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**Wibsey Primary School**

**Geography Cumulative Curriculum**

**By the end of Year 6, our pupils will:**

* Have a secure contextual knowledge and understanding of globally significant places, including Europe and North and South America, the location of countries, their main cities and their key physical and human features.
* Have in-depth knowledge and understanding of the local area and the United Kingdom, including key topographical features and land use patterns.
* Recognise the significance of location in the world on climate, biomes, vegetation belts and human activity.
* Understand the difference between physical and human features, their interdependence and the impact each has on the other.
* Understand the processes that shape the formation of the landscape and environment and result in human geographical features.
* Understand how the world is interconnected and how physical and human features can change over time.
* Be able to work geographically, interpreting maps, diagrams and photographs; gathering, analysing and evaluating information and data; drawing conclusions; identifying causal relationships; providing explanations and presenting geographical information clearly and appropriately in a range of ways.

**Pupils at Wibsey will be taught:**

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge about the world, United Kingdom and the locality and significant human and physical features** | Similarities and differences between the local area.  The weather and the physical environment changes with seasons.  There are differences between life in this country and life in the UK. | Names of seven continents and five oceans.  Hot and cold areas  Seasonal and daily weather patterns in UK  Wibsey – physical features (season; vegetation); human | Bradford and Chembakoli (India)  Other areas of Yorkshire – Dales and Scarborough | Volcanoes and earthquakes  Southern Italy (Mt Vesuvius)  NE England/Sheffield (possibly) | The Amazon River and Brazil.  Rivers in Yorkshire: Yorkshire Dales (Wharfe) and Saltaire  The water cycle. | The world’s natural resources: Oil, gas, food, water and their sustainability  Land use and settlement: Bradford and Grassington | Mountains – Lake District  Economic activity and trade links |
| **Locational knowledge and skills** | Knows that photos can be used to represent different places.  Knows that places can be represented on a map. | **Pupils will be taught:**  Location of seven continents and five oceans.  Location of hot and cold areas of the world in relation to Equator and North and South Poles.  Location of Wibsey in UK  To use world maps and globes  To use aerial photographs and plans to identify human features  To draw a simple map, with basic symbols in a key  Use compass directions and directional language. | **Pupils will be taught:**  Location and names of countries in UK - their capitals and characteristics.  To use atlases and local maps  Use maps, aerial photographs and fieldwork to identify the key physical and human features of an area.  To describe simple compass directions and directional language to describe location of features and routes on a map. | **Pupils will be taught:**  Location of key European countries and their cities.  Significance of latitude, longitude, Tropic of Cancer and Capricorn, Arctic and Antarctic Circle and Northern and Southern Hemisphere. On climate and vegetation across Europe.  Location of volcanoes and key mountain ranges around the world.  To use atlases, including contents page and index to locate specific feature.  To describe location accurately and precisely including use of compass points. | **Pupils will be taught:**  Location of major rivers in the world (Nile, Amazon, Ganges, Thames)  Location of key topographical features in Yorkshire including hills (Pennines) and rivers (Wharfe, Aire, Calder, Ouse)  Position and significance of Tropics of Cancer and Capricorn, Southern Hemisphere, Northern Hemisphere.  Position of climate zones, biomes and vegetation belts (Equatorial, tropical, temperate, desert, Mediterranean)  Use of eight points of a compass and four-figure grid references. | **Pupils will be taught:**  Location of world’s countries, focussing on Europe and North and South America, with their key physical features.  Location of counties and cities in UK, with key topographical features and land-use patterns  To identify the distribution and location of natural resources across the world and in UK.  To interpret a variety of maps, atlases and digital/computer mapping to identify key physical and human features | **Pupils will be taught:**  Location of key mountain ranges (Rockies, Andes, Alps, Himalayas, Pennines)  Key trade routes: airlines, shipping, canals  Prime/Greenwich Meridian and time zones  Use and interpretation of maps, atlases, globes, digital/computer mapping  Six-figure grid references |
| **Human and physical geographical knowledge and skills** | Knows the similarities and differences of places in the local area.  Knows the names of physical and human features: shop, house, school, land, park, farm.  Knows that buildings have different uses.  Know that the weather and the physical environment change with the seasons.  Know that there are some similarities and differences between life in this country and life in other countries (Greenland). | **Pupils will be taught:**  How people live in hot and polar areas (homes; clothes; activities)  How people live in Wibsey (homes; clothes; work)  To identify seasonal weather patterns in Wibsey and impact on people’s lives.  To observe, record and draw conclusions about seasonal change in Wibsey.  To understand the impact of physical features on human activity | **Pupils will be taught:**  Similarities and differences in human and physical geography of Bradford and Chembakoli (homes; clothing; human activities)  Key physical and human features in Yorkshire Dales (farming) and Scarborough (seaside; tourism).  To recognise the interdependence of physical and human features in an area in India and Bradford.  To describe and identify key physical and human similarities and differences in two areas of Yorkshire. | **Pupils will be taught:**  Formation of volcanoes and their physical features.  Changes in volcanoes over time.  Impact of volcanoes on human activity - (settlement and jobs).  How to undertake a case study: Vesuvius and Pompeii (Now and in the past).  Interpretation and analysis of maps, aerial photographs, computer mapping, written accounts. | **Pupils will be taught:**  Features of a rainforest  The Amazon and impact on human activity.  Impact of human activity on the natural environment  Life cycle of a river from youth to old age  Impact of river on human activity in a rural and industrial environment  To undertake analyses to identify similarities and differences in physical and human features of rivers in Brazil and Yorkshire  Undertake fieldwork to observe, measure and record features of a river in Yorkshire and present findings including sketch maps using OS symbols and a key | **Pupils will be taught:**  Impact of distribution of energy, food and water on land use, settlement and human activity in different parts of the world and the reasons for this.  Need to sustain natural resources and ways to achieve this.  Interpretation and analysis of maps, data, graphs to identify causal relationships and draw conclusions.  Undertake fieldwork to identify, analyse and present impact of physical features and natural resources on human activity  Use maps, research and outcomes from fieldwork to identify and explain changes in human activity over time. | **Pupils will be taught:**  How mountains have been formed – fold mountains, tectonic plate, volcanic activity.  Impact of mountains on human activity: altitude and settlements; economic activity and tourism  Main trading links by air and sea around the world for importing and exporting; raw materials and manufactured goods.  Fair trade  Analysing, synthesising, evaluating and interpreting range of data, statistics, maps and photographs and drawing conclusions  Present geographical information in a variety of ways including maps, diagrams, plans, tables and graphs. |
| **Geographical concepts** | To understand that a place can be represented in 2D.  Can identify the main physical features on an Arial map of the EYFS setting.  Can identify some of the key physical features on an aerial map of a different country.  Can draw a simple map of the EYFS setting.  Can use positional language to describe the location of an object. | Climate is dependent on location in terms of Equator and Poles  Human features and physical features interdependent  The world and areas within it can be represented by maps, plans and aerial photographs  Different types of maps can represent different scales | Similarities and differences between different places.  Impact of physical features on human activity and vice versa.  Observational skills can be used to tell us about the geography of an area | Cause/effect  Physical and human interdependence  Change and continuity over time in physical and human processes  Significance of latitude on climate and vegetation belts | Cause/effect/consequence  Location and climate; biomes and vegetation  Physical and human interdependence  Similarities and differences  Change over time | Cause/effect/consequence  Physical and human interdependence  Changes over time  Similarities and differences | Making connections  Changes over time  Cause/ effect/consequence  Interdependence and interconnection  Physical and human interdependence  Similarities |
| **Vocabulary** | Physical feature, human feature, weather, season, spring, summer, autumn winter, same, different, change, country | Equator, North Pole, South Pole, continent, ocean, globe, atlas, map, north, south, left, right, near, far, symbol, key, city, village, factory, shop, | Physical feature, human feature, similarities, differences, climate, route, beach, coast, hill, river, soil, vegetation, valley, town, farm, office, harbour | Vegetation, latitude, volcano, earthquake, tourism, industry. | Hemisphere, biome, vegetation, evaporation, tropical, equatorial, temperate, Mediterranean, deserts, meander, ox-bow, de-forestation, impact | Natural resource, energy, sustainable, geographical inertia, settlement, topographical, recycling, analysis, man-made, conserve | Trade, raw materials, manufactured, route, import, export, interaction, formation, tectonic plate, fold mountains, fair trade, meridian, time zones, exchange |
| **Core learning experiences** |  | **Judy Woods- seasonal changes**  **Wibsey walk** | **Coastal visit** |  | **River Wharfe tracking** | **Ogden water** |  |
| **End points** | **By the end of R, pupils:**  Know of thesimilarities and differences of places in the local area.  Know that the weatherand the physical environment changes with the seasons.  Understands that there are differences between life in this country and life in other countries.  Can identify the main physical features on an Arial map.  Can draw a simple map. | **By the end of Y1, pupils:**  Can name and locate the seven continents and five oceans.  Can locate the hot and cold areas of the world and explain the reasons for this.  Can describe seasonal weather patterns in UK  Know the difference between climate and weather  Can use observation to identify human features of Wibsey and can draw a simple map of the local area  Can give examples of how physical and human activity are interdependent | **By the end of Y2, pupils:**  Can describe the similarities and differences between two places in different parts of the world.  Can define the difference between physical and human features and can give examples.  Can use observational skills, including photographs and videos to identify key physical and human features of a place.  Can present a written account of a place, describing key physical and human features, including drawing simple sketch maps.  Can use maps with different scales to identify key features. | **By the end of Y3, pupils:**  Can name and locate the major volcanoes and earthquakes in the world.  Can describe how volcanoes and earthquakes are formed.  Can interpret different types of maps to find the impact of volcanoes on physical and human features.  Can describe the impact of volcanoes and earthquakes on human activity and how this may change over time. | **By the end of Y4, pupils:**  Can name and locate the major rivers of the world  Can describe the main features of a river and their formation  Can recognise the major climate, vegetation belts and biomes and can explain their location  Can identify different types of settlement and land use along different rivers and can give reasons for this.  Can describe the impact of human activity on the physical environment  Can analyse information to identify similarities and differences and can draw conclusions to explain these.  Can undertake fieldwork to make observations; can present their findings, including the use of sketch maps and four-figure grid references and use their geographical knowledge to explain their findings | **By the end of Y5, pupils:**  Understand the difference between man-made and natural resources and can locate their global distribution.  Can describe the impact of human activity on the world’s natural resources.  Can explain why mankind needs to conserve resources and develop sustainable lifestyles.  Can interpret a range of evidence, including graphs, data, photographs and reports, and draw conclusions.  Can undertake fieldwork to observe and draw conclusions about human activity now and in the past and explain why changes have occurred. | **By the end of Y6, pupils:**  Can locate the main mountain ranges and describe their impact on human activity, using maps, aerial photographs and data.  Can describe how different areas are linked by trade and can plot routes.  Use data to identify key global trading interactions.  Can evaluate the impact of human activity on the physical and natural world and can suggest ways forward. |
| **Greater Depth** | **Pupils to use their knowledge of the change in season to predict seasonal changes that will happen at different points in the year. E.G at Christmas time the weather will be cold, the leaves will have fallen off of the trees and it will get dark early.** | **Hot and cold places**  **Pupils to use their knowledge and understanding of hot and cold areas of the world to decide if they would rather live in Kenya or Antarctica. Children to draw on their knowledge of each location’s climate, weather patterns and human and physical features.**  **Seasonal Change**  **Pupils to use their knowledge of the change in season to present an annual forecast of the weather. Pupil’s to identify patterns in changes, e.g the temperature decreases from Autumn to Winter, but rises from Spring to Summer.** | **India and UK**  **Pupils to use their knowledge of the human and physical features in Chembakolli and Wibsey to evaluate whether life is ea**  **sier in Wibsey or Chembakolli. Pupil’s to compare and contrast housing, education, employment and lifestyle.**  **Coast** | **Italy**  **Children to use their knowledge and understanding of how Southern Italy has changed over time to present an argument for and against tourism in southern Italy. Children to evaluate employment opportunities, population and environmental impact.**  **Volcanoes and Earthquakes**  **Pupils to independently research the eruption of Mount St. Helens, Washington 1980 and create a timeline of the events.** | **Rivers**  **Children to use their comparison chart of the similarities and differences between the river Wharfe, Nile and the Amazon to evaluate which river they would choose to settle near. Children to use their knowledge of the rivers surrounding features in their argument.**  **South America**  **Pupils to use their knowledge and understanding of the impact of deforestation to present a written account of why it is important to reduce deforestation and how they can reduce levels of deforestation – e.g avoid products with palm oil.** | **Sources of energy**  **Pupils to use their knowledge and understanding of sources of energy and the need for sustainability to present an argument for a new renewable energy source in Wibsey. Children to use their knowledge of the features in Wibsey to decide which source of energy would be the most appropriate. Children to consider the pros and cons of the energy source that they have selected.**  **Settlement**  **Pupils to use their knowledge and understanding of different settlement types to debate which village is more attractive to settlers – Wibsey or Howarth. Pupils to use their knowledge of water supply/ river crossing / flat land / building supplies / shelter / land for farming.** | **Mountains**  **Pupil to use their knowledge and understanding of the impact of tourism at Scafell Pike to present a balanced argument for and against tourism in the lake district. Pupils to conclude with their opinion.**  **Economic Activity**  **Pupils to use their analysis of data showing how the UK’S trade has changed over time to predict how the UK’s trade will have changed by 2040**. |