well as other major trading cities on a world map.
- Identify key topographical features (rivers and hills) of the UK and Sheffield.
- Identify patterns in locations of key geographical features (e.g. volcanoes, cities on rivers or on the coast).
- Explain why some locations have more trade.
- Identify and locate the Pacific Ocean and the 'Ring of Fire.'

Sense of Place Knowledge:

- Investigate the structure of the earth, exploring the earth's tectonic plates.
- Make comparisons between the UK and other countries, including the length of night and day.
- Identify key human and physical characteristics of Sheffield and South Yorkshire.
- Compare Sheffield to other countries, Canada, Russia, Brazil, India and China.
- Identify features of regions in the UK and how these features relate to trade.
- Explore rivers which flow through and around Sheffield.

Physical Geography:

- Understand the key features of volcanoes (including shield volcano, stratovolcano and caldera volcano)
- Describe the stages of volcanic eruption, identifying and making links between tectonic plates and earthquake patterns.
- Explain information to show understanding around the Icelandic eruption case study, 2021 and 2010), describing how people try to lessen the impact of earthquakes.
- Understand and identify the adaptations that are made due to volcanoes and volcanic activity.
- Identify and understand climate zones.
- Identify and understand the distribution of climate zones across the world.
- Explain the distribution of natural resources and how land is used, explaining why natural resources are important in starting new settlements.
- Describe and understand the water cycle.
- Can describe and explain key river processes using the correct terminology (erosion, deposition).
- Identify key parts of the river (waterfall, meanders, mouth, source. Tributary, confluence.)
- Identify rivers which flow through and around Sheffield.
- Describe the different stages of a river course.
- Explore the location of Sheffield, built on seven hills and five rivers.

Human Geography:

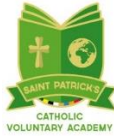
- Explore and explain the impact of volcanoes on human activity.
- Investigate the distribution of natural resources including energy and water.
- Describe different types of settlement (village, town, city) and the distribution of natural resources (food).
- Identify the different stages of the food chain supply.
- Identify different types of land use, including farming, processing and distribution.
- Identify how rivers are used, including change over time.
- Describe how flooding can impact on human lives.
- Explain how people manage the impact of flooding (flood defences, managing the river) and SUDS (Sustainable Urban Drainage Systems).
- Describe different types of settlements (village, town, city), making links to the distribution of natural resources and land use.
- Describe the distribution of natural resources (iron, coal, water).

Fieldwork Skills:

- Observe and compare the key human and physical characteristics of a region of the UK.
- Make observations, including sketches, about the river profile.
- Measure and record the depth and speed of a water source.
- Use equipment accurately (e.g. measuring tape, metre stick, timer)
- Make links between observations and river processes.
- Explore how land use in Sheffield has changed and will change over time, suggesting possible reasons.

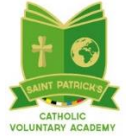
Map work Skills:

- Identify the major rivers and hills of Sheffield on a map.
- Use Ordnance Survey maps, digital mapping, atlases and globes.
- Identify the distribution of volcanoes and tectonic plates.
- Identify key locations in a supply chain.
- Use atlases and maps to map the course of a river.
- Use symbols and keys to create a map.
- Use 4 and or 6- figure grid references to identify key locations.
- Use 8 points of a compass.



St Patrick's Catholic Voluntary Academy

Geography Content Subject Organiser and End Points:



Working at ARE

By the end of Y4/5, children can:

Locational Knowledge:

- Locate New Orleans, the key physical and human features and patterns on a map.
- Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Prime/ Greenwich Meridian and time zones.
- Identify, name and locate the world's countries and cities of UK and Bangladesh on a world map. (Including, major trading cities; producers, traders and consumers of clothes).

Sense of Place Knowledge:

- Identify rivers, which flow through and around Sheffield.
- Compare Sheffield rivers, the River Don to the New Orleans river, the Mississippi Delta.
- Consider the link between river use and flooding.

Physical Geography:

- Understand river processes (erosion, deposition) and to describe the features of a river delta
- Describe and explain how hurricanes form.
- Explain the distribution of climate zones across the world, including the distribution of natural resources.
- Explain how the distribution of natural resources are used and changes over time.
- Identify the physical characteristics of New Orleans and the Mississippi.
- Identify the physical characteristics of a region of Bangladesh, the UK (Sheffield).

Human Geography:

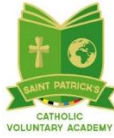
- Describe, understand and explain the key aspects of economic activity around New Orleans, including trade links. (Mississippi River, Port, seafood, tourism and culture).
- Explain how key physical features of New Orleans benefit people living there.
- Describe and explain the impact of hurricanes (inc. Hurricane Katrina).
- Describe different types of settlements (village, town, city) linked to the distribution of natural resources and land use.
- Identify the different stages of clothing chain supply and distribution.
- Identify key human characteristics of a region of Bangladesh, the UK (Sheffield).

Fieldwork Skills:

- Use digital/computer mapping to locate countries and describe geographical features.
- Observe and compare the key human and physical characteristics of a region of the UK and New Orleans.
- Observe and compare the key human and physical characteristics of a region of the UK and Bangladesh.

Map work Skills:

- Locate North and South America using maps, atlases and globes.
- Use Ordnance Survey maps, atlases and globes to describe the key features.
- Use six-figure grid references, symbols and keys.
- Use the eight points of a compass.
- Identify key locations in a supply chain.



St Patrick's Catholic Voluntary Academy Geography Content Subject Organiser and End Points:



Working at ARE

By the end of Y6, children can:

Locational Knowledge:

- Locate the Amazon Basin on a map.
- Identify the position and significance of the North and South Hemispheres on a map.
- Locate the latitude, equator, Tropic of Capricorn and Tropic of Cancer on a map.
- Discuss longitude and latitude, identifying and recognising the significance, explaining how location affects climate zone and biomes. (including Rainforests).
- Give examples of countries located within the significant areas of the globe, identify locate and name the North Pole (Arctic Circle), including the countries of Canada, Alaska, Russia and the South Pole (Antarctic Circle) on a map.
- Locate the world's oceans.
- Identify and explain the different climate zones and biomes.
- Locate the world's oceans and five biggest garbage patches, located across the globe.

Sense of Place Knowledge:

- Locate the Amazon Basin on a map.
- Name and locate the key topographical features (including erosion, hills, mountains).
- Understand the significance of the climate zones and biomes of the world.
- Locate Russia on a map.
- Explore the actions politically charged actions of Russia as they made a claim to the Arctic seabed.
- Understand the structure of the earth.
- Identify and label the Pacific Ocean and 'Ring of Fire,' explaining how the earth's structure and the distribution is connected to the earth's tectonic plates.
- Talk about volcanoes, earth quakes and tsunamis.
- Understand how the location of the garbage patch is linked to tidal currents.

Physical Geography:

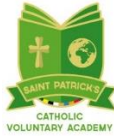
- Understand how latitude affects the distribution of climate zones.
- Describe the characteristics of climate zones, identify the different climate zones and their physical features within them, including deserts, waterfalls, mountains, lakes and vegetation belts.
- Explore, describe and explain climate zones, including temperature and rainfall.
- Identify the Pacific Ring of Fire and the distribution of volcanoes, earthquakes and tsunamis.
- Describe the distribution of tsunamis.
- Identify the key features and stages of a tsunami through the Case Study of Japan, March 2011.
- Understand the characteristics of arctic and boreal biomes and vegetation belts.
- Describe the characteristics of the tropical rainforest biome.
- Describe the structure of the rainforest.
- Describe ocean currents and ocean gyres around us.
- Explain how different types of rocks affect the coastline (erosional, headlands, bays, cliffs, wave-cut platforms, caves, arches, stacks, stumps, depositional beaches, sand dunes, Spits and Bars)
- Describe the effects of plastic pollution upon the natural environment.
- Describe wind patterns around the globe.

Human Geography:

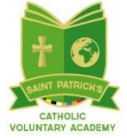
- Understand how political threats and symbolism can be made over land.
- Identify and describe the human uses affecting Amazon rainforest.
- Understand and explain how human actions and activities are changing the Arctic and Antarctic.
- Identify different types of settlements and land use linked to the impact of volcanoes, earthquakes and tsunamis on the human environment.
- Draw comparisons between the similarities and differences of the positive and negative impacts of human activity on the natural environment.
- Describe key aspects of economic activity, including trade links.
- Identify how people manage the impact of natural disasters.
- Describe the effects of how human activity contributes to pollution of the world's oceans.
- Describe the effect of plastic pollution on human activity.
- Identify ways to have a positive impact upon plastic use and our environment.
- Propose solutions to minimise the impact of human activity on the natural environment, including on the coastline.

Fieldwork Skills

- Explore through virtual resource the Amazon Rain forest.
- Investigate and measure the personal consumption of plastic over a period of time.
- Identify ways we can reduce personal plastic use.



St Patrick's Catholic Voluntary Academy Geography Content Subject Organiser and End Points:



Map work Skills

- Use maps, atlases, digital computer mapping, 3D imagining and globes to locate places and describe features.
- Use Ordnance Survey maps, atlases, globes and / or digital mapping to locate places of the globe.
- Describe the key features on a map.
- Use four-figure grid references, symbols and keys.
- Use 6 figure grid references and symbols and keys.
- Use eight points of a compass to identify key locations and describe locations.
- Create my own map using 6 figure grid references, symbols and keys.

Key stage 2 National Curriculum Geography

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. Pupils should be taught to:

Locational knowledge

- ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- ♣ describe and understand key aspects of:
 - ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- ♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.