

Geography – Substantive Knowledge

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS, Year 1 and 2 Cycle A		What is it like here? (Year 1 Unit)		Why is our world wonderful? (Year 2 Unit)		Would you like to live in a hot or cold place? (Year 2 Unit)
EYFS, Year 1 and 2 Cycle B		What is the weather like in the UK? (Year 1 Unit)		What is it like to live in Shanghai? (Year 1 Unit)		What is it like to live in Skegness?
Year 3 and 4 Cycle A		Are all settlements the same?		Why are rainforests important to us?		Why do people live near volcanoes?
Year 3 and 4 Cycle B		Where does our food come from?		What are rivers and how are they used?		Who lives in Antarctica?
Year 5 and 6 Cycle A		What is life like in Madagascar?		Why does population change?		Why do oceans matter?
Year 5 and 6 Cycle B		Would you like to live in the desert?		Where does our energy come from?		Can I carry out an independent fieldwork enquiry?

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EYFS, Year 1 and 2 Cycle A		What is it like here? (Year 1 Unit)	Why is our world wonderful? (Year 2 Unit)	Would you like to live in a hot or cold place? (Year 2 Unit)
Key Concepts		Place, space , scale, interdependence, physical and human processes, environmental impact, cultural awareness, cultural diversity	Place, space , scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness, cultural diversity	Place, space , scale, Interdependence, Physical and human processes, environmental impact, cultural awareness, cultural diversity
Key Vocabulary/ Components of learning		aerial photograph, aerial view, atlas, city, country, directional language, distance, features, globe, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town, village.	aerial photograph, capital city, continent, country, data collection, fieldwork, human feature, key, lake, land, landmark, locate, location, map, north, physical feature, ocean, OS map, River, Sample, Sea, Scale, Symbol, tally chart, vegetation.	Arid, climate, compass, continent, Country, Desert, Equator, Globe, Grasslands, human feature, ice sheet, land, locate, map, mild, ocean, pack ice, physical feature, polar, rain gauge, rainforest, rural, savannah, sea, temperate, temperature, thermometer, tropical, urban, vegetation, weather.
Substantive Knowledge	Locational	<p>To know that the UK is short for 'United Kingdom'.</p> <p>To know the name of the country they live in.</p> <p>To know the location of our school on a map.</p>	To know the locations of five oceans.	<p>To know that the Equator is an imaginary line around the middle of the Earth.</p> <p>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</p> <p>To know the seven continents of the world</p>

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<p style="text-align: center;">Place</p>	<p>To know that a country is a land or nation with its own government.</p>	<p>To know the difference between oceans and seas</p> <p>To know geographical characteristics of the UK.</p>	<p>To know some similarities and differences between their local area and a contrasting non-European country (Kenya)</p> <p>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.</p> <p>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</p> <p>To know key features of hot and cold places,</p>	
	<p style="text-align: center;">Physical and Human Geographical Processes</p>		<p>To know the difference between human and physical features.</p> <p>To know some of the key physical features of the UK.</p> <p>To know some key human features of the UK</p>	
	<p style="text-align: center;">Geographical Skills</p>	<p>To know that an aerial photograph is a photograph taken from the air above.</p> <p>To know that atlases give information about the world and that a map tells us information about a place.</p>	<p>To know that a tally chart is a way of collecting data quickly.</p> <p>To know how to present findings in a bar chart.</p> <p>To know how to draw human and physical features on a sketch map.</p>	<p>To know that a globe is a spherical model of the Earth.</p> <p>To know world maps represent a flattened globe.</p> <p>To know how to monitor local weather conditions.</p>

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		<p>To know that a map is a picture of a place, usually drawn from above.</p> <p>To know that symbols are often used on maps to represent features.</p> <p>To create a simple map of the classroom or playground.</p> <p>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</p>		
Field Work	<p>School Grounds</p> <p>Understanding Maps – What can we find in the school grounds?</p>	<p>Local Woodland</p> <p>Survey of plants and animals in local woodland.</p>	<p>School Grounds</p> <p>What direction does our playground face?</p>	

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EYFS, Year 1 and 2 Cycle B		What is the weather like in the UK? (Year 1 Unit) <i>To be studied across the year through the different seasons.</i>	What is it like to live in Shanghai? (Year 1 Unit)	What is it like to live in Skegness?
Key Concepts		Place, space , Interdependence, physical and human processes, environmental impact,	Place, space , scale, interdependence, physical and human processes, cultural awareness, cultural diversity	Place, space , scale, interdependence, physical and human processes, environmental impact, sustainable development,
Key Vocabulary/ Components of learning		atlas, capital city, climate, compass, continent, country, direction, land, locate, location, map, rain gauge, season, temperature, thermometer, weather, weather vane.	continent, country, different, directional language e.g. near, far, next to, behind, etc., key, human feature, map, physical feature, similar, symbol.	Arch, Aquarium, Bay, capital city, city, cliff, coast, coastline, country, data collection, fieldwork, island, harbour, human feature, Jurassic coast, location, locate, mudflat, ocean, physical feature, pictogram, pier, sand dunes, sea, stack, tally chart, tourist, town, village.
Substantive Knowledge	Locational	To know the location of the four countries of the UK and begin to locate their capital cities.	To know the name of two continents (Europe and Asia). To know that they live in the continent of Europe. To know the location our country on a world map.	To know that there are four bodies of water surrounding the UK and to be able to name them.
	Place	To know the four seasons of the UK. To know how the weather changes with each season.	To know that a continent is a group of countries. To know that life elsewhere in the world is often different to ours. To know what it is like in Shanghai. To know that life elsewhere in the world often has similarities to ours.	To know that a sea is a body of water that is smaller than an ocean. To know that coasts (and other physical features) change over time.

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	<p>Physical and Human Geographical Processes</p> <p>To know that ‘weather’ refers to the conditions outside at a particular time.</p> <p>To know that different parts of the UK often experience different weather.</p> <p>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.</p> <p>To know that weather conditions can be measured and recorded.</p>	<p>To know that physical features means any feature of an area that is on the Earth naturally.</p> <p>To know that human features means any feature of an area that was made or built by humans.</p> <p>To know how to recognise physical and human features from aerial photographs.</p>	<p>To know some key physical features of the UK.</p> <p>To know some key human features of the UK.</p> <p>To know the physical features of the coast and describe how it changes over time using subject-specific vocabulary..</p> <p>To know human features on the coast.</p> <p>To know how people use the local coast.</p>
	<p>Geographical Skills</p> <p>To know that a compass is an instrument we can use to find which direction is north.</p> <p>To know which direction is N, S, E, W on a map.</p>	<p>To know how to use directional language to describe features on a map in relation to other features.</p> <p>To know how to draw and label a sketch map.</p>	<p>To know that maps need a title and purpose.</p> <p>To know that maps need a key to explain what the symbols and colours represent.</p> <p>To know that a tally chart is a way of collecting data quickly.</p> <p>To know that a pictogram is a chart that uses pictures to show data.</p>
<p>Field Work</p>	<p>School Grounds</p> <ol style="list-style-type: none"> 1) Compass directions – Understanding N, S, E W. 2) Record weather data throughout the day. 	<p>Local Area</p> <p>What human and physical features can we identify around our school?</p>	<p>Coast</p> <p>Data collection – How do people use our local coast?</p>

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<p>Year 3 and 4 Cycle A</p>	<p>Are all settlements the same?</p>	<p>Why are rainforests important to us?</p>	<p>Why do people live near volcanoes?</p>
<p>Key Concepts</p>	<p>Place, space , scale, interdependence, physical and human processes, environmental impact, sustainable development,</p>	<p>Place, space , scale, interdependence, physical and human processes, environmental impact, sustainable development,</p>	<p>Place, space , interdependence, Physical and human processes, environmental impact, sustainable development,</p>
<p>Key Vocabulary/ Components of learning</p>	<p>agricultural land, capital city, commercial land, compare, country border, county, dispersed, facilities, land use, legend, linear, local, memorial, metro, monument, nucleated, place of worship, recreational land, region, residential land, settlement, transportation,</p>	<p>analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, Equator, forest floor, global warming, greenhouse gas, indigenous peoples, interpret, lianas, lines of latitude, logging, method, mining, present, questionnaire, quote, risk, route, summarise, Tropic of Capricorn, Tropic of Cancer, understory layer, vegetation, vegetation belts.</p>	<p>active volcano, climate change, composite volcano, crust, dormant volcano, earthquake, epicentre, extinct volcano, fault line, fault-block mountain, fertile soil, fold mountain, geothermal energy, igneous rock, index, inner core, outer core, magma, magma chamber, man-made rock, mantle, metamorphic rock, mountains, natural rock, negative effects, plate boundary, positive effects, pyroclastic flow, sedimentary rock, seismic waves, shield volcano, tectonic plate, tsunamis, vent, volcanic mountain, volcanic springs.</p>

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Substantive Knowledge	Locational	<p>To know the name of some counties in the UK (local to your school).</p> <p>To know the name of some cities in the UK (local to your school).</p> <p>To know the name of the county that they live in and their closest city.</p> <p>To begin to name the twelve geographical regions of the UK.</p>	<p>To know where North and South America are on a world map.</p> <p>To know the names of some of the world's most significant rivers.</p> <p>To know the world's biomes.</p> <p>To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</p> <p>To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</p> <p>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</p> <p>To know the world's different climate zones.</p>	<p>To know the names of some of the world's most significant mountain ranges.</p> <p>To know the locations of mountain ranges including the Andes.</p>
	Place	<p>To know the different land uses in New Delhi.</p>	<p>To know that climate zones are areas of the world with similar climates.</p> <p>To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</p> <p>To know vegetation belts are areas of the world which are home to similar plant species.</p>	<p>To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.</p> <p>To know all four layers of the Earth in the correct order, stating one fact about each layer.</p>

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			<p>To know the characteristics of each layer of a tropical rainforest.</p> <p>To know that countries near the Equator have less seasonal change than those near the poles.</p>	
	<p>Physical and Human Geographical Processes</p>	<p>To know some types of settlement.</p> <p>To know an urban place is somewhere near a town or city.</p> <p>To know a rural place is somewhere near the countryside.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To know the human and physical features in the local area and why they are where they are.</p> <p>know how land use in the local area has changed.</p>	<p>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</p> <p>To know that climates can influence the foods able to grow.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To know the threats to the rainforest both on a local and global scale.</p> <p>To know about the lives of indigenous peoples living in the Amazon rainforest.</p> <p>To know why tropical rainforests are important and understand the threats to the Amazon.</p>	<p>To know some types of settlement.</p> <p>To know the negative effects of living near a volcano.</p> <p>To know the positive effects of living near a volcano.</p> <p>To know the negative effects an earthquake can have on a community.</p> <p>To know ways in which communities respond to earthquakes.</p> <p>To know the different types of mountains and volcanoes and how they are formed.</p> <p>To know that an earthquake is the intense shaking of the ground.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To know the negative and positive effects of living near a volcano.</p>
	<p>Geographical Skills</p>	<p>To know that an OS (Ordnance survey) map is used for personal use and</p>	<p>To know an enquiry-based question has an open-ended answer found by research.</p>	

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		<p>organisations use it for housing projects, planning the natural environment and public transport and for security purposes.</p> <p>To know that an OS map shows human and physical features as symbols.</p> <p>To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).</p> <p>To know an enquiry-based question has an open-ended answer found by research.</p> <p>To know what a bar chart, pictogram and table are and when to use which one best to represent data.</p> <p>To know the symbols used to identify features on an OS map.</p>	<p>To know what a questionnaire and an interview are.</p> <p>To know that quantitative data involves numerical facts and figures and is often objective.</p> <p>To know that qualitative data involves opinions, thoughts and feelings and is often subjective.</p> <p>To know what a bar chart, pictogram and table are and when to use which one best to represent data.</p> <p>To know how local woodland is used.</p>	
Field Work	<p>Local Area</p> <p>Data collection – What is in my local area?</p>	<p>Local Woodland</p> <p>Data collection – How is our local woodland used?</p>	<p>School Grounds</p> <p>To observe and record the location of rocks around the school grounds and discuss findings.</p>	

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<p>Year 3 and 4 Cycle B</p>	<p>Where does our food come from?</p>	<p>What are rivers and how are they used?</p>	<p>Who lives in Antarctica?</p>
<p>Key Concepts</p>	<p>Place, space , scale, interdependence, physical and human processes, environmental impact, sustainable development,</p>	<p>Place, space , scale, interdependence, physical and human processes, environmental impact,</p>	<p>Place, space , scale, interdependence, physical and human processes, environmental impact, cultural awareness, cultural diversity</p>
<p>Key Vocabulary/ Components of learning</p>	<p>air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend.</p>	<p>condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle, waterfall.</p>	<p>climate, climate zone, compass points, direction, drifting ice, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty.</p>

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Substantive Knowledge	Locational	<p>To know where North and South America are on a world map.</p> <p>To know that climate zones are areas of the world with similar climates.</p> <p>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</p> <p>To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.</p> <p>To know that countries near the Equator have less seasonal change than those near the poles.</p> <p>To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</p>	<p>To know the names of some of the world's most significant rivers.</p> <p>To know the name of some counties in the UK (local to your school).</p> <p>To know the name of some cities in the UK (local to your school).</p> <p>To know the name of the county that they live in and their closest city.</p> <p>To begin to name the twelve geographical regions of the UK.</p> <p>To know the names and locations of some of the world's longest rivers.</p>	<p>To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.</p> <p>To know the position and significance of lines of latitude.</p>
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	<p>Place</p>	<p>To know the world's different climate zones.</p> <p>To know that biomes are areas of the world with similar climates, vegetation and animals.</p> <p>To know the world's biomes.</p> <p>To know vegetation belts are areas of the world which are home to similar plant species.</p> <p>To know the main types of land use.</p> <p>To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</p> <p>To know that climates can influence the foods able to grow.</p> <p>To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.</p> <p>To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</p> <p>To know why different foods grow in different biomes.</p>	<p>To know an urban place is somewhere near a town or city.</p> <p>To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).</p>	<p>To know that climate zones are areas of the world with similar climates.</p> <p>To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).</p> <p>To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.</p> <p>To know that the Northern and Southern Hemispheres experience seasons at different times.</p>
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	<p>Physical and Human Geographical Processes</p>	<p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.</p> <p>To know the UK grows food locally and imports food from other countries.</p> <p>To know the impact of food choices on the environment.</p> <p>To know the importance of trading responsibly.</p> <p>To know the advantages and disadvantages of buying both locally and imported food.</p> <p>To know where our food comes from.</p>	<p>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</p> <p>To know water is used by humans in a variety of ways.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To know the UK grows food locally and imports food from other countries.</p> <p>To know how the water cycle works.</p> <p>To know the features and courses of a river.</p> <p>To know how to identify and locate human and physical features on a map.</p>	<p>To know water is used by humans in a variety of ways.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To know the location and physical features of Antarctica.</p> <p>To know the human features of Antarctica.</p>
	<p>Geographical Skills</p>	<p>To know that grid references help us locate a particular square on a map.</p> <p>To know an enquiry-based question has an open-ended answer found by research.</p> <p>To know what a questionnaire and an interview are.</p> <p>To know that quantitative data involves numerical facts and figures and is often objective.</p>	<p>To understand that a scale shows how much smaller a map is compared to real life.</p> <p>To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.</p>	<p>To know that a scale shows how much smaller a map is compared to real life.</p> <p>To know and recognise world maps as a flattened globe.</p> <p>To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</p>

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		<p>To know qualitative data involves opinions, thoughts and feelings and is often subjective.</p> <p>To know how to calculate the distance food has travelled, and describe the journey of a cacao bean.</p> <p>.</p>	<p>To know that an OS map shows human and physical features as symbols.</p> <p>To know that grid references help us locate a particular square on a map.</p> <p>To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</p> <p>To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</p> <p>To know a Likert scale is used to record people’s feelings and attitudes.</p> <p>To know what a bar chart, pictogram and table are and when to use which one best to represent data.</p>	<p>To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</p> <p>To know how to plot a simple route on a map using compass points. (Shackleton’s route to Antarctica)</p>
<p>Field work.</p>	<p>School</p> <p>Interview – Where does our school food come from?</p>	<p>Local River</p> <p>Survey the features of a local river using the Likert scale..</p>	<p>School Grounds</p> <p>Prepare and follow an expedition route.</p>	

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<p>Year 5 and 6 Cycle A</p>	<p>What is life like in the Madagascar?</p>	<p>Why does population change?</p>	<p>Why do oceans matter?</p>
<p>Key Concepts</p>	<p>Place, space , scale, interdependence, physical and human processes, environmental impact, sustainable developoment,</p>	<p>Place, space , scale, interdependence, physical and human processes, environmental impact, sustainable developoment,</p>	<p>Place, space , scale, interdependence, physical and human processes, environmental impact,</p>
<p>Key Vocabulary/ Components of learning</p>	<p>atlas, bamboo tree, climate, climate change, dry season, data, enquiry, hemisphere, human feature, indigenous people, latitude, leisure, longitude, method, OS map, physical feature, population, questionnaire, sea level, recreational land use, risk, route, scale, sub equatorial, temperate, temperate forest, tourism, tourist, vegetation, wet season.</p>	<p>air pollution, birth rate, cartogram, climate, climate change, conclusions, death rate, deforestation, densely populated, digital technologies, fossil fuels, greenhouse gases, impact, improvements, involuntary, Likert scale, migrants, migration, natural increase, noise pollution, population, population density, population distribution, pull factors, push factors, qualitative, quantitative, refugee, region, sparsely populated, voluntary.</p>	<p>atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, microplastics, natural disaster, ocean current, policy, renewable energy, single use plastic, species, water cycle.</p>

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Substantive Knowledge	Locational	<p>To know the name of many countries and major cities in Europe and Africa.</p> <p>To know the location of key physical features in countries studied.</p> <p>To locate Madagascar on a map and identify and label countries it lies off the coast of.</p>	<p>To know the name of many countries and major cities in Europe and North and South America.</p> <p>To know the name of many counties in the UK.</p> <p>To know the name of many cities in the UK.</p> <p>To know the twelve geographical regions of the UK</p>	<p>To know the location of key physical features in countries studied.</p> <p>To know the location and describe the significance of the Great Barrier Reef.</p>
	Place	<p>To know some similarities and differences between the UK (as an island) and an African island.</p> <p>To know vegetation belts are areas of the world that are home to similar plant species.</p> <p>To name and describe some of the world's vegetation belts.</p>	<p>To know that London and the South East regions have the largest population in the UK.</p>	<p>To know why the ocean is important.</p> <p>To know how the oceans help regulate the Earth's climate and temperature.</p>
	Physical and Human Geographical Processes	<p>To know why tourists visit island regions.</p> <p>To know some issues in the local area.</p> <p>To know the physical and human features of the island.</p> <p>To know the similarities and differences between the local area, the island on which we live and Madagascar – a sub-tropical island.</p>	<p>To know that the global population has grown significantly since the 1950s.</p> <p>To know which factors are considered before people build settlements.</p> <p>To know migration is the movement of people from one country to another</p>	<p>To know some positive impacts of humans on the environment.</p> <p>To know some negative impacts of humans on the environment.</p> <p>To know the importance of our oceans as part of the water cycle and for human activity.</p> <p>To know the impact humans have on coral reefs and oceans.</p>

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		<p>To know the human and physical geography of Madagascar to answer the enquiry question, 'What is life like in Madagascar?'</p>	<p>To know the global population has grown significantly since the 1950s.</p> <p>To know which factors are considered before people build settlements.</p> <p>To know migration is the movement of people from one country to another.</p> <p>To know some negative impacts of humans on the environment.</p> <p>To know the changes in distribution of the global population, including densely and sparsely populated areas.</p> <p>To know how the birth and death rate have led to an increase in global population over time.</p> <p>To know the push and pull factors influencing migration.</p> <p>To begin to know the impact climate change can have on the global population.</p>	<p>To know ways to keep our oceans healthy.</p>
	<p>Geographical Skills</p>	<p>To know what a range of data collection methods look like.</p> <p>To know how to use a range of data collection methods.</p>	<p>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</p> <p>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</p> <p>To know that a pie chart can represent a fraction or percentage of a whole set of data.</p>	<p>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</p> <p>To know that a pie chart can represent a fraction or percentage of a whole set of data.</p>

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			<p>To be aware of some issues in the local area.</p> <p>To know what a range of data collection methods look like.</p> <p>To know how to use a range of data collection methods.</p> <p>To know how population impacts the amount of traffic and litter in an area.</p>	<p>To be aware of some issues in the local area.</p> <p>To know what a range of data collection methods look like.</p> <p>To know how to use a range of data collection methods.</p>
Field Work	<p>Local (Urban) area.</p> <p>Mapping recreational land use.</p>	<p>Local urban area.</p> <p>Data collection - How is population impacting our environment?</p>	<p>Coast</p> <p>How littered is our marine environment?</p> <p>Survey of litter, plants and animals.</p>	

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Year 5 and 6 Cycle B		Would you like to live in the desert?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Key Concepts		Place, space , scale, interdependence, physical and human processes, environmental impact,	Place, space , scale, interdependence, physical and human processes, environmental impact, sustainable development,	Place, space, physical and human processes, environmental impact, sustainable development, cultural awareness,
Key Vocabulary/ Components of learning		agriculture, airstrip, arid, barren, biome, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park, natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather.	biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, producer, regenerate, renewable, replenish, sea level, solar power, time zone, urban planner, windpower, six-figure grid reference.	analyse, audience, city, data, data collection methods, enquiry, evidence, impact, improvement, issue, justify, plot, presenting, process, recommendation, region, risk, route, subjective, viewpoint.
Substantive Knowledge	Locational	<p>To know the location of key physical features in countries studied.</p> <p>To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world’s time zones.</p> <p>To know the location and features of deserts.</p>	To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world’s time zones.	

Geography – Substantive Knowledge

	<p>Place</p>	<p>To know some of the world's vegetation belts.</p> <p>To know the characteristics of a desert biome and the lines of latitude where they are located.</p>		
	<p>Physical and Human Geographical Processes</p>	<p>To know which factors are considered before people build settlements.</p> <p>To know the physical features of a desert environment.</p> <p>To know the different ways humans use deserts and how these may contribute to the changing climate and landscape of a desert.</p> <p>To know some of the threats facing deserts.</p> <p>To know the similarities and differences between two physical environments.</p>	<p>To know that natural resources can be used to make energy.</p> <p>To know some positive impacts of humans on the environment.</p> <p>To know some negative impacts of humans on the environment.</p> <p>To know why energy sources are important.</p> <p>To know the benefits and drawbacks of different energy sources.</p> <p>To know how a settlement has grown around an energy source.</p> <p>To know how energy sources are distributed in an area.</p>	<p>To know some positive impacts of humans on the environment.</p> <p>To know some negative impacts of humans on the environment.</p> <p>To know examples of issues in the local area.</p>
	<p>Geographical Skills</p>	<p>To know a line graph can represent variables over time.</p> <p>To know that natural resources can be used to make energy.</p> <p>To know some negative impacts of humans on the environment.</p> <p>To know that contours on a map show height and slope.</p>	<p>To know that contours on a map show height and slope.</p> <p>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</p> <p>To know what a range of data collection methods look like.</p> <p>To know how to use a range of data collection methods.</p>	<p>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</p> <p>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</p> <p>To know what a range of data collection methods look like.</p>

Geography – Substantive Knowledge

		<p>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</p> <p>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</p> <p>To know that a pie chart can represent a fraction or percentage of a whole set of data.</p>		<p>To know how to use a range of data collection methods.</p> <p>To know how to develop an enquiry question and plan a fieldwork trip.</p> <p>To know the most effective data collection methods for fieldwork.</p>
<p>Field Work</p>	<p><i>This unit is fully classroom based.</i></p>	<p>School grounds</p> <p>Where is the best place for a solar panel on the school grounds?</p>	<p>Local area</p> <p>Data collection for independent enquiry.</p>	