

CGPS Curriculum - Subject Knowledge Overview

Geography

KSI Cycle A	Autumn I	Spring I	Summer I
Unit Title	Clifton - What can we learn about where we live?	Where would you prefer to live, Antarctica or the UK?	How similar is Dalby Forest to other forests around the world?
<p>Essential knowledge What <i>all children must know</i> by the end of the unit — this underpins progression and future learning.</p> <p>Desirable Knowledge <i>nice-to-have extras that deepen, enrich or extend understanding if time or interest allows.</i></p>	<ul style="list-style-type: none"> * Locate Clifton on a map of York. * Where in the UK is Clifton? (City, County, Country) * Identify, name and locate the UK and the 4 countries within it * Name the seas surrounding the UK: North Sea, English Channel, Irish Sea, Atlantic Ocean * Name local landmarks: Clifton Green PS, Clifton Doctors surgery, St James' Church, St Luke's Church, local shops & houses, The Green, trees / green spaces 	<ul style="list-style-type: none"> * Locate Antarctica on a world map and identify Argentinian Esperanza Base. * Identify the equator, North and South poles. * Is Argentinian Esperanza Base closer to the Poles or the Equator? * Describe the weather in Antarctica and compare it to York. * Explore the landscapes (physical features) of Antarctica * Explore the people and culture (Human Geography) of Antarctica/ Argentinian Esperanza Base (rural and city). * Name the 4 seasons and identify features in UK vs Antarctica. 	<ul style="list-style-type: none"> * Know that the UK is a temperate climate and contains woodlands * Name key physical & human features of UK woodlands (focus on Dalby Forest) * Name key human and physical features of a woodland (Dalby Forest) * Compare a British woodlands with one from another country/ Amazon Rainforest (physical & human features) * Fieldwork - Dalby Forest trip linked to this unit
Key concept /skills	<p>Locational knowledge - Clifton and countries within the UK</p> <p>Human & physical - identify human & physical features as above</p> <p>Use aerial photographs & plan perspectives</p> <p>Maps skills & fieldwork - Devise a simple map, use NSEW compass points.</p>	<p>Locational knowledge - Antarctica and the UK</p> <p>Skills & fieldwork - use world map, atlases and globes</p> <p>Place - geographical similarities & differences (York vs Antarctica)</p> <p>Human & physical - identify human & physical features as above</p>	<p>Locational knowledge - woodlands/ forests</p> <p>Skills & fieldwork - use NSEW compass points to travel around the UK and 'visit' different forest locations</p> <p>Place - geographical similarities & differences (Dalby Forest vs Amazon rainforest)</p> <p>Human & physical - identify human & physical features as above</p>
Key Vocabulary 6	<ul style="list-style-type: none"> <li style="width: 50%;">* city <li style="width: 50%;">* town <li style="width: 50%;">* house <li style="width: 50%;">* sea <li style="width: 50%;">* village <li style="width: 50%;">* ocean 	<ul style="list-style-type: none"> <li style="width: 50%;">* arctic <li style="width: 50%;">* north/ south poles <li style="width: 50%;">* continent <li style="width: 50%;">* season <li style="width: 50%;">* equator <li style="width: 50%;">* 	<ul style="list-style-type: none"> <li style="width: 50%;">* woodland <li style="width: 50%;">* climate <li style="width: 50%;">* forest <li style="width: 50%;">* soil <li style="width: 50%;">* river <li style="width: 50%;">* vegetation

KSI Cycle B	Autumn I	Spring I	Summer I
Unit Title	Let's explore the UK & London	Where would you prefer to live, Kenya or the UK?	How similar is Scarborough to other coastal towns around the world?
<p>Essential knowledge <i>What all children must know by the end of the unit — this underpins progression and future learning.</i></p> <p>Desirable Knowledge <i>nice-to-have extras that deepen, enrich or extend understanding if time or interest allows.</i></p>	<ul style="list-style-type: none"> * Locate Clifton on a map of York. * Where in the UK is Clifton? (City, County, Country) * Identify, name and locate the UK and the 4 countries within it * Name the seas surrounding the UK: North Sea, English Channel, Irish Sea, Atlantic Ocean * Know that London is the capital city of the UK * Describe human and physical features of London: Buckingham Palace, Houses of Parliament (Big Ben), Tower Bridge, the River Thames 	<ul style="list-style-type: none"> * Locate Africa on a world map and identify the country of Kenya. * Identify the equator, North and South poles/ Is Kenya closer to the Poles or the Equator? * Explore the landscapes (physical features) of Kenya and Savanna. * Explore the people and culture (Human Geography) of Kenya (rural and city). * Make simple comparisons between Savannah/Kenya and York. * Name the 4 seasons and identify features in UK vs Kenya. 	<ul style="list-style-type: none"> * Name key physical & human features of British seaside (focus on Scarborough) * Know that the UK is an island, recap the seas around the UK and identify some human activities that take place in them (fishing, tourism, RNLI etc) * Compare a British beach with one from another country (physical & human features) * Fieldwork - Scarborough trip linked to this unit and Summer 2 History topic
Key concept /skills	<p>Locational knowledge - Clifton and countries within the UK Human & physical - identify human & physical features as above Use aerial photographs & plan perspectives Maps skills & fieldwork - Devise a simple map, use NSEW compass points.</p>	<p>Locational knowledge - Kenya and the UK Skills & fieldwork - use world map, atlases and globes Place - geographical similarities & differences (York vs Kenya) Human & physical - identify human & physical features as above</p>	<p>Locational knowledge - seaside/ coasts Skills & fieldwork - use NSEW compass points to travel around the UK and 'visit' different seaside locations Place - geographical similarities & differences (Scarborough vs chosen seaside town from another country) Human & physical - identify human & physical features as above</p>
Key Vocabulary 6	<ul style="list-style-type: none"> <li style="width: 50%;">* city <li style="width: 50%;">* town <li style="width: 50%;">* house <li style="width: 50%;">* sea <li style="width: 50%;">* village <li style="width: 50%;">* ocean 	<ul style="list-style-type: none"> <li style="width: 50%;">* tropical <li style="width: 50%;">* north/ south poles <li style="width: 50%;">* continent <li style="width: 50%;">* season <li style="width: 50%;">* equator <li style="width: 50%;">* 	<ul style="list-style-type: none"> <li style="width: 50%;">* beach <li style="width: 50%;">* hill <li style="width: 50%;">* coast <li style="width: 50%;">* tourist <li style="width: 50%;">* port <li style="width: 50%;">* harbour



Year 3	Autumn 1	Spring 1	Summer 1
Unit Title	What does our locality teach us?	What's the difference between a city, county and country and which ones surround us?	Does the Earth get angry? (Volcanoes, earthquakes and mountains)
<p>Essential knowledge What <i>all children must know</i> by the end of the unit — this underpins progression and future learning.</p> <p>Desirable Knowledge <i>nice-to-have extras that deepen, enrich or extend understanding if time or interest allows.</i></p>	<ul style="list-style-type: none"> * York is a popular tourist city * Locate & name key physical and human features - York Minster, Nestle Factory, Railway Station, Hospital, Parliament Square, River Ouse / Foss, Museum Gardens / Yorkshire Museum, Lendal Bridge, The Ings * Know the different land use types in York * Identify land use changes from 1890 / 1950 / present day 	<ul style="list-style-type: none"> * Know the difference between a city, county & country * Know that York is in the north of England * Name & locate North Yorkshire and its surrounding counties: County Durham, Cumbria, Lancashire, West Yorkshire, East Riding of Yorkshire & South Yorkshire * Name the cities in the UK: York, London, Belfast, Cardiff, Edinburgh * Name & locate Spain, Germany, France, Netherlands, Italy & Belgium in Europe 	<ul style="list-style-type: none"> * Name the layers of the Earth. * Describe what happens when a volcano erupts & the impact on the surrounding area. * Know there are 3 main types of volcano & label the main parts of a volcano. * Know what causes earthquakes and how they are measured. * Explain simply how mountains are formed. Name Ben Nevis (UK highest mountain) and Everest (the world's highest mountain).
Key concept /skills	<p>Locational knowledge - land use patterns (residential, recreational, office / commercial) and physical & human changes over time</p> <p>Land use - direct comparison past and present</p> <p>Skills & fieldwork - use maps & digital / computer mapping to locate and describe features studied</p> <p>Map skills - Use sketch maps, plans and graphs</p>	<p>Skills & fieldwork - use the 8 points of a compass to describe the position of the above countries in relation to the UK</p> <p>Map skills</p> <p>Locational - name & locate the northern & southern hemispheres, the Tropics of Cancer & Capricorn, and the Arctic & Antarctic Circle</p>	<p>Human & physical - describe & understand key aspects of physical geography (volcanoes, mountains & earthquakes)</p> <p>Map skills - Digital / computing mapping to locate volcanoes around the world</p>
Key Vocabulary 6	<ul style="list-style-type: none"> <li style="width: 50%;">* <i>village/ town/ city</i> <li style="width: 50%;">* <i>residential</i> <li style="width: 50%;">* <i>industrial</i> <li style="width: 50%;">* <i>commercial</i> <li style="width: 50%;">* <i>settlement</i> <li style="width: 50%;">* <i>recreational</i> 	<ul style="list-style-type: none"> <li style="width: 50%;">* <i>arctic circle</i> <li style="width: 50%;">* <i>southern hemisphere</i> <li style="width: 50%;">* <i>antarctic circle</i> <li style="width: 50%;">* <i>Tropic of cancer</i> <li style="width: 50%;">* <i>northern hemisphere</i> <li style="width: 50%;">* <i>Tropic of capricorn</i> 	<ul style="list-style-type: none"> <li style="width: 50%;">* <i>volcano</i> <li style="width: 50%;">* <i>earthquake</i> <li style="width: 50%;">* <i>active</i> <li style="width: 50%;">* <i>tectonic plates</i> <li style="width: 50%;">* <i>dormant</i> <li style="width: 50%;">* <i>extinct</i>



Year 4	Autumn 1	Spring 1	Summer 1
Unit Title	The UK - its Counties and Cities	What's the journey of a raindrop? (Rivers and Seas)	Who are our European neighbours?
<p>Essential knowledge What <i>all children must know</i> by the end of the unit — this underpins progression and future learning.</p> <p>Desirable Knowledge <i>nice-to-have extras that deepen, enrich or extend understanding if time or interest allows.</i></p>	<ul style="list-style-type: none"> * Know that York is in the north of England * Name & locate North Yorkshire and its surrounding counties: County Durham, Cumbria, Lancashire, West Yorkshire, East Riding of Yorkshire & South Yorkshire * Name the cities in the UK: York, London, Belfast, Cardiff, Edinburgh & Leeds, Manchester, Birmingham, Sheffield, Newcastle & Liverpool * Name some key identifying human & physical characteristics of North Yorkshire: Malham Cove, The Yorkshire 3 Peaks, Ribbleshead Viaduct, North York Moors, Yorkshire coast, Whitby Abbey, Scarborough Castle * Know some similarities and differences between North Yorkshire and Cumbria - key features, rivers, hills/mountains rivers, vegetation. 	<ul style="list-style-type: none"> * Know what the source of a river is and understand that all rivers flow to the sea * Name key features of rivers. * Know that the River Ouse flows into the Humber estuary & into the North Sea. * Recap & name the seas around the UK * Explain some causes and effects of flooding. * Explain the water cycle (linked to Science) 	<ul style="list-style-type: none"> * Name and locate countries in Europe. [Revise from Y3 T2: France, Italy, Spain, Germany, Switzerland, Belgium, Netherlands + Portugal, Russia, Denmark, Norway, Sweden and Finland.] * Identify the currency, main river, mountains, capital cities, landmarks & climate of Italy (Rome) & Spain (Madrid) and France (Paris) compared to England (London - revisit previous knowledge from KS1)
Key concept /skills	<p>Locational knowledge - counties/cities of UK</p> <p>Place - understand geographical similarities and differences through the study of human and geographical features</p> <p>Map skills & field work - use the 8 compass points, maps, atlases, globes & digital mapping</p> <p>Human & physical - key topographical features</p>	<p>Human & physical - describe and understand key aspects of rivers & the water cycle</p> <p>Skills & fieldwork - use atlases and digital mapping</p>	<p>Human and physical - Identify main human and physical characteristics</p> <p>Map skills & field work - use four-figure grid references and 8 points of a compass to build knowledge of the UK and wider world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Locational - name & locate countries in Europe</p>
Key Vocabulary 6	<ul style="list-style-type: none"> <li style="width: 50%;">* county <li style="width: 50%;">* vegetation <li style="width: 50%;">* population <li style="width: 50%;">* moors <li style="width: 50%;">* mountain/ hill <li style="width: 50%;">* National Park 	<ul style="list-style-type: none"> <li style="width: 50%;">* source <li style="width: 50%;">* evaporation <li style="width: 50%;">* precipitation <li style="width: 50%;">* tributary <li style="width: 50%;">* condensation <li style="width: 50%;">* estuary/ mouth 	<ul style="list-style-type: none"> <li style="width: 50%;">* currency <li style="width: 50%;">* Rome (capital city) <li style="width: 50%;">* climate <li style="width: 50%;">* Paris (capital city) <li style="width: 50%;">* Madrid (capital city) <li style="width: 50%;">* Alps/Pyrenees



Year 5	Autumn 1	Spring 1	Summer 1
Unit Title	How are UK coastal areas changing over time?	Why should the rainforests matter so much to all of us?	The Americas - Continents of contrasts
<p>Essential knowledge What all children must know by the end of the unit — this underpins progression and future learning.</p> <p>Desirable Knowledge nice-to-have extras that deepen, enrich or extend understanding if time or interest allows.</p>	<ul style="list-style-type: none"> * Know how coasts are formed - erosion & deposition, water & weather - UK coast * Identify coastal features and how they are formed: cliff, beach, stack, arch, dune, bay, cave * Know examples of coastal management systems: groynes, gabions, seawalls (revetments), vegetation * Know how the Yorkshire Coast has changed: Holbeck Hall 	<ul style="list-style-type: none"> * Know and locate the countries of South America. * Name and locate some of the different climate zones / biomes / vegetation belts in South America. * Name some of the biggest exports/industries of South America. * Locate Brazil's capital city and describe its key physical and human features. * Compare the climate / trade of Brazil with the UK. 	<ul style="list-style-type: none"> * Name & locate two contrasting countries in North America & compare their physical & human features/characteristics. * Investigate & compare climate zones & time zones across North America using graphs & charts. * Know key trade and economic activities of North America. * Explore a key capital city of North America (New York), compared to one in Europe (Madrid) & the UK (London).
Key concept /skills	<p>Locational knowledge - UK coasts & changes over time</p> <p>Place knowledge - comparison between two contrasting coasts of the UK</p> <p>Human & physical</p>	<p>Place knowledge - Understand geographical similarities & differences through the study of human and physical geography within South America. Describe how locations around the world are changing.</p> <p>Human - describe & understand economic activity - include statistics.</p> <p>Physical - Climate zones, vegetation belts & biomes</p> <p>Map skills -</p>	<p>Locational knowledge - name & locate some countries & cities of the world (North America)</p> <p>Physical & human</p> <p>Locational knowledge - identify the position & significance of latitude & longitude and Prime & Greenwich Meridian</p> <p>Map skills & fieldwork - use 6 figure grid references and the 8 compass points to build knowledge of the world. Use maps & digital mapping (digimaps) to describe the features studied.</p>
Key Vocabulary 6	<ul style="list-style-type: none"> <li style="width: 50%;">* erosion <li style="width: 50%;">* groynes <li style="width: 50%;">* deposition <li style="width: 50%;">* stacks 	<ul style="list-style-type: none"> <li style="width: 50%;">* biomes <li style="width: 50%;">* trade <li style="width: 50%;">* climate zone <li style="width: 50%;">* vegetation belt 	<ul style="list-style-type: none"> <li style="width: 50%;">* time zone <li style="width: 50%;">* trade <li style="width: 50%;">* Prime + Greenwich Meridian <li style="width: 50%;">* longitude



	* sediment	* headlands	* exports	* statistics	* economic activity	* latitude
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Year 6	Autumn 1	Spring 1	Summer 1
Unit Title	What has the impact of tourism been on The Lake District?	Do we use the world's resources responsibly?	Where does your KitKat come from?
<p>Essential knowledge What all children must know by the end of the unit — this underpins progression and future learning.</p> <p>Desirable Knowledge nice-to-have extras that deepen, enrich or extend understanding if time or interest allows.</p>	<ul style="list-style-type: none"> * Know how the landscape was formed over millions of years (mountains, valleys, lakes - Let's explore the Lake District - BBC Bitesize) * Identify key settlements & land use (agricultural, residential, commercial, recreational, industrial) and population densities. * Know the main economic activities of the area. * Recognise the advantages and disadvantages of tourism in the area. * Know that tourism started over 200 years ago. 	<ul style="list-style-type: none"> * Know what climate change is & its causes. * Identify key impacts of climate change (ice caps melting, rising sea levels, flooding, habitats). * Know what we mean by the term 'sustainability' and how we can be more sustainable. * Know the difference between renewable and non-renewable resources & identify the pros & cons of renewable & non-renewable resources * Use digital mapping and research to show how the world has changed over time. 	<ul style="list-style-type: none"> * Know the difference between imports & exports & explain the UK's trade links with other countries * Explain trade links between El Salvador (or similar) & the UK. * Know the importance of fair trade. * Know the journey of the 'Kit Kat' (Nestle) cacao bean - source (Africa) to product.
Key concept /skills	<p>Locational knowledge - Name and locate Cumbria and the Lake District on a UK map</p> <p>Place - study of human and physical geography of a region of the UK</p> <p>Human & physical - Land use, tourism & trade, and change over time</p> <p>Map skills & fieldwork - use maps, atlases & digital mapping to describe the features studied.</p>	<p>Human geography - understand key aspects of the distribution of natural resources, including energy.</p> <p>Locational knowledge - understand how physical and human characteristics of the world have changed over time.</p> <p>Skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Locational knowledge - name & locate the northern & southern hemispheres, the Tropics of Cancer & Capricorn, and the Arctic & Antarctic Circle</p> <p>Human & physical - describe & understand key aspects of economic activity including trade links</p> <p>Map skills & fieldwork - use maps to show the UK's trade links with other countries</p>



<p>Key Vocabulary 6</p>	<p><i>* settlement</i> <i>* agricultural</i> <i>* population density</i></p>	<p><i>* economic</i> <i>* glaciation</i> <i>* valley</i></p>	<p><i>* climate change</i> <i>* sustainability</i> <i>* renewable</i></p>	<p><i>* non-renewable</i> <i>* natural resources</i> <i>* ice cap</i></p>	<p><i>* export/ import</i> <i>* global economy</i> <i>* supply chain</i></p>	<p><i>* trade</i> <i>* fair trade</i> <i>* natural resources</i></p>
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