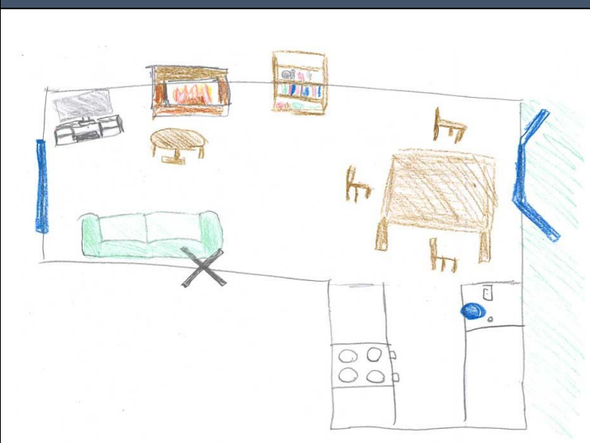
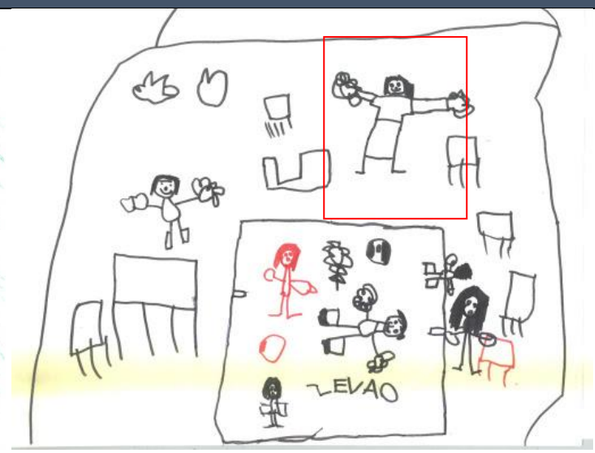
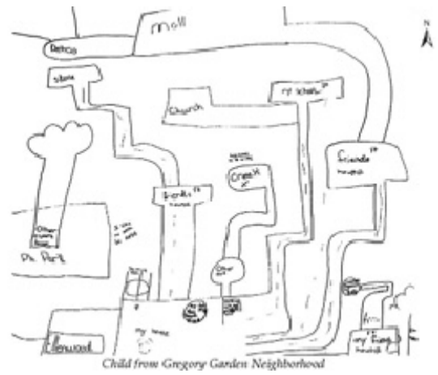
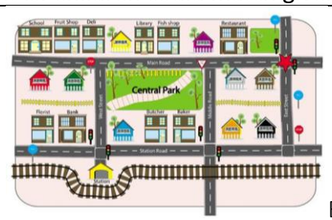
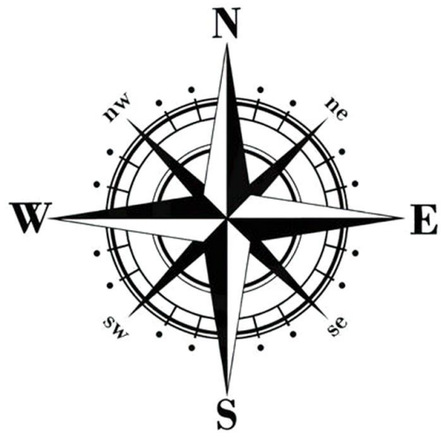
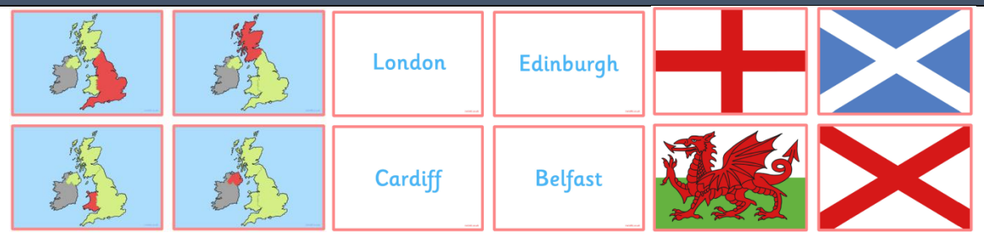
Geography Exemplification

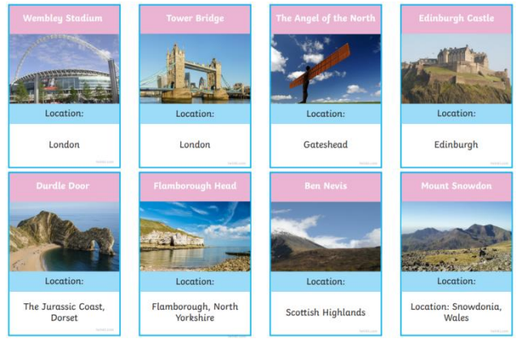
Y1	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Map skills	**WALT** Draw a map of where we live. **Prior knowledge** **How knowledge is progressive**	represent	map	  Teach children that on a map, we only draw static things and that it is an aerial view of the place. Children develop this visual thinking initially by drawing the classroom or a familiar place. Common misconception: drawing people and moving objects.
	WALT Use symbols on a map. **Prior knowledge** **How knowledge is progressive**	accurate	key symbol	  Children's learning is extended by drawing larger areas and using abstract symbols to represent larger areas. They use a key to identify symbols and create their own symbols. *Why are symbols better than drawing pictures?* Children could look at a range of maps and, using the symbols on them, explain what they would be able to see and what type of place it is. Children could match given maps with photos of the place and explain how they knew they went together.
	WALT Use a map to plan a journey around Totley. **Prior knowledge** **How knowledge is progressive**	instructions	Route Compass North East South West	 By following instructions and a route on a given map, children develop their understanding of how to navigate in a place using a visual representation. They apply this learning to draw their own map, and then plan a route for others to follow from and to a specific destination. Children should use the cardinal compass points to describe the direction of travel.

Geography Exemplification

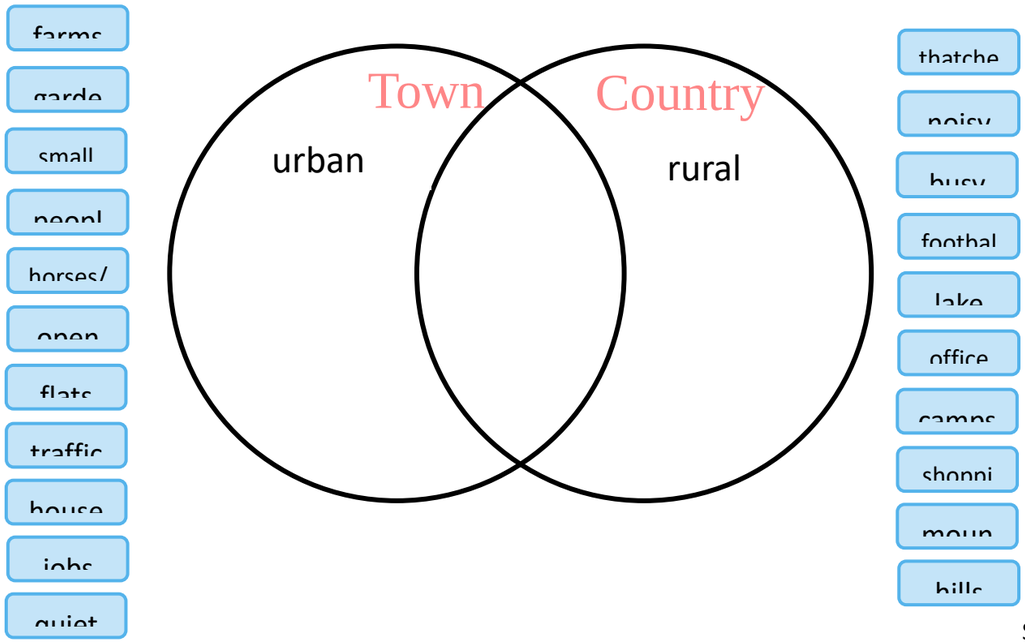
				

Y1	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Geographical knowledge	**WALT** Plot the UK on a map. **Prior knowledge** **How knowledge is progressive**		United Kingdom Country Capital city London Belfast Cardiff Edinburgh	 Children know the four home nations of the UK and can locate them on a map. Teach children the capital cities of the home nations. Begin to help children make associations with the place and iconic images (e.g. Houses of Parliament in London, Edinburgh Castle).  Children can locate the UK on a blank world map.

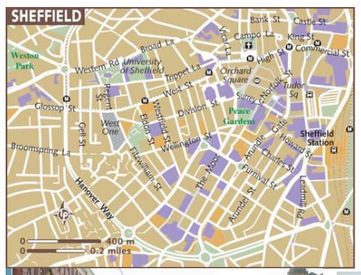
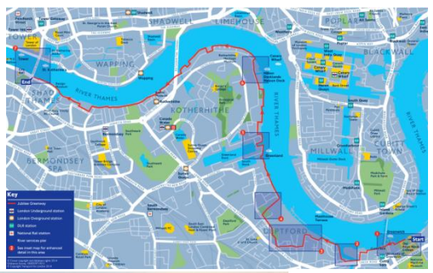
Geography Exemplification

			
WALT What is an island? **Prior knowledge** **How knowledge is progressive**	Sea land	island	 Children could make a model of the UK, ensuring it is surrounded by sea to indicate it is an island. They could plot the capital cities and label the home nations. Challenge children to make a map of the UK using resources scavenged from the outdoors. It should resemble the outline of the British Isles and be surrounded by sea.
WALT Describe the human and physical features of where you live. **Prior knowledge** **How knowledge is progressive**		Human Physical Feature	Children are taught to distinguish between human and physical features of a place. Physical: made by nature. Would be there even if humans weren't around. Human: made by people. Children sort images into human and physical, explaining how they know. They could go on a hunt around Totley for human and physical features.  Children should become familiar with the human and physical features of places they study.

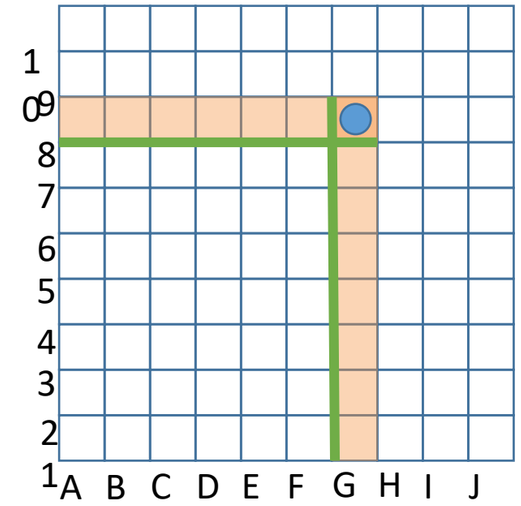
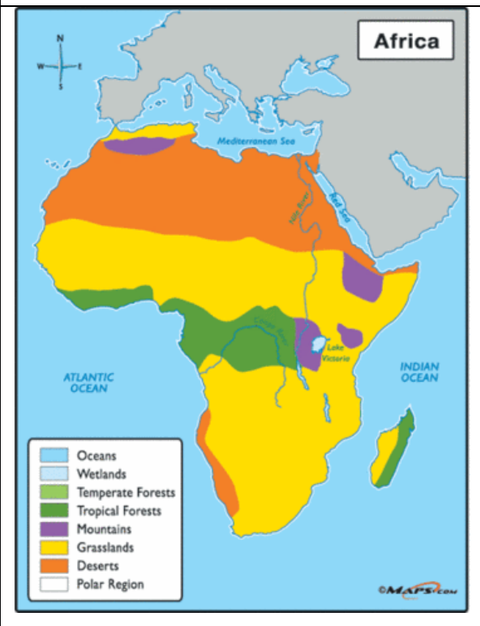
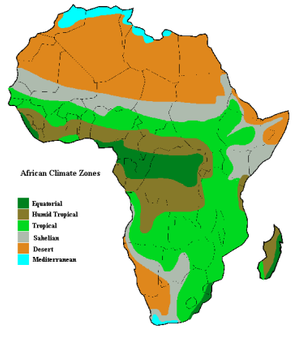
Geography Exemplification

Y1	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Global community	**WALT** Compare two difference places. **Prior knowledge** **How knowledge is progressive**	Similarity Difference	Urban Rural	Children could go on an investigation walk through Totley to take photographs of the human and physical features. They could then repeat this in Sheffield City Centre to make comparisons between the two places. By comparing maps and using the symbols on these maps, children make comparisons between the two locations.   # They could draw conclusions by making statements such as: The city centre was/has_____. I know because_____. Totley was/has _____. I know because_____. Children should use words such as busier and quieter to compare the two places. Evidence could come from looking at how many buildings there are, the numbers of people or traffic density.  Sort the features into the correct part of the Venn diagram. Could do a large one outdoors, and assign a different feature to each child.

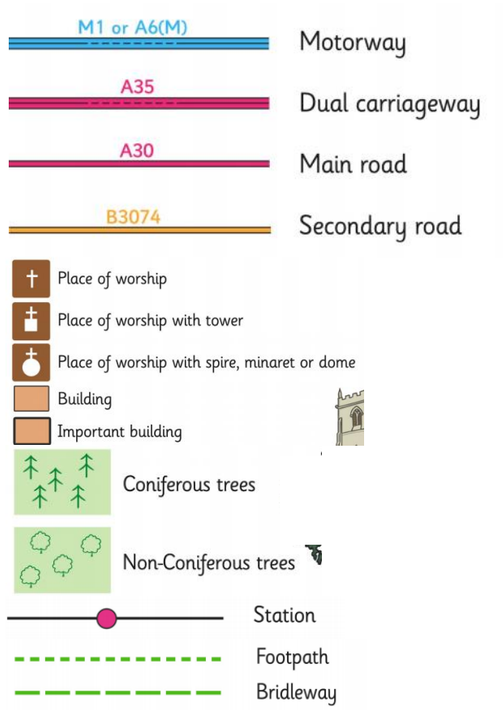
Geography Exemplification

	WALT	describe	Evidence	Example activity: Give children a range of maps and pictures of these locations. They try to match up the map with the matching picture; giving reasons for their choice (e.g. match a photo of a forested area with corresponding map, and a city centre with the map).
	Find out about different places using maps, pictures and by visiting. **Prior knowledge** Build a visual understanding of the world map and a sense of place within it. **How knowledge is progressive**			     

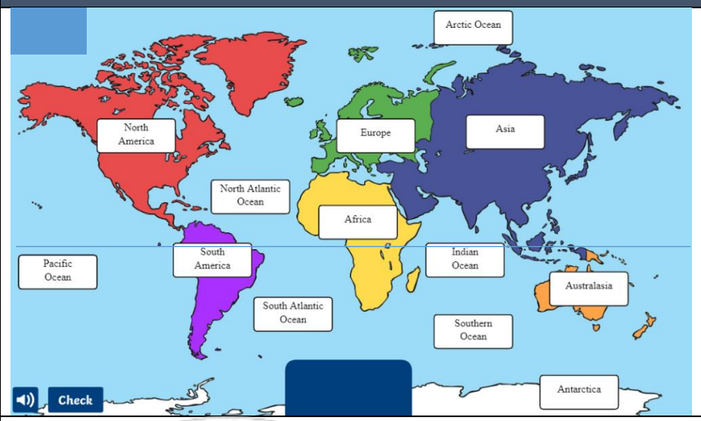
Geography Exemplification

Y2	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Map skills	**WALT** Use grid references (e.g. A1 and D7). **Prior knowledge** Children are able to navigate using a drawn map, using symbols as representations for features in the environment. **How knowledge is progressive** This increases the level of detail and accuracy that children are able to use when navigating using a map. This will enable them to plan a journey with a specific start and end point, which may be different to their own location.		Grid reference	 Children are taught to use the bottom left corner of the square the need to give the corresponding grid reference. The grid reference is always letter, then number. Therefore, the grid reference for the circle is G8. Games such as battleships can be effective in practising this skill, before applying it to navigate using a map. We can form the grid reference by asking how far across, and then how far up.
	WALT Use a map to help describe Africa. **Prior knowledge** Children are able to navigate using a drawn map, using symbols as representations for features in the environment. Children have started to create their own imaginations based on the information given in a map. **How knowledge is progressive** Children are now thinking more deeply about what the map tells them and what they learn about the place the map is of. Children begin to understand that a map is for more than navigating and also tells us a lot about that a place is like.		Climate Habitat	 Children make accurate associations with the types of vegetation and climatic conditions in each of these regions. By recreating their own map to represent what it would be like in each zone, children deepen their understanding of what Africa is like, and in doing so, dispel common misconceptions that it is always hot and dry. Children should use the compass points to make comparisons and give descriptions of the climate zones on the continent of Africa. This is also opportunity to reinforce the names and locations of the oceans, ensuring children know which oceans Africa has a coastline with and which it does not. 

Geography Exemplification

	WALT		Symbol Key	It would be too confusing to have pictures or photographs on a map, so we have symbols instead. The symbols show us there places or features are.  The colour of a line tells us if it is a road (and what type), a path or a railway line. The symbols tell us what feature is there. The key tells us what the symbol means.  Children should become increasingly familiar with these symbols.

Geography Exemplification

	Use symbols on a map. **Prior knowledge** Children have begun to use symbols on a map to represent the features they would find in a location. These symbols have been generated by the children or class teacher. **How knowledge is progressive** Use of official OS map symbols, rather than child-generated, to ensure consistency when looking at different maps- anyone can read the map if they have the same key.			
Y2	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Geographical knowledge	WALT The names and location of the seven continents and five oceans, the equator and the North and South Poles. **Prior knowledge** Children have not yet been taught this. **How knowledge is progressive** Developing their visual image of the globe and its components.		Continent Ocean Equator North Pole South Pole	
	WALT Where the British Isles are on a map. **Prior knowledge** Children can locate the British Isles on a map presented in a regular orientation. They also know the four nations that comprise the British Isles. **How knowledge is progressive** Children become increasingly skilled at locating the British Isles on a map presented in different orientations.	Locate		  Children should be given opportunities to locate the British Isles on maps presented in irregular orientations. This reinforces the visual of the globe's components and deepens children's ability to use reference points to navigate and orient on the map.

Geography Exemplification

WALT

Explain the human and physical features of different places.

Prior knowledge

Children know the difference between human and physical features and can sort examples into the two categories, giving reasons for their choice.

How knowledge is progressive

Children use the human and physical features as a means to draw comparisons between two places.

Human
Physical
Feature

Through photos and maps, children identify he human and physical features of two places. Through a Venn diagram, they sort the features so children can draw conclusions about the similarities and differences between the two places.

	Sheffield	Cape Town
Human Features		
Physical Features		

mountain	beach	tall buildings	railway station
river	shopping centre	forest	ocean
farm	port / harbour	factory	motorway

Children can use photographs and maps to identify which features can be found in each place. By identifying which appear in both columns, they can see which features they have in common and which are unique to the given city.

WALT

Comparing two weather systems using a weather chart.

Prior knowledge

Children have not learnt how to record the weather on a chart.

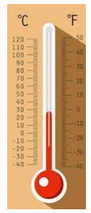
How knowledge is progressive

Compare
Comparison

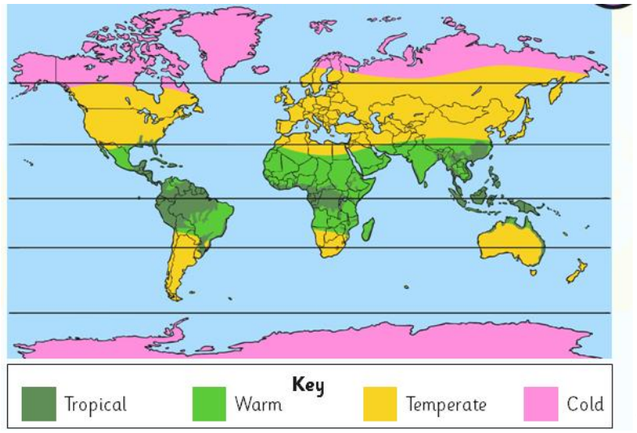
Weather system
Okta
Precipitation

	Monday	Tuesday	Wednesday	Thursday	Friday
Cloud cover					
Precipitation					
Wind speed					
Temperature					

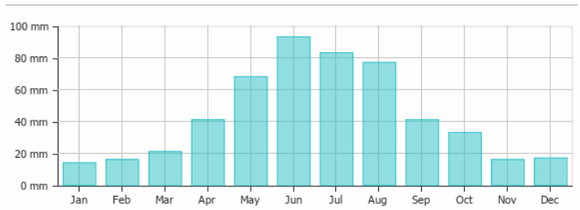
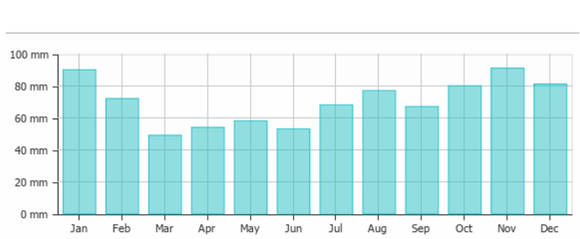
Geography Exemplification

	Children will learn how to make observations over time in order to describe the weather.			Chidlren measure the weather over a long period of time as an example of observation over time (link to science curriculum). By using online research, children are able to gather the same data for elsewhere int eh world. Using prior learning on the location of different places, they can suggest reasons for the difference in weather. **Cloud Cover:** The unit of measure for cloud cover is Okta (0 = clear sky, 8 = completely overcast). You can measure it by making your own .  **Precipitation:**  Children could make a rain gauge to measure the precipitation level each day, measured in cm.  **Wind speed:** Children use an anemometer to measure the wind speed at the same time in the same place each day. **Temperature:** As aligned with the maths curriculum, children measure the temperature against the scale of a themometer to the nearest degree. The thermometer shoul dbe placed in the shade to measure air temperature accurately. 
	WALT Locate the equator and explain the relationship between climate and proximity to the equator. Prior knowledge		Equator Tropical	

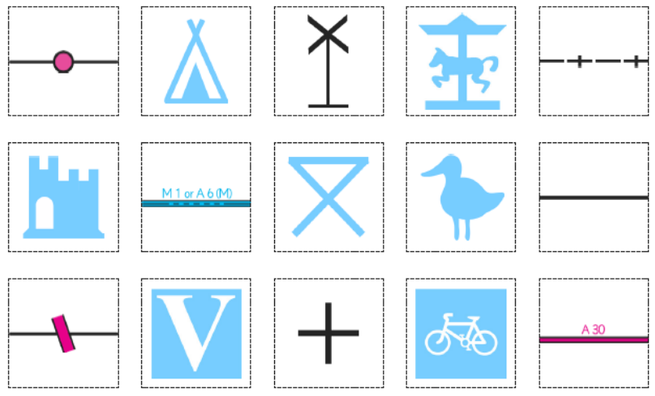
Geography Exemplification

	In Year 2, children learn to locate the equator on a world map and on a globe. **How knowledge is progressive** Children learn the impact of the equator on climate zones.			  The planet has four main climate zones. This is what the weather is like over a long period of time. Tropical climate zones are on or very near the equator. The further from the equator you are, the colder it will be.

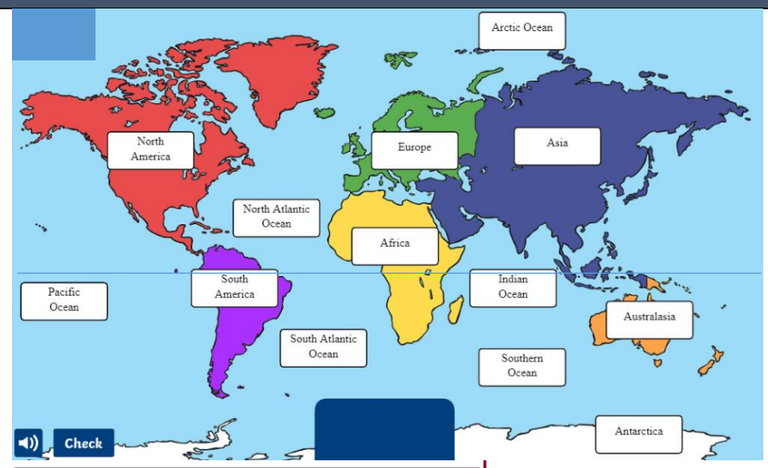
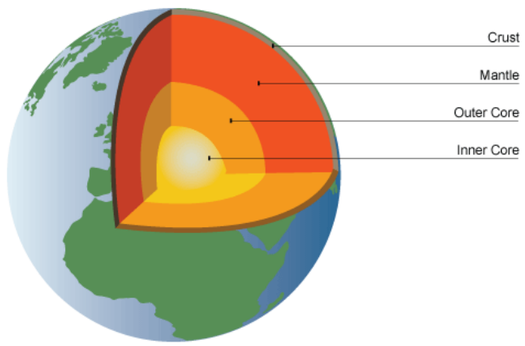
Geography Exemplification

Y2	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Global community	**WALT** Compare where you live to a place in Africa. **Prior knowledge** Children have learnt to describe their locality in terms of its weather and human and physical features as identified through studying maps and through field trips. **How knowledge is progressive** Children learn how to make comparisons based on the human and physical features, and the climate, of two different places.		Human Physical Vegetation Precipitation	Children could sort photos of the UK and photos of South Africa, giving reasons for their choices in relation to the human and physical features they see. E.g.    Precipitation chart for Cape Town, South Africa  Precipitation chart for Sheffield, UK Children use charts to prove which the hottest and driest place is.

Geography Exemplification

Y3	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Map skills	**WALT** 4 figure grid references **Prior knowledge** In Year 2, children learnt that you use the bottom left corner of the square you need, giving the horizontal reference first, then the vertical reference. They have used a letter for the horizontal reference and a number for the vertical reference. Children have begun to use OS symbols to identify features of places. **How knowledge is progressive** Children are now expected to use numbers for both the horizontal and vertical reference. This is an important stepping stone for upper KS2, when they will use 6-figure grid references.		Grid reference Four-figure	 A four-figure grid reference gives the square on the map in which the feature you're finding is. Ask *how far along, then how far up*. Like in Year 2, you use the bottom left corner of the square you need. That's why the four-figure grid reference for Swanage train station is 02,78. We use a comma between the horizontal and vertical reference.
	WALT Identify key features of a place using a map. **Prior knowledge** Children have begun to use OS map symbols- see Year 2. **How knowledge is progressive** Children increasingly use the symbols on a map to describe what a place would be like if they were to visit. They begin to make deeper explanations about the suitability of a place for different purposes according to the features they identify from the symbols on the map.		Symbol Represent Key	 Children should become increasingly familiar with these symbols as a means to learn about a place and describe it. Focus on the railway line elements, considering the proximity of the Totley line in the neighbourhood. Potential to use the symbols on maps to identify the most suitable place for different purposes (link to global community strands).

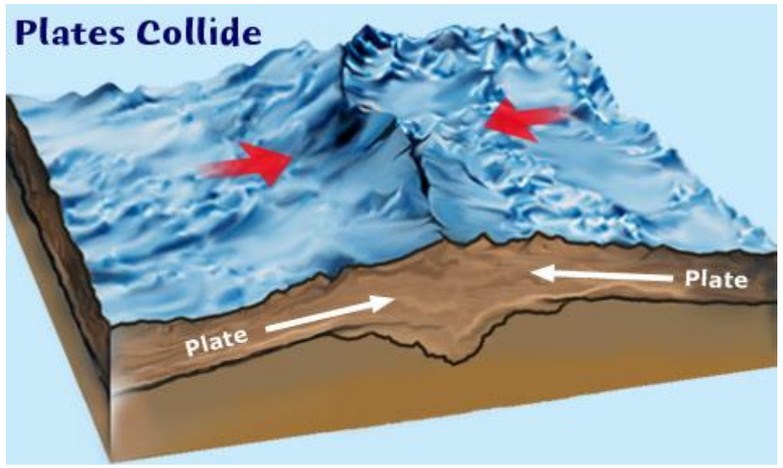
Geography Exemplification

Y3	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Geographical knowledge	**WALT** Know the names and locations of: Oceans Continents The UK The Equator The location of the capital cities of the British Isles and three major cities pertinent to children's learning Countries pertinent to their current and previous study **Prior knowledge** Children have leant and retrieved labelling the continents and oceans. They are familiar with the hemispheres and equator, and know the relationship between climate and proximity to the equator. **How knowledge is progressive** Children know the four home nations of the UK and have begun to know their capital cities. They need to learn the location of the capital cities.		Continent Country [Names of continents] Ocean [Names of oceans]	  Activity idea: Use four-figure grid references to locate the capital cities of the home nations.
	WALT Understand the structure of the Earth and how this links to tectonic activity. **Prior knowledge** Children have not yet learnt about the structure of the Earth. **How knowledge is progressive**	Collide	Tectonic plate Inner core Outer core Mantle Crust	

Geography Exemplification

The Earth's crust is made of huge jigsaw pieces floating on molten rock called magma in the mantle. These massive slabs of rock are constantly moving very slowly. Tectonic plates can pull away from each other, push together or rub past each other.

Rubbing together | Towards each other | Away from each other



Where tectonic plates push together, they can push upwards to make mountains. This is how the Himalayas were formed. The highest mountain in the world in Mount Everest in the Himalayas.

WALT

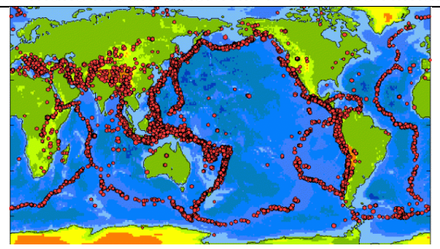
Explain what causes earthquakes.

Prior knowledge

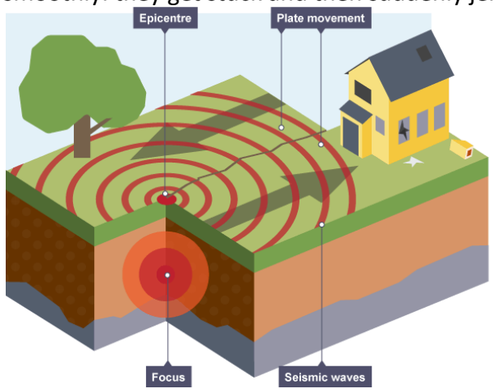
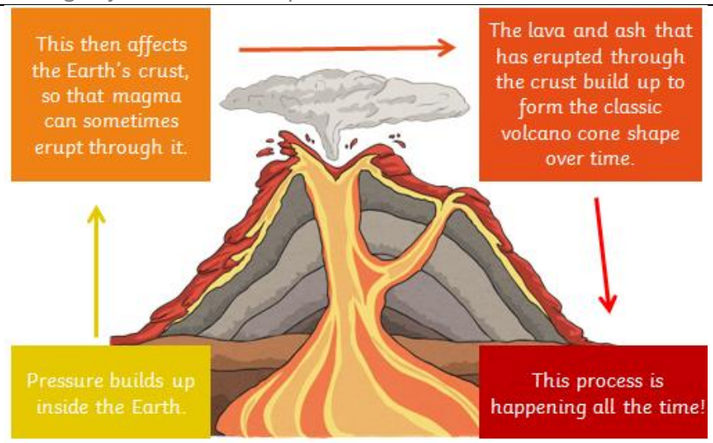
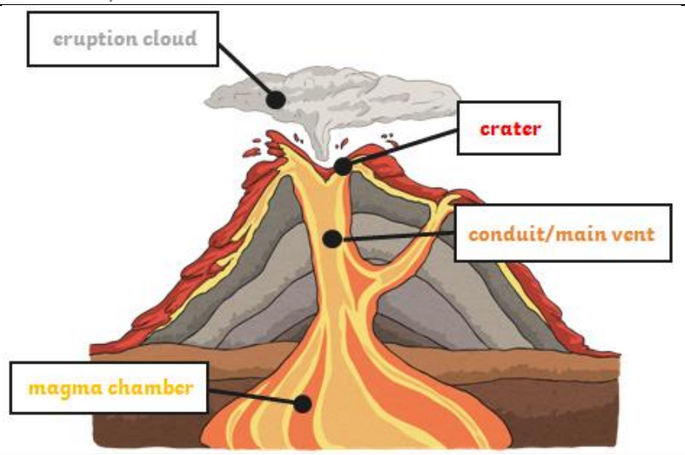
This is new learning for Year 3.

How knowledge is progressive

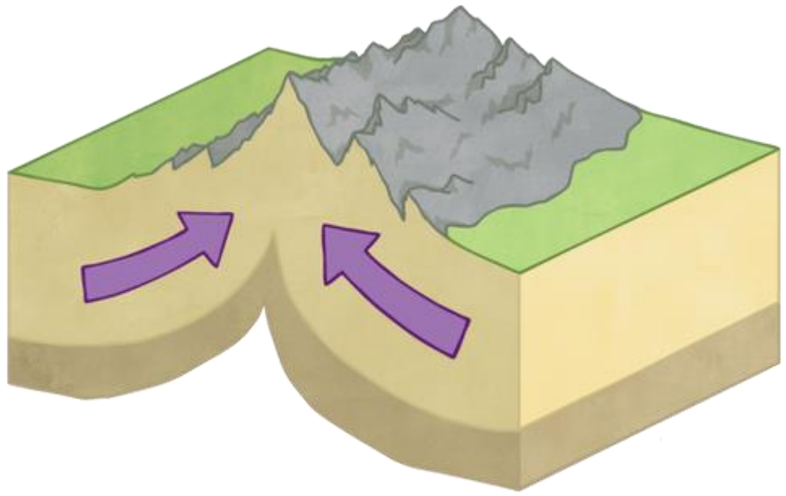
Tectonic plate
Fault line
Earthquake
Focus
Epicentre



Geography Exemplification

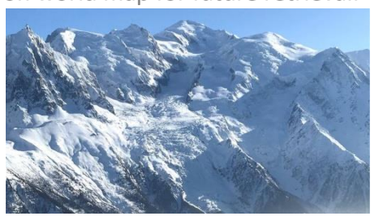
			Seismic waves	It is no surprise that most earthquakes happen on the boundaries of the tectonic plates. Tectonic plates don't' slide past each other smoothly: they get stuck and then suddenly jerk. This sudden jerking movement is what we feel as an earthquake.  Activity idea: use a straw to blow bubbles into a tray of water. Where the bubbles leave the base of the straw is the focus. Where the bubbles reach the surface is the epicentre and the ripples they cause on the surface of the water as the seismic waves. You could try floating objects in different places on the surface of the water and see how they are affected.
	WALT Explain what causes volcanoes. **Prior knowledge** This is new learning for Year 3. **How knowledge is progressive**		Crater Magma Magma chamber Eruption Eruption cloud Lava Erupt / eruption	 
	WALT Identify some mountainous areas, including Europe and the world's largest, and explain what caused them. **Prior knowledge** This is new learning for Year 3. **How knowledge is progressive**	Form	Tectonic plate Mountain	

Geography Exemplification



Where plates push together, the push upwards and create mountains. This is how the Alps and the Himalayas are formed. The highest point in the Alps is Mont Blanc and the highest point in the Himalayas is Mount Everest.

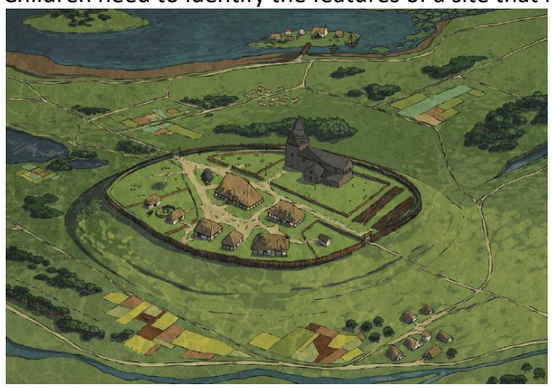
Activity idea: use an atlas to locate Mont Blanc and Mount Everest to find out which continent and which country/ies they are in. Plot on world map for future retrieval.



Mont Blanc

Mount Everest

Geography Exemplification

<table>
<tr><th>Y3</th><th>Objective</th><th>Tier 2 Vocab</th><th>Tier 3 Vocab</th><th>Example</th></tr>
<tr><td rowspan="2">Global community</td><td>WALT
Compare two different locations and use evidence to explain which would be the most suitable place to settle.
Prior knowledge
In Key Stage 1, children learn about their local area and express preferences for what they like and dislike about an area.
How knowledge is progressive
Children apply their prior learning about maps and online research to identify useful features in a place that could encourage people to settle there.</td><td>Shelter</td><td>Settlement
Site
Feature</td><td>A settlement is a place where people live.
 
Children need to identify the features of a site that make it suitable to settle in.
 
On the coast- can sail for trade and travel
River- provides fresh water for drinking and use to water crops
Hill- provides protection from attack as you can see would-be attackers coming and it’s easier to defend
Flat land- good for farming
Tree- can use the wood for building houses</td></tr>
<tr><td>WALT
Use evidence to explain why people chose to settle in a certain place.
Prior knowledge
See previous. Children have begun to learn about what makes a suitable settlement for the earliest settlers.
How knowledge is progressive
This brings learning to modern day and develops children’s understanding of contemporary needs for settlement.</td><td>Essential
Desirable
Unwanted</td><td>Site
Settlement</td><td>Link to learning about Italy- Is a volcano a good place to call home? See knowledge organiser.
 
Children should be able to sort features into essential, desirable and unwanted when considering the features that make a desirable site on which to settle.</td></tr>
</table>

Geography Exemplification

Y4	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Map skills	**WALT** Identify key features of a place using a map **Prior knowledge** Children have learnt to use the cardinal compass points to describe the position and direct of places and features. They have leant to use symbols on a map to identify features. **How knowledge is progressive** Children will learn to identify the characteristics of regions of a continent in more detail including relief, climate and vegetation.		Relief Climate Vegetation Capital city	Children should practise their map work skills to learn about locations pertinent to their wider learning that also grow their knowledge of places beyond Europe.  Name the 13 countries in South America. What is the capital city of Brazil? Name three rivers in Brazil. Which countries have the Andes Mountains running through them? Which countries in South America are on the equator? Name the capital city in Ecuador which is on the equator. Which oceans surround South America? Which mountain lake lies on the border between Bolivia and Peru?  Children should use a relief map to describe the mountainous areas of South America. They should use the cardinal compass points to describe the distribution of mountainous areas of South America. By linking their understanding of the position of Tropics, children should identify where chocolate can grow in South America and identify he countries in which chocolate production can occur.

Geography Exemplification

Y4	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Geographical knowledge	**WALT** Accurately measure and collect information over a longer period (e.g. rainfall, temperature, wind speed, etc.). Describe the weather in different parts of the world. **Prior knowledge** Children have learnt how to gather weather data in year 2. These are an opportunity for collaboration between year groups. **How knowledge is progressive** Children will also learn how to identify the wind direction and type of cloud.		Weather Climate Okta Precipitation Cloud types	See below

	Monday	Tuesday	Wednesday	Thursday	Friday
Precipitation					
Wind speed					
Wind direction					
Temperature					
Cloud cover					
Type of cloud					

Chidlren measure the weather over a long period of time as an example of observation over time (link to science curriculum). By using online research, children are able to gather the same data for elsewhere in the world. Using prior learning on the location of different places, they can suggest reasons for the difference in weather.

Cloud Cover:
The unit of measure for cloud cover is Okta (0 = clear sky, 8 = completely overcast). You can measure it by making your own .

Precipitation:

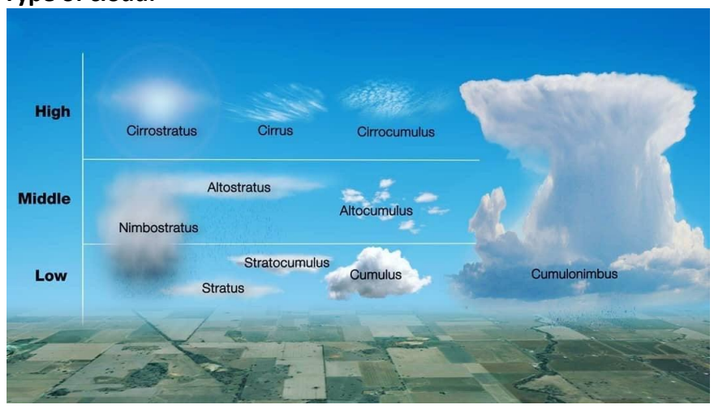
Children could make a rain gauge to measure the precipitation level each day, measured in cm.

Wind speed:
Children use an anemometer to measure the wind speed at the same time in the same place each day.

Temperature:
As aligned with the maths curriculum, children measure the temperature against the scale of a themometer to the nearest degree. The thermometer shoul dbe placed in the shade to measure air temperature accurately.

Geography Exemplification

Type of cloud:



Children learn to identify types of cloud and their characteristics.

Wind direction:

We record the direction that the wind is coming from. To test it, a wind sock is used.

In order to make comparisons with the weather in different parts of the world, children can research the daily weather in Rio de Janiero and Reykjavik (pertinent to their wider learning on the Viking's discovery of Iceland). Children will then be able to apply maths skills to analyse data in order to make comparisons between the weather in three places at the same time of year. This is opportunity to consolidate their learning on proximity to the Equator and understanding of the Northern and Southern Hemisphere.

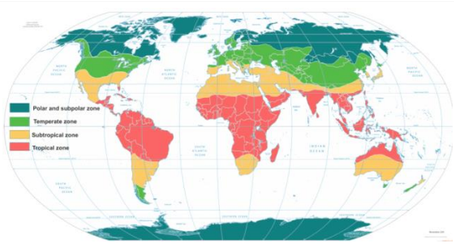
WALT

Explain how people's lives vary due to weather and climate.

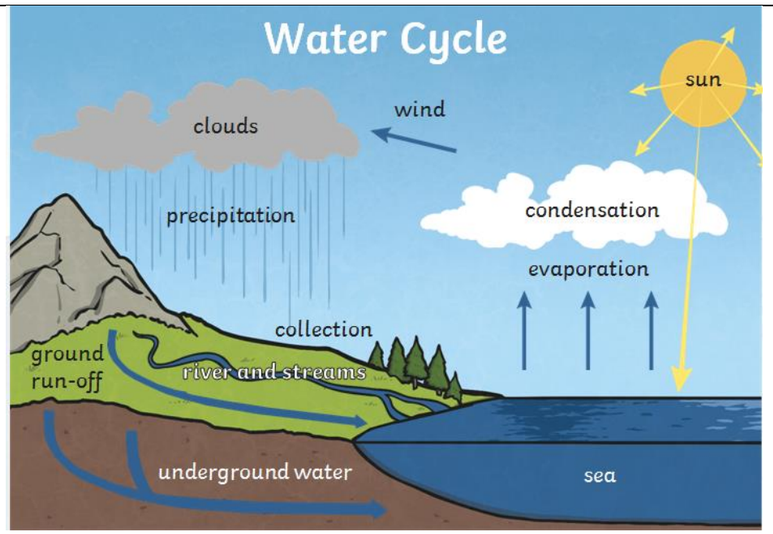
Prior knowledge

In Year 2, children learnt how the weather can affects what happens to people and places. Children have learnt about the features of a Tudor building.

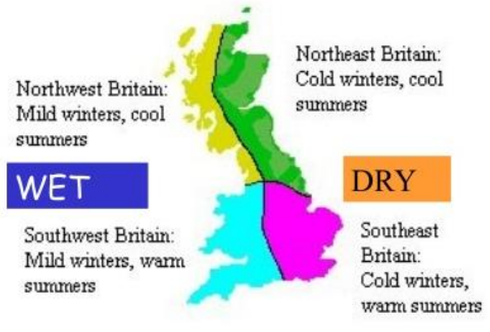
Equator
Tropics
Tropical
Sub tropical
Temperate
Cold



Geography Exemplification

	How knowledge is progressive Children draw on their learning from Year 3 about choosing where to settle and consider the wider implications of the weather and climate on the lives of people. Children can link why a Tudor building was shaped as it was to the climate of Britain before designing their own building for a given climate zone. There is opportunity to draw on DT construction curriculum and Maths curriculum (measuring and drawing to the nearest mm and using a craft knife to cut sheet materials accurately).			• Equator- an imaginary line that divides the Earth in half. Above = Northern hemisphere (80% of the Earth's population and 90% of the Earth's land is here). • Below = Southern hemisphere (20% of the Earth's population live here. 90% of the planet's water is here. There are 4 major climate zones: • Tropical zone 0°–23.5° (between the tropics). Very warm, but more water evaporates in high temperatures, so there are often clouds in the sky. • Subtropics 23.5°–40° Sub = below. Hot in the summer and very thin cloud cover. Most deserts in the world are in this region. In the winter, it can be cool and wet. • Temperate zone 40°–60° Much cooler than the subtropics. The seasons are very different through the year, but there aren't extreme temperatures or rainfall, hence the name temperate. • Cold zone from 60°–90° The polar areas between 60° latitude and the poles receive less heat from the Sun. The conditions for life in these regions are very hard.
	WALT Explain how the water cycle works. **Prior knowledge** Children have learnt about different types of precipitation in Year 2, and built on this in their recording and comparison of weather in Year 4. **How is the knowledge progressive** Children now learn how and why precipitation happens. They make links to what they learn to their locality and the likelihood of relief rain due to the relief and topography of the landscape.	Cloud Wind Rivers Streams	Condensation Evaporation Precipitation Collection Underground water Ground run-off vapour	 Children should be taught of the cyclical nature of the water cycle, that there is no new water- some is stored as ice in the ice caps- but there is the same amount of water on the planet. Condensation – water which collects as droplets on when the temperature reduces. Evaporation – liquid water turning into a vapour Precipitation – water falling from the sky as rain, snow, hail or sleet Collection – When precipitation collects in oceans, rivers, lakes, streams or when absorbed by vegetations Underground water – water which soaks into the ground and flows through underground routes to join rivers, oceans etc. Ground run-off – Water that flows over the surface of the ground without soaking into the soil

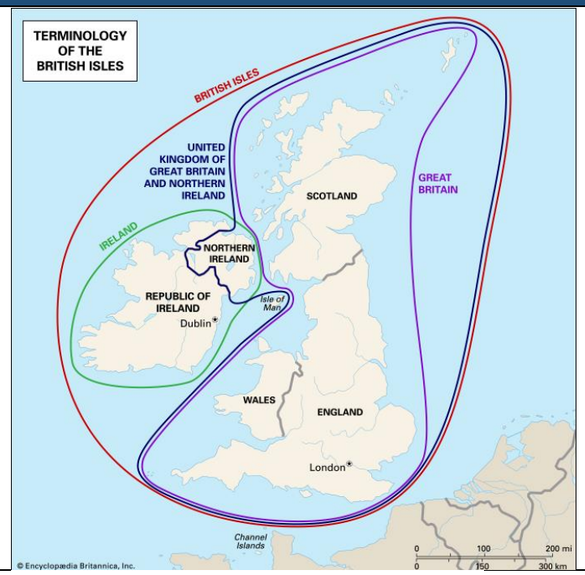
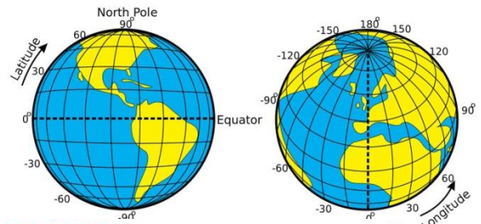
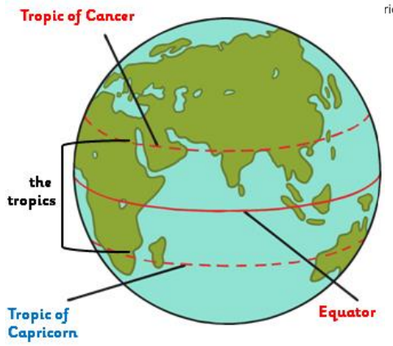
Geography Exemplification

Y4	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Global community	**WALT** Make comparisons between the UK and a region of Brazil. **Prior knowledge** Children have previously learnt to compare Sheffield and Cape Town in terms of the weather, and human and physical features found in each place. **How knowledge is progressive** Depth and rigour of knowledge to make thorough comparison of England to contrasting non-European country.		Populated Unpopulated Volume Source Mouth Relief Climate	**Key Facts** Climate **Brazil-** The temperature is approximately 20 ° C all year round, except in mountainous areas. Due to its size, the climate varies from one region to another. It tends to be hot and arid in central Brazil but wet and hot in the areas of the Amazon Rainforest. **England-** England does not experience extreme changes in weather and generally has warm summers and cool winters. The climate in England is called temperate maritime (temperature doesn't drop much below freezing and doesn't often rise above 32 °C in the summer. On average, England experiences 133 days of precipitation each year.   Children should make comparisons between the climate zones of the two countries using cardinal compass points to compare different regions. Population **Brazil-** 210million **England-** 56million Relief (height and shape of the land)   By interpreting relief maps, children should make comparisons between where the areas of high land are in the England (and, more widely, the UK) and Brazil. Using cardinal points of the compass, children should make accurate generalisations about where the highest land is (England- North-West, Brazil, South East). Rivers

Geography Exemplification

				Brazil- The Amazon River is the largest river in the world by volume and is approximately 4,000m miles long, making it one of the world's longest. There are no bridges over the Amazon River as there is no need because most of it flows through unpopulated areas. **England-** England's longest River is the River Severn, which is 220 miles long. Its source is in the Welsh highlands and its mouth is near Bristol in the South of England. There are over 100 bridges over the River Severn as it flows through many towns and cities. The River Thames is England's second longest river at 215 miles.
	WALT Use push and pull factors to explain what makes people leave / move to a different place. **Prior knowledge** Children have learnt why historic groups (the Romans) moved, invaded and settled in other regions of the world. **How knowledge is progressive** Children will learn that push and pull factors are.		Push / pull factor	The Anglo Saxons were pushed from their home and pulled to Britain. **Push factors:** The land kept flooding so the harvests failed There wasn't enough land- the law said that land was to be inherited by the eldest son, so other children had to go and find land to farm elsewhere **Pull factors:** The land was more fertile There was more land to go around The climate was better (dry enough) They were invited and paid to come by Britain: once the Romans left, there was no one to defend England from invaders from Scotland

Geography Exemplification

Y5	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Geographical knowledge	**WALT** Know the difference between a country, Great Britain and the United Kingdom. **Prior knowledge** Children have learnt to locate the UK on a world map, know the four home nations and their capital cities. **How knowledge is progressive** Develops a deeper understanding of the story the UK and how their nation came to be.		Country Secede Act Parliament Devolve(d)	 1st May, 1707, Great Britain was formed as a result of the Acts of Union being passed by the parliaments of Scotland and England. 1801- Great Britain united with the Kingdom of Ireland to create the United Kingdom of Great Britain and Ireland. $\frac{5}{6}$ Of Ireland seceded from the UK in 1922, leaving the present formulation of the United Kingdom of Great Britain and Northern Ireland. Each of the four countries (England, Scotland, Wales and Northern Ireland) has a devolved parliament, each with varying levels of power.
	WALT Know what the lines of longitude and latitude are and explain the relationship between these and seasons / daylight at different times of the year. **Prior knowledge** Children will be familiar with the Equator and the broad relationship between proximity to the Equator and climate. Children will have learnt about the northern and southern hemisphere. **How knowledge is progressive** Children will apply their knowledge of the Earth's orbit of the sun to latitude and longitude.			 The invisible lines of longitude and latitude work like coordinates or grid references across the entire planet. 0 latitude is the equator and 0 longitude runs right through London. http://www.bbc.co.uk/learningzone/clips/the-sun-day-and-night-pt-2-3/8954.html Help children to link longitude and latitude to their learning about day and night.  The Tropic of Cancer is the moist northern latitude on the Earth where the sun can appear directly overhead. The tropic of Cancer is the most southern latitude on earth where the sun can appear directly overhead. Children should link this to their learning on seasons and the Earth's tilted orbit around the sun. All times are measured from a starting point at England's Greenwich Observatory. This point is known as Greenwich Meridian Time (GMT). All other times are measured from it.

Geography Exemplification

WALT

Explain changes in global climate since 1901.

Prior knowledge

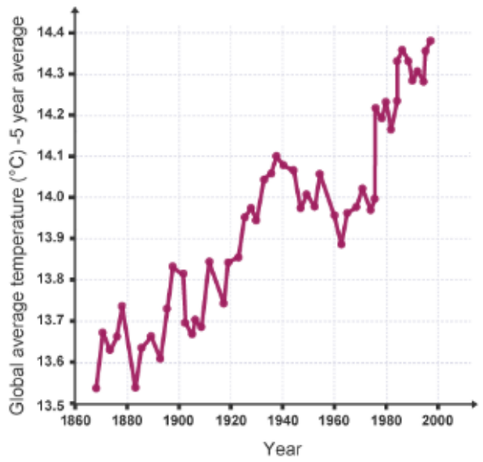
Children have learnt how to compare the weather and, broadly, the climate of different places (contemporary).

How is the knowledge progressive

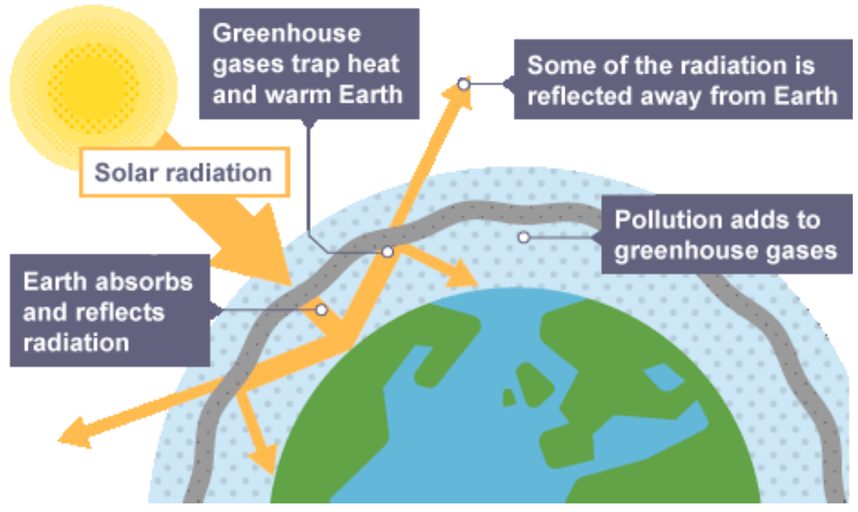
Children will learn how to identify changes in patterns over time for the same place and draw on some prior learning for human actions as potential causes.

Factor
Absorb
Reflect

Human
Physical
Climate
Volcanic
Solar
Radiation

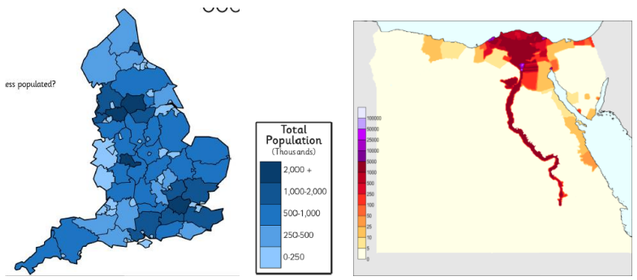
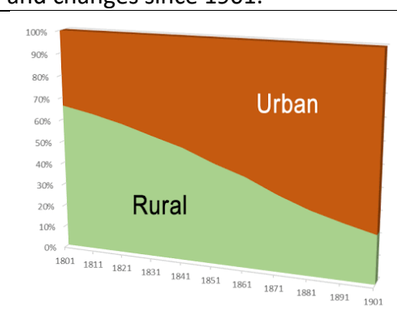


Scientists have seen an average combined land and ocean surface temperature increase of 0.85°C since the end of the 19th century.

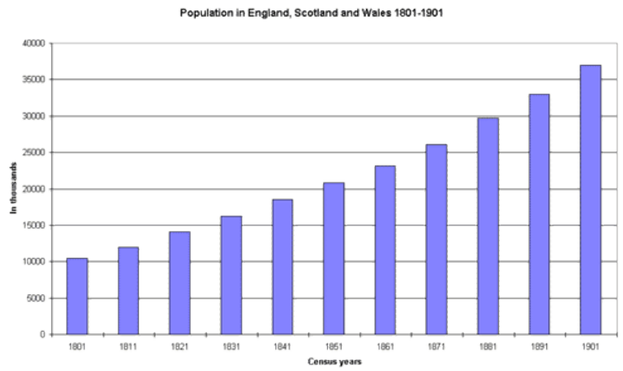


Between 1901 and 2010, average global sea level rose by 0.19 m. Over the past 50 to 100 years, photographic evidence has shown that the world's glaciers have been melting, which has caused them to retreat. The increase in global temperatures is causing glaciers to disappear and is increasing the melting of sea ice in the Arctic.

Geography Exemplification

Y5	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Global community	**WALT** Compare the human and physical features of Sheffield and a contrasting place using evidence gathered through fieldwork. **Prior knowledge** Children have learnt to gather evidence on the climate, population, relief and rivers as the means to compare two places. **How knowledge is progressive** Conducting fieldwork to gather primary evidence on land use.		Human Physical	As in year 4, children should gather evidence on the climate, population, relief, rivers (CPRR). Children should learn how to conduct fieldwork together information about a place (e.g. land use survey of Sheffield City Centre).
	WALT Explain why populations have changed over time. **Prior knowledge** Children have considered push and pull factors as the cause of moving from one place to another. **How knowledge is progressive** Choropleth maps are new to children as a way to visualise data.		Choropleth map Population density	A choropleth map shows the density of population in different places. The darker the colour, the more people there are in that location. Children should use choropleth maps for contrasting countries to make comparisons between population distributions. https://shiny.atlan.com/thematic_mapping/ A range of maps of India to show those households with electricity. Helps children to visualise the choropleth map in three dimensions.  https://sheffieldurbandesignandplanning.wordpress.com/2015/10/19/sheffield-historical-evolution-2/ Demonstrates how Sheffield's population density has changed over time. This is an opportunity to link children's learning to the industrial revolution and changes since 1901.
	WALT Explain how the human and physical features of a place push and pull them to move and migrate. **Prior knowledge** Children have learnt about push and pull factors that cause people to move from or to different locations. Children have learnt the types of features they can expect to find in urban and rural areas, and are familiar with the vocabulary of rural and urban.		Rural Urban Population density Life expectancy	 In the Victorian era, many people moved to urban areas, despite the poorer standard of living in the towns and cities than in the countryside. Average life expectancy was lower in urban areas than urban araeas due to pollution of the air and water.

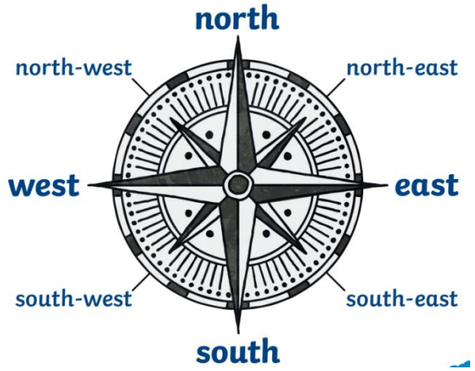
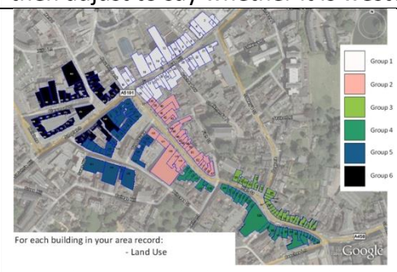
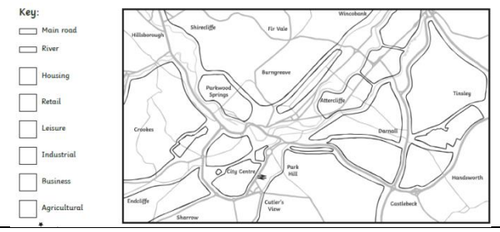
Geography Exemplification

	How knowledge is progressive Children haven't combined their understanding of rural and urban with push and pull causes. Life expectancy is a new area of learning for children.			 The population of Britain increased at a constant rate from 1801 to 1901. Countries that go through an industrial revolution expect a short increase in the population.
	WALT Explain why cities are located near rivers. **Prior knowledge** Children have learnt why people choose to settle at a given site. They have learnt about push and pull factors as motivation to leave or move from/to a given place. **How knowledge is progressive** Children will learn about the specific advantages of settlements on rivers, linking their prior learning of settlers from history to their current learning on the UK.	Settlement	Commerce Sustainability Transport Trade Landlocked Resources	The Romans developed the Port of London around 50AD when they established a settlement called Londinium on the River Thames. It later became a major trading and ship building area for the Saxons, Normans and Tudors. London was a port long before it became a great city and the capital of England.  Rivers provide several advantages. **Commerce** Cities near water allow for water transportation, which is generally faster than land transportation (especially before the invention of railways). Cities with access to water trading routes could deliver larger quantities of goods, which meant more money and trade goods. Landlocked cities were limited to land routes only, which tended to be slower and, usually, more costly. **Sustainability** Rivers provide food and other resources, which help the population to grow and expand further and faster than landlocked settlements. Rivers provide fresh water for drinking and to irrigate crops. Rivers also provide a way of disposing of waste, making cities on rivers cleaner than their landlocked counterparts.
	WALT Understand ways humans have damaged and improved the environment. **Prior knowledge** Children know what physical and human features are. They will be able to draw on their learning from Science (Earth's orbit). Children have learnt	Output Absorb Reflect	Agriculture Solar Orbital	Physical factors increasing global warming There are some natural factors which contribute to increased global warming: • Orbital changes - the Earth has natural warming and cooling periods caused by Milankovitch cycles or variations in the tilt and/or orbit of the Earth around the Sun (Wobble, roll and stretch theory). • Volcanic activity - during a volcanic eruption carbon dioxide is released into the atmosphere. • Solar output - there can be fluctuations in the amount of radiation from the sun. If there is high amount emitted there will be an increase in Earth's temperatures.

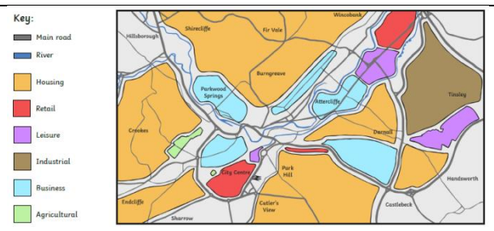
Geography Exemplification

	about the relationship of plants absorbing CO_2, Children have learnt what causes volcanoes. **How knowledge is progressive** Children will learn that in a scientific discussion, arguments and evidence from both sides must be considered.			Human factors increasing global warming Some human activities increase the greenhouse gases in the atmosphere: • Burning fossil fuels, e.g. coal, gas and oil - these release carbon dioxide into the atmosphere. • Deforestation - trees absorb carbon dioxide during photosynthesis. If they are cut down, there will be higher amounts of carbon dioxide in the atmosphere. • Dumping waste in landfill - when the waste decomposes it produces methane. • Agriculture - agricultural practices lead to the release of nitrogen oxides into the atmosphere.

Geography Exemplification

Y5	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Map skills	**WALT** Plan a route using 8 compass points. **Prior knowledge** Children have described compass direction of routes and wind direction. **How knowledge is progressive** Children have not been taught to use inter-cardinal points to be more accurate in compass directions.		Cardinal Inter-cardinal Northerly Southerly Easterly Westerly	 When using inter-cardinal points, North and South always come first. Work out if the direction of travel is northerly or southerly, then adjust to say whether it is westerly or easterly to form the inter-cardinal point.
	WALT Interpret and create land use maps to describe the places studied. **Prior knowledge** **How is the knowledge progressive** 			 A land use map helps geographers understand how the land is used in order to find patterns and make comparisons between places. A key is used to show the way land and builds are being used.  Children should learn that land can be used for retail, leisure, housing, business, industry or agriculture. 

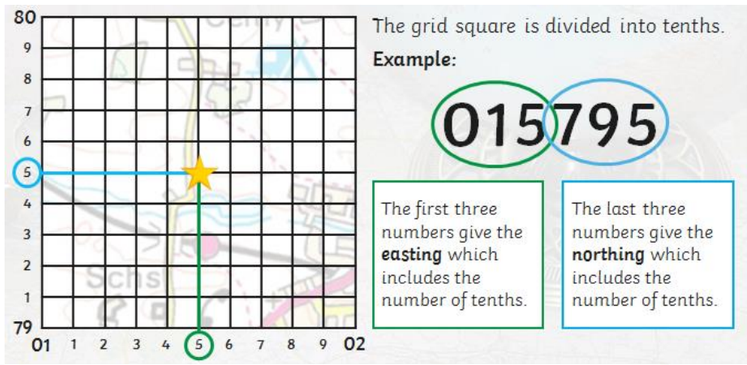
Geography Exemplification

				 Through online research, children should map the land use of Sheffield City Centre. They could make comparisons with land use now and how land use has changed since 1901, suggesting reasons from their learning in history to explain why.

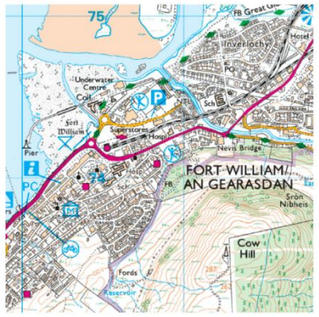
Geography Exemplification

Y6	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Map skills	**WALT** Use maps, globes and digital mapping to locate the countries of Europe. **Prior knowledge** Children have built a visual image of the world map and are familiar with the globe. **How knowledge is progressive** Children will learn how to use an atlas to locate countries and locations.		Atlas Index	At atlas index is organised as follows:  Children can use an atlas to find answers to a quiz. The questions below are designed to apply prior learning of symbols and key. 1. What is the name of the river that flows through Stamford, England? River Welland 2. Which canal passé through Husbands Bosworth, England? Grand Union Canal 3. New Orleans is situated on what kind of land? Wetlands 4. Which river flows through St Louis, USA? Mississippi 5. If I took a ferry from Penzance, England, which islands would I travel to? Isles of Scilly 6. What is the height of the peak on the Scottish island of Rum? 812 meters (2,664 ft) 7. Which lake is located in Bolivia and Peru? Lake Titicaca 8. Andorra is located in which mountain range? Pyrenees 9. Which island group includes Mallorca, Minorca, Ibiza and Formentera? Balearic Islands Children can compare the map in an atlas with the aerial photograph on Google Maps. **Teaching points:** Advantages of an atlas Disadvantages of digital maps
	WALT Use 6-figure grid references, 8-point compass directions, contour lines, symbols and keys to navigate the describe routes. **Prior knowledge** Children have learnt to use 8=pint compass to		grid reference Eastings Northings	

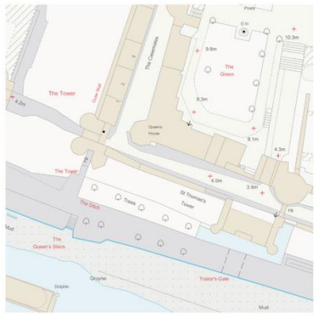
Geography Exemplification

describe direction and position, and how to use symbols on a map to identify and describe the features of a location. Children have learnt to use 4-figure grid references. **How knowledge is progressive** Children will learn how to use 6-figure grid references as a way to improve accuracy and precision when describing routes and positions on a map.			 
WALT Identify and explain scale and use maps of a range of scales. **Prior knowledge** Children have learnt how to navigate with a map in terms of direction and features identified through the symbols on the key/map. **How is the knowledge progressive** Children have not learnt how to read the scale to establish the distance between two points.	Represent	Scale Ratio	**A map scale is the size ratio of a feature on the map to the one in the real world.** The scale of a map shows how much you would have to enlarge your map to get the actual size of the piece of land you are looking at. For example, your map has a scale of 1:25 000, which means that every 1cm on the map represents 25 000 of those same units of measurement on the ground (for example, 25 000cm = 250 metres). That might sound a bit complicated, but OS maps have been designed to make understanding scale easy. Look at the front of a 1:25 000 scale map and you will see that the scale has been also written out for you like this: 4cm to 1km This means that every 4cm on a map = 1km in real life. To make it even easier, the grid lines are exactly 4cm apart, so every square is 1km by 1km.  Example of 1: 250 000 scale mapping, showing roads but few other features and ideal for driving  Example of 1: 50 000 scale mapping with road and some other features for cycling and holidays

Geography Exemplification



Example of 1: 25 000 scale mapping shows most paths and individual buildings with enough details for walking and MTB



Example of 1: 1250 scale mapping showing a small area, normally used for building and construction

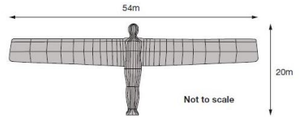
https://www.youtube.com/watch?v=xkzXYWDm9OE&feature=youtu.be

Large scale maps have low number is the scale, such as 1: 1250. The features shown are large
Small scale maps have a high number in the scale, such as 1: 250 000. Individual features shown are small

High number = small scale

The Angel of the North is a large statue in England.

It is 20 metres tall and 54 metres wide.



Ally makes a scale model of the Angel of the North.

Her model is 40 centimetres tall.

How **wide** is her model?

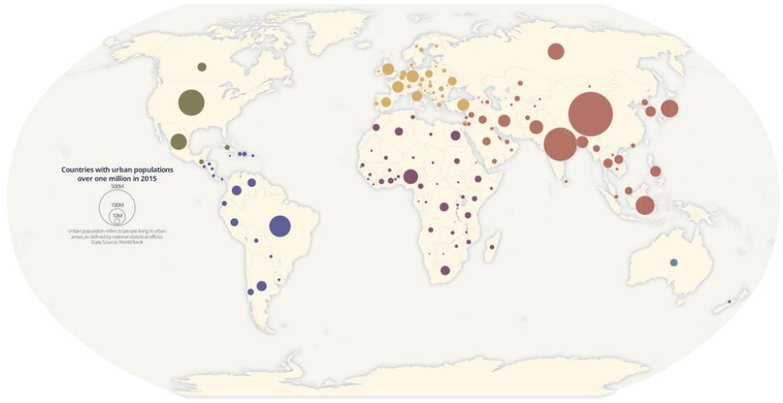
Children can create a scale drawing of the classroom, deciding on their own appropriate scale for the drawing.

Geographical knowledge

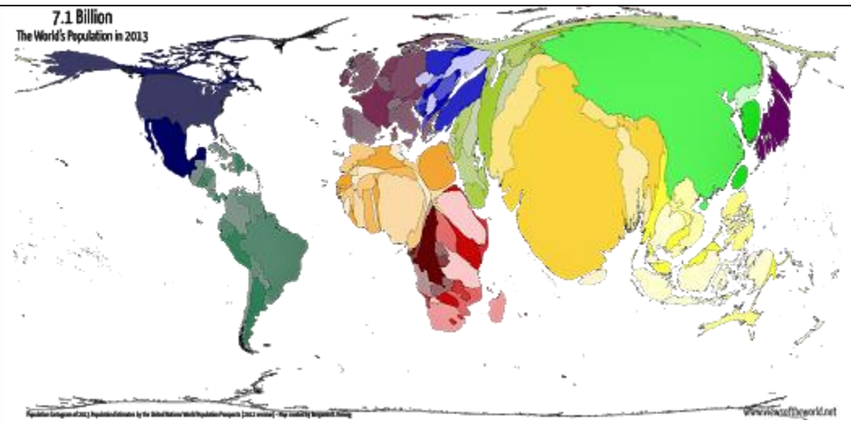
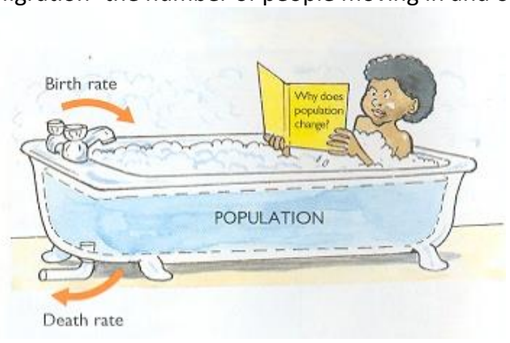
WALT
Know the three longest rivers in Europe, the seas around the UK, three EU capital cities, the two largest seas around Europe and the 6 countries with the highest populations.
Prior knowledge

Population
Scale
Radius

Geography Exemplification

	Children have knowledge of continents, oceans and locations pertinent to learning. **How knowledge is progressive** The level of detail of children's knowledge is greater and they apply prior learning to locate the features. Mathematical learning is applied to represent learning.			 The three longest rivers in the UK are the River Severn (354mk) the River Thames 9346km) and the River Trent (298km). Children can use an atlas to identify which counties they flow through, which cities they flow through/near and which of the three is closest to their location. The capital cities and countries of Europe can be learnt by applying atlas skills to identify and locate them. Countries and capitals pertinent to recent, upcoming or prior learning are the most appropriate to learn. Greece – Athens Germany – Berlin Belgium – Brussels Poland – Warsaw France – Paris Italy – Rome 6 countries with the highest populations: China – 1.44 billion India- 1.38 billion USA- 331million Indonesia- 273million Pakistan- 220million Brazil- 212million Children can use atlas skills to locate them and create a proportional circles map to visualise of population data, applying their learning about scale (e.g. 10million people e= 1mm radius of a circle). https://www.youtube.com/watch?v=YCD19VUAKHY 

Geography Exemplification

				 This world map is distorted to reflect the population of each country.
Global community	**WALT** Analyse population data on two settlements and report on findings and questions raised, including reasons and explanation for the changes. **Prior knowledge** Children have used choropleth maps to analyse population density and change over time, as linked to wider learning to establish reasons for population change (industrial revolution). **How knowledge is progressive**		Birth rate Death rate Population Migration	https://www.worldometers.info/ Birth rate – the number of people born each year per 1000 of the population Death rate – the number of people dying each year per 1000 of the population Migration- the number of people moving in and out of an area 

Geography Exemplification

	Link learning to more contemporary causes.			**Poor countries** Children play an important role in working with their family, so people have more children to help them. Some countries have no pensions for people in their old age, so people have larger families so there are more children to support them in their old age. Outside the cities, the tradition is to have many children because there are fewer modern influences. The majority of people are still farmers who live in rural areas away from the city. Many children die young because healthcare isn't as good, so they have more children to ensure their family survives. **Rich countries** Children have to be supported while they go to school Few children die young because of good health care The majority of people live in urban areas In cities, fewer people are attached to traditions There are pensions for people in their old age My plotting population data for two contrasting countries, children can identify points of change in their populations and draw on existing and new learning to annotate reasons for increase and decrease.
	WALT Understand sustainable development. Prior knowledge Children have learnt about Fair Trade in year four in relation to the production of chocolate. How knowledge is progressive Learning is widened to a greater range of products and wider implications of sustainable development in terms of the environmental, social and economic impact of development.	Deplete/depletion	Sustainable Development Economic Environmental Social Impact	Economic development that is conducted without depletion of natural resources, is socially fair and economically sustainable.

Year	1901	1911	1921	1931	1941	1951	1961	1970	1981	1991	2001	2011	2021
	UK												
Population (millions)	32.2	42.1	44.1	46.1	48.2	50.3	52.8	55.9	56.3	57.8	59	63	67.9
	China												
Population (millions)	400	419	474	503	512	563	664	820	1000	1170	1290	1360	1430

Geography Exemplification

	WALT Explain why people choose to settle in different places and make comparisons of site factors. **Prior knowledge** Children have learnt what kinds of factors early settlers look for when identifying a suitable site to settle at. **How knowledge is progressive** Drawing on knowledge of ancient civilisations and their way of life being shaped by the site factors and the symbiotic relationship between physical geography of a location and the human features developed there.		Site factor Push Pull Irrigation Economic Trade	The Ancient Shang and Ancient Egyptians chose their sites for a similar reasons: On a river (Egypt – Nile, Shang- Yellow River) for fresh water to irrigate crops, fertile soils for growing crops and transport for trade and travel Availability of natural resources to cast bronze **Egypt** has the advantage of natural protection from the vast, impenetrable desert to the West. It was also well located for trade with neighbouring Mediterranean regions (people sailed across the Mediterranean to trade with Ancient Egyptians at ports on the Nile delta) and Egypt become a centre for economic growth. **The Shang** region had an abundance of wood for building. However, it was vulnerable to attack from neighbouring areas. As the Egyptians could sail on the Nile for trade and travel, they did not develop the technology to build bridges or the wheel. The Shang needed to move quickly over ground (such as in battle) and so developed the wheel to build chariots for use in battle. This also necessitated access to raw materials to forge metal for chariot parts and weapons. The Shang also had access to native horses for use in battle.