

# Willow Lane Geography Curriculum

## Our intent

Through the teaching of geography at Willow Lane, we aim to inspire curiosity and equip our children with the geographical knowledge needed for them to understand the complexity of the world around them and be well prepared for the next stage of their education. We 'teach to the heart' by creating rich opportunities for our children to learn and apply their geographical knowledge to local contexts and places further afield. We aim for our children to develop a deep understanding and appreciation of their local area. We believe that the better children understand their immediate experience, the more able they are to apply their learning to places across the world. We have sequenced the learning carefully so that it supports children in making strong connections across the subject. At Willow Lane, you can see children visiting parks and nature reserves, creating sketch maps and interpreting OS maps, climbing mountains and wading in rivers. This allows children to observe how their environment is shaped and described by geographical ideas and processes. We have also chosen contexts and experiences that create deliberate opportunities for our children to develop our shared values by visiting, working and learning with new people in new places, and by learning about the amazing diversity of cultures that exist across continents.

Our curriculum provides a detailed interpretation of the National Curriculum statements. We have adapted the guidance within the National Curriculum to meet the needs of the children at Willow Lane and created a broad and balanced curriculum. It provides opportunities for children to delve deeper and apply their knowledge in a wide range of contexts. We also value and teach geographical and fieldwork skills to ensure children develop independence within the subject and the knowledge of how geographers collect, interpret and present information. Furthermore, we know our children learn more when they are provided with memorable experiences with which to anchor and link their learning. These experiences provide opportunities for rich discussion and enable children to develop their subject knowledge and vocabulary.



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# Assessment in Geography

## How we assess

Teachers use the 'I will know...' and 'I will know how to...' statements alongside children's grasp of subject-specific vocabulary in each unit to assess whether children are achieving expectations for their year group. Teachers use formative assessment to adapt their teaching and support children in meeting the aims of each unit.

Unit assessment tasks enable children to demonstrate their learning and support teachers to identify those who are working towards expectations, those who are meeting expectations and those who are working at greater depth within the subject for their year group. Assessments often involve source analysis, reports, presentations or creative tasks that allow children to showcase their knowledge, skills and vocabulary learned throughout the unit.

Children identified as not meeting expectations at the end of a unit will be supported in future units by being given additional opportunities to learn the foundational knowledge and vocabulary or practise disciplinary skills. Children identified as working at greater depth at the end of the unit will have more opportunities to develop broader knowledge within each unit and apply their disciplinary skills to new contexts.

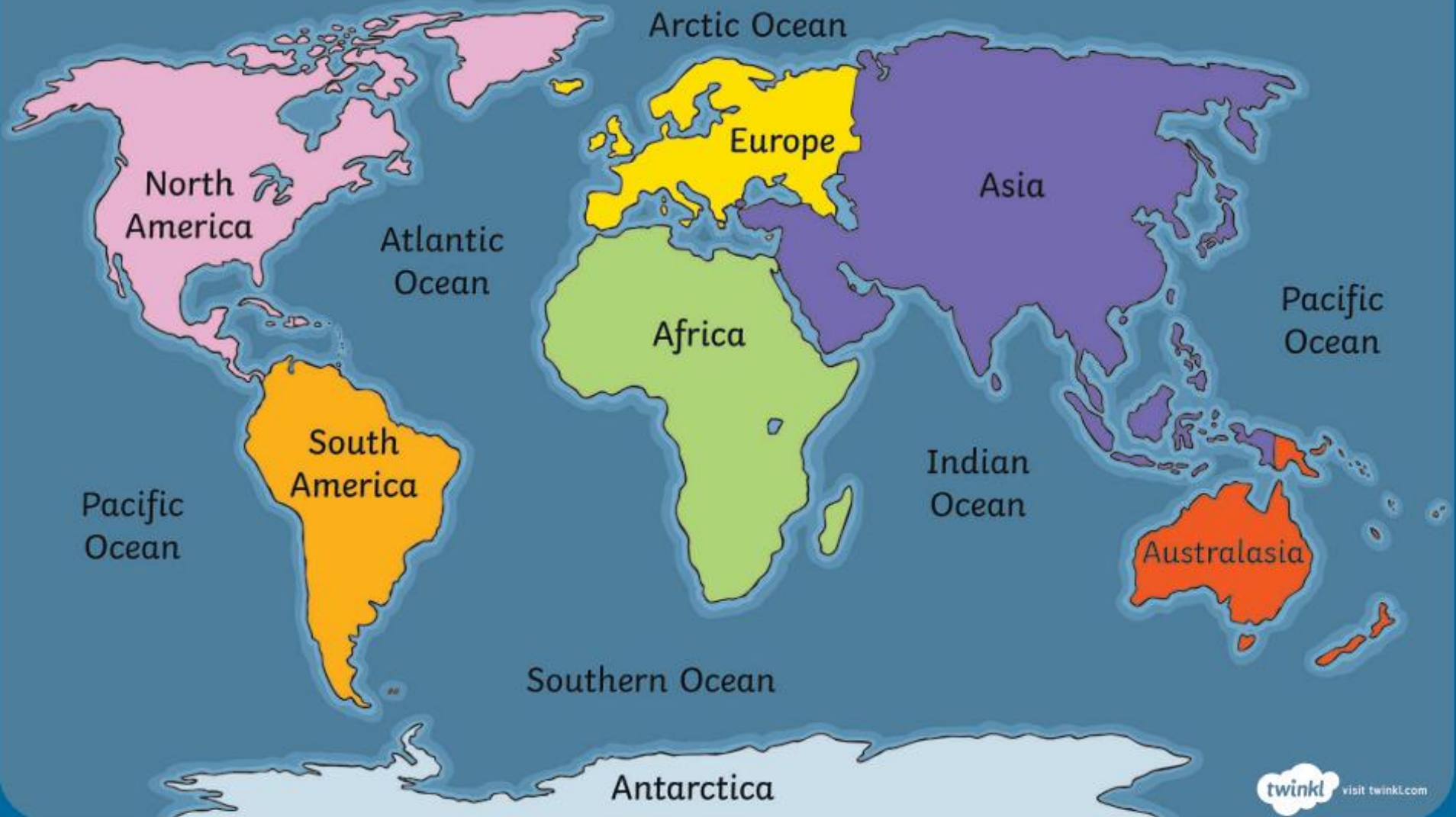
The assessment outcomes and 'Learning Checks' also support subject leads and class teachers in identifying strengths and areas for further development in the curriculum design and teaching and learning of each unit.

The overview of the progression in geographical enquiry skills is shown on the next page. Key skills for each unit should be selected from the overview that meet the needs of each class. To assess children's geographical enquiry skills, teachers observe the execution of skills that have been previously modelled and take note of those children who are not yet secure in using them. If children are not yet secure in the skills, further opportunities are planned in later learning episodes for children to revisit them. If children are secure in the skills, then opportunities to broaden the skills and apply them in new contexts are planned as appropriate.



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# World Map



# Geography: Key Concepts

***Whole school definition: Geography is the study of places and the relationships between people and their environments.***

We teach knowledge and skills across the four areas of the National Curriculum, for which we have identified ten key concepts which run through all of our units of study and progressively develop our children's understanding.

## Locational Knowledge

**Locations** (continents, localities, nations)

## Place Knowledge

**Place** (unique physical and human features)

## Human and Physical Geography

**Sustainability** (adaptation, climate change, resources, pollution, resources)

**Climate** (climate change, climate zones, pollution, weather)

**Interdependence** (diversity, trade, resources, migration)

**Physical geography** (biomes, rivers, coasts, volcanoes, earthquakes)

**Settlements** (population, rural areas, urban areas)

## Geographical Skills and Fieldwork

**Map Skills** (atlases, digital maps, direction and location, navigation, distance, latitude, longitude, maps, symbols)

**Fieldwork** (surveys, field sketches, photographs, data collection)

**Communication** (report writing, expressing views, presentation, graphs and charts).

*The progression of geographical skills and fieldwork is shown on the next page.*



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## Willow Lane Fieldwork and Geographical Skills Progression

Age Range	Fieldwork	Map Skills	Direction and Location	Communication
<b>KS1</b> <b>(age 5-7)</b>  <b>Develop</b> <b>close observations</b>	<p>Take photographs to record features and places visited.</p> <p>Recognise and label features in photographs of places (including aerial photographs).</p> <p>Observe and draw pictures of landscapes and places.</p> <p>Observe, record and describe weather patterns.</p> <p>Collect information using tally charts.</p>	<p>Use world maps, atlases and globes to locate the world's continents, oceans, and polar regions, and the seas, countries and capital cities of the UK.</p> <p>Draw simple maps of areas in or around the school grounds.</p> <p>Create symbols and a key for a map.</p>	<p>Use simple directional language to describe the location of features and route on a map (e.g. up, down, left, right, straight on, in front, behind, near, forwards, backwards, between, above, below).</p> <p>Use directional language and simple compass directions (north, south, east and west) to describe the location of features and routes on a map.</p>	<p>Describe places using geographical vocabulary when speaking and writing.</p> <p>Present information in tally charts and pictograms.</p>
<b>Lower KS2</b> <b>(age 7-9)</b>  <b>Develop</b> <b>systematic approach</b>	<p>Make observations, notes and take photographs to record features and places.</p> <p>Collect, record and organise information in tables and charts (e.g. by selecting headings).</p> <p>Create simple sketch maps.</p>	<p>Use maps, atlases, globes and digital mapping to locate countries, counties, biomes, climate zones, the Equator, Tropics of Cancer and Capricorn, rivers and migration routes.</p> <p>Use maps and digital mapping to explore features and routes in places studied.</p> <p>Identify and use OS symbols for human and physical features on maps.</p> <p>Draw maps of a place or route using recognisable symbols and key.</p>	<p>Use four compass points to orientate maps and describe the direction of features and routes on maps.</p> <p>Use four-figure grid references to locate features on a map.</p>	<p>Present and interpret information in tables and bar charts.</p> <p>Describe and compare places and physical processes through talk, diagrams or writing.</p> <p>Express views about places and geographical issues.</p>
<b>Upper KS2</b> <b>(age 9-11)</b>  <b>Develop</b> <b>independence</b>	<p>Select ways to measure, record and organise information collected through fieldwork, including sketch maps and tables and charts.</p> <p>Create detailed sketch maps that highlight key features of the landscape.</p>	<p>Use maps, atlases, globes and digital mapping to locate countries and regions studies, lines of longitude and latitude, Northern and Southern Hemispheres and time zones.</p> <p>Use maps and digital mapping to explore features and routes in places studied.</p> <p>Identify and use OS symbols for human and physical features on maps, including contour lines.</p> <p>Draw maps of a place or route using recognisable symbols and key.</p>	<p>Use eight compass points to orientate maps and describe the direction of features and routes on maps.</p> <p>Use six-figure grid references to locate features on a map.</p>	<p>Present and interpret information in tables, bar charts and graphs.</p> <p>Describe, compare and explain aspects of human geography and physical processes.</p> <p>Express views considering different perspectives about places and geographical issues.</p>

## Willow Lane Geography Curriculum Overview and National Curriculum Coverage

Year group	Autumn		Spring		Summer	
EYFS: Red	Busy Being Me: What Makes a Community?	Celebration: Celebrations and Traditions from Across the World	Magic Time Machine: Toys and Objects from the Past	Watch Us Grow: Exploring our local Area	Wet and Wild: Maps and Pictures	Our Wonderful World- Places around the world
	<p><b>Early Years Foundation Stage Early Learning Goals</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>					
1. Orange	<p>Wonders of Willow Lane</p> <p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human and physical features.</li> <li>Use simple locational and directional language to describe the location of features and routes on a map.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>Devise a simple map.</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>		<p>All Around the World</p> <p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Use basic geographical vocabulary to refer to key physical and human features.</li> <li>Use world maps, atlases and globes to locate England and the world's continents.</li> </ul>			
2. Yellow	<p>Our United Kingdom</p> <p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</li> <li>Understand geographical similarities and differences through studying a small area of the United Kingdom.</li> <li>Use basic geographical vocabulary to refer to human and physical features.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>Use simple compass directions to describe the location of features and routes on a map.</li> <li>Use aerial photographs to recognize landmarks and basic human and physical features.</li> <li>Devise a simple map and construct basic symbols in a key.</li> <li>Use simple fieldwork and observational skills to study the geography of the surrounding environment.</li> </ul>				<p>Our Oceans and Seas</p> <p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's five oceans.</li> <li>Name and locate the seas surrounding the United Kingdom.</li> <li>Use basic geographical vocabulary to refer to key physical and human features.</li> <li>Use simple compass directions to describe the location of features.</li> <li>Use aerial photographs to recognize basic human and physical features.</li> <li>Use simple fieldwork and observation skills to study the geography of the surrounding environment.</li> </ul>	



## Willow Lane Geography Curriculum Overview

Year group	Autumn	Spring	Summer
3. Green		<p><b>Coasts and Counties</b> <b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts) and understand how these have changed over time.</li> <li>describe and understand key aspects of human and physical geography.</li> <li>use maps to locate features studied.</li> <li>use the points of a compass, symbols and key to build knowledge of the United Kingdom and wider world.</li> <li>Use fieldwork to observe, record and present the human and physical features in the local area using a range of methods.</li> </ul>	<p><b>Brilliant Biomes</b> <b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on North America.</li> <li>Identify the position and significance of the Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (studied in KS1).</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.</li> <li>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</li> <li>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</li> </ul>
4. Blue	<p><b>Raging Rivers</b> <b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia).</li> <li>name and locate key topographical features (including rivers), land use patterns, and understand how some of these aspects have changed over time.</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</li> <li>describe and understand key aspects of physical geography, including rivers and the water cycle (taught in science curriculum).</li> <li>describe and understand key aspects of human geography, including land use and the distribution of natural resources, including water.</li> <li>use maps, atlases, globes and digital mapping to locate countries and describe features studied.</li> <li>use four-figure grid references, symbols and keys.</li> <li>use field work to observe, measure, record and present the human and physical features in the local area.</li> </ul>		<p><b>Migration and Refugees</b> <b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>locate the world's countries and major cities.</li> <li>understand geographical similarities and differences through the study of human geography.</li> <li>describe and understand key aspects of human geography, including types of settlement and land use, economic activity and the distribution of natural resources.</li> <li>use maps, atlases globes and digital mapping to locate countries and describe features studied.</li> </ul>

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Year group	Autumn	Spring	Summer
5. Indigo	<p><b>Global Trade</b> <b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>locate the world's countries.</li> <li>identify the position and significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>describe and understand key aspects of human geography, including economic activity and trade links, and the distribution of natural resources.</li> <li>use maps, atlases, globes and digital mapping to locate countries.</li> <li>use the eight points of a compass.</li> </ul>		<p><b>Amazing Amazon</b> <b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe and South America, concentrating on their environmental regions and key physical and human characteristics.</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of South America.</li> <li>describe and understand key aspect of physical geography and human geography, including types of settlement and land use, economic activity, and the distribution of natural resources.</li> <li>use fieldwork to observe, record and present the human and physical features in the local area using a range of methods.</li> </ul>
6. Violet	<p><b>A Sustainable World</b> <b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>locate the world's countries using maps to focus on Europe, key physical and human characteristics and major cities.</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of Europe.</li> <li>describe and understand key aspects of physical geography and human geography, including the distribution of natural resources.</li> <li>use maps, atlases, globes and digital mapping to locate countries and describe features studied.</li> </ul>	<p><b>Natural Disasters</b> <b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>locate the world's countries using maps.</li> <li>describe and understand key aspects of human geography and physical geography, including mountains, volcanoes and earthquakes.</li> <li>understand geographical similarities and differences through the study of human and physical geography.</li> <li>use maps, atlases, globes and digital mapping to locate countries and describe features studied.</li> <li>use the eight points of a compass, six-figure grid references, symbols and key to build their knowledge of the United Kingdom and wider world.</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area.</li> </ul>	



Year group	I will know...	I will know how to...	I will say...	I will experience...
<b>EYFS: Red</b>	<ul style="list-style-type: none"> <li>some of the things that help to make a community.</li> <li>how different people and cultures celebrate special events.</li> <li>that people live in communities all around the world.</li> <li>that people can travel all around the world.</li> <li>that some places have different buildings, plants, animals and weather.</li> </ul>	<ul style="list-style-type: none"> <li>draw simple maps to represent place I know.</li> <li>talk about and identify features in photographs of places.</li> <li>use my senses to make observations of my surroundings</li> </ul>	<ul style="list-style-type: none"> <li>people, communities, groups, inside, outside, on top, next to, behind, under, around, near to, shop, house, farm, church, school, road, pavement, flat, park, zebra crossing, field, woodland, pond, playground, library, river, museum, map</li> </ul>	<ul style="list-style-type: none"> <li>visiting different spaces in the school grounds at different times of the year.</li> <li>sensory walks and outdoor exploration.</li> <li>using drama to learn about new places.</li> </ul>
<b>1. Orange</b>	<ul style="list-style-type: none"> <li>that land is used by people for different reasons.</li> <li>that there are physical and human features in the school grounds.</li> <li>that people may have different ideas for how to use land.</li> <li>how land use can change over time.</li> <li>we live in a country called England.</li> <li>the names and location of each continent.</li> <li>that England and Europe have four seasons with different weather patterns.</li> <li>that countries near the Equator tend to be warmer and have two seasons.</li> <li>the location of the North Pole and South Pole and that these are colder areas of the world.</li> <li>that there are similarities and differences between the weather patterns, homes, and animals found on other continents.</li> </ul>	<ul style="list-style-type: none"> <li>take photographs to record features and places.</li> <li>recognise and label features in photographs of places (including aerial photographs).</li> <li>draw simple maps of places in the school grounds or local area.</li> <li>use directional language to describe where things are.</li> <li>create a pictogram or tally chart to present information.</li> <li>use maps and globes to locate the world's continents, the equator, and polar regions.</li> <li>describe places using geographical vocabulary when speaking and writing.</li> <li>observe, record and describe weather patterns.</li> </ul>	<ul style="list-style-type: none"> <li>house, farm, factory, shop, playground, park, field, woodland, office, pond, map, soil, aerial photograph, feature, natural, manmade, physical feature, human feature, same, different, place, area, purpose.</li> <li>continent, country, Asia, Africa, North America, South America, Antarctica, Europe, Australia, North Pole, South Pole, polar, warm, cool, hot, cold, chilly, freezing, temperature, rain, cloud, snow, fog, mist, sun, frost, thunder, lightning, storm.</li> </ul>	<ul style="list-style-type: none"> <li>visiting Fairfield Orchard and the areas surrounding school.</li> <li>using simple maps to follow routes.</li> <li>making equipment to help record the weather.</li> </ul>
<b>2. Yellow</b>	<ul style="list-style-type: none"> <li>the countries and capital cities that make up the United Kingdom.</li> <li>the names and features of different types of settlement.</li> <li>the landmarks of Lancaster and the capital cities of the United Kingdom and why tourists choose to visit these places.</li> <li>the names of the five oceans.</li> <li>the seas that surround the United Kingdom.</li> <li>how litter and waste can harm our oceans and seas.</li> <li>how people can help reduce waste and litter and how they can help improve places.</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases and globes to locate the countries and cities of the United Kingdom.</li> <li>take photographs to record features and places visited.</li> <li>recognise and label features in aerial photographs.</li> <li>observe and draw landscapes and places.</li> <li>draw simple maps and create symbols and a key.</li> <li>use simple compass directions (NESW) to describe the location of features and routes on a map.</li> <li>describe places using geographical vocabulary when speaking and writing.</li> <li>recognise features in aerial photographs.</li> <li>collect information using tally charts.</li> <li>use maps, atlases and globes to locate oceans and seas.</li> <li>use simple directional language and compass directions to describe locations.</li> <li>describe places using geographical vocabulary when speaking and writing.</li> <li>present information in tally charts or pictograms.</li> </ul>	<ul style="list-style-type: none"> <li>population, rural, urban, sparsely populated, densely populated, hamlet, village, town, city, capital city, country, United Kingdom, settlement, tourist, landmark</li> <li>ocean, sea, lake, shore, coast, cliff, rock pool, beach, port, harbour, litter, pollution, recycling, reduce, reuse.</li> </ul>	<ul style="list-style-type: none"> <li>visiting and conducting fieldwork at Lancaster landmarks.</li> <li>using maps to follow routes around Lancaster.</li> <li>visiting the coast to carry out fieldwork and identify different features.</li> <li>making a positive change by collecting litter.</li> </ul>

Year group	I will know...	I will know how to...	I will say...	I will experience...
3. Green	<ul style="list-style-type: none"> <li>the location of some coastal counties around the UK.</li> <li>how coastal features can change and are shaped by the sea.</li> <li>some of the human and physical features that make coastal environments special.</li> <li>how coastal communities have changed over time.</li> <li>how people stay safe near the coast.</li> <li>the location of climate zones and biomes and their position in relation to lines of latitude.</li> <li>the names and location of countries in North America.</li> <li>the characteristics of terrestrial biomes in North America.</li> <li>human and physical features of a nature reserve in the UK and in North America.</li> <li>why natural areas are important to people and how they can be protected and respected.</li> </ul>	<ul style="list-style-type: none"> <li>make observations, notes and take photographs to record features and places.</li> <li>create simple sketch maps.</li> <li>use maps to locate UK counties and cities.</li> <li>use maps and digital mapping to explore features of coastlines.</li> <li>identify and use OS symbols for human and physical features.</li> <li>use four compass directions to orientate maps and describe the direction of features.</li> <li>describe and compare places and physical processes through talk, diagrams and writing.</li> <li>express views about places and geographical issues.</li> <li>use maps, atlases, globes and digital mapping to locate the world's biomes, the Equator, Tropics of Cancer and Capricorn and climate zones.</li> <li>use four figure grid references to locate features on a map.</li> <li>use maps to explore features and routes in places studied.</li> <li>describe and compare places through talk, diagrams and writing.</li> <li>express views about places and geographical issues.</li> <li>draw maps of a place using recognisable symbols and key</li> </ul>	<ul style="list-style-type: none"> <li>coast, coastal, community, shore, erosion, industry, cliff, cave, arch, stack, beach, county, tide, lifeboat, RNLI.</li> <li>Biome, tundra, taiga, temperate forest, tropical rainforest, desert, savannah, terrestrial, marine, climate, flora, fauna, ecosystem, Equator, latitude, longitude, climate zone, tropical, temperate, polar, nature reserve, conservation.</li> </ul>	<ul style="list-style-type: none"> <li>exploring Morecambe Bay's coastline and coastal features at Arnside.</li> <li>a visit to a nature reserve (e.g. Brockhole, Leighton Moss, Fairfield Association).</li> </ul>
4. Blue	<ul style="list-style-type: none"> <li>the location of countries and major rivers in the UK and Europe (including Russia).</li> <li>how rivers change along their course and how they shape the land..</li> <li>similarities and differences in the humans and physical features of the River Lune and the Danube River.</li> <li>how communities can be affected by flooding and what we can do to protect land from flooding.</li> <li>why some people choose to migrate to new countries.</li> <li>what a refugee is and why some people are refugees.</li> <li>the location of countries and migration routes.</li> <li>how migration can lead to change in communities.</li> <li>why people hold different views on migration.</li> <li>ways we can help people who have lost their homes.</li> </ul>	<ul style="list-style-type: none"> <li>collect, record and organize information in tables and charts.</li> <li>create simple sketch maps.</li> <li>use maps, atlases and globes to locate countries, counties and rivers.</li> <li>use maps to explore features and routes of places studied.</li> <li>use four-figure grid references to locate features on a map.</li> <li>present information in tables and bar charts.</li> <li>describe and compare places and physical processes through talk, diagrams and writing.</li> <li>use maps, atlases, globes and digital mapping to locate countries and migration routes.</li> <li>present or interpret information in tables and bar charts.</li> <li>describe and compare places through talk, diagrams or writing.</li> <li>express views about places and geographical issues.</li> </ul>	<ul style="list-style-type: none"> <li>river, course, lake, stream, tributary, source, spring, water cycle, evaporation, condensation, precipitation, collection, flooding, prevention, defences, treatment, reservoir, upper course, middle course, lower course, flood plain, estuary, waterfall, source, oxbow lake, meander, valley.</li> <li>migration, migrant, immigration, emigration, refuge, refugee, push factor, pull factor, settle, permanent, temporary, urban, rural, national, international.</li> </ul>	<ul style="list-style-type: none"> <li>visiting the River Lune to carry out fieldwork.</li> <li>helping a charity working with refugees or homeless people.</li> </ul>

# Willow Lane Geography Foundational Learning Overview

Year group	I will know...	I will know how to...	I will say...	I will experience...
5. Indigo	<ul style="list-style-type: none"> <li>that much of the food we eat relies on global trade.</li> <li>positive and negative impacts of global trade.</li> <li>the primary, secondary and tertiary industries involved in bringing us our food.</li> <li>how our choices as consumers can have positive impacts for workers and the environment.</li> <li>the location of the Amazon Rainforest and countries in South America.</li> <li>similarities and differences between the human and physical features of the Amazon Rainforest and a temperate forest in the UK.</li> <li>that rainforests provide a wide range of important processes and resources for people.</li> <li>that habitats can be threatened by natural and human causes.</li> <li>why there are different views on land use in the rainforest.</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital mapping systems to locate countries, trade routes, line of latitude and longitude, Northern and Southern Hemispheres and time zones.</li> <li>use digital mapping to explore features and routes of places studied.</li> <li>describe, compare and explain aspects of human geography.</li> <li>express views considering different perspectives about places and geographical issues.</li> <li>present and interpret information in tables, bar charts and graphs.</li> <li>select ways to measure, record and organise information collected through fieldwork.</li> <li>create detailed sketch maps that highlight key features of the landscape.</li> <li>identify and use OS symbols for human and physical features on maps.</li> <li>use eight compass points to orientate maps and describe the direction location of places.</li> <li>use six-figure grid references to locate features on a map.</li> <li>draw maps of a place or route studied.</li> <li>describe, compare and explain aspects of human and physical geography.</li> <li>express views considering different perspective about places and geographical issues.</li> </ul>	<p>globe, globalisation, trade, responsible, ethical, consumer, primary/secondary/tertiary industry, raw materials, supply chain, independent, interdependent, dependent food miles, lines of longitude and latitude, time zone, Northern Hemisphere, Southern Hemisphere. temperate forests, rainforests, forest floor, understory, canopy, emergent layer, biodiversity, atmosphere, oxygen, carbon dioxide, habitat management, resources, ecosystem, deforestation, timber, agriculture, land use.</p>	<ul style="list-style-type: none"> <li>visiting places linked to local food production. conducting fieldwork and developing map skills in a woodland area.</li> </ul>
6. Violet	<ul style="list-style-type: none"> <li>that our energy comes from renewable and non-renewable sources.</li> <li>that human activity has led to a warming of the climate.</li> <li>that rapid changes to our climate can cause negative effects.</li> <li>how the city of Freiburg, Germany, has become more sustainable.</li> <li>some sustainable choices we can make to help protect the environment.</li> <li>about sustainable practices in different places.</li> <li>that the Earth has a structure with three main layers.</li> <li>how mountains, earthquakes and volcanoes are formed.</li> <li>the physical features of volcanoes.</li> <li>why people choose to live near volcanoes.</li> <li>the impact of earthquakes and volcanoes on the environment and human settlements.</li> </ul>	<ul style="list-style-type: none"> <li>identify and use OS symbols for human and physical features on maps.</li> <li>use six-figure grid references to locate features on maps.</li> <li>use maps to explore features in places studied.</li> <li>present and interpret information in tables, charts and graphs.</li> <li>draw maps of a place using recognizable symbols and key.</li> <li>describe, compare and explain aspects of human geography and physical processes.</li> <li>express views considering different perspectives about places and geographical issues.</li> <li>select ways to measure, record and organise information collected through fieldwork.</li> <li>create detailed sketch maps that highlight key features in the landscape.</li> <li>use maps, atlases, globes and digital mapping to locate countries, mountains, volcanoes and locations of earthquakes and explore places studied.</li> <li>identify and use OS symbols for human and physical features, including contour lines.</li> <li>use eight compass directions to orientate maps and describe the location of feature on maps.</li> <li>use six-figure grid references to locate features on a map.</li> <li>describe, compare and explain aspects of human geography and physical processes.</li> <li>present and interpret information in tables, charts and graphs.</li> </ul>	<p>sustainable, greenhouse gases, carbon dioxide, methane, greenhouse effect, climate change, global warming/heating, renewable, non-renewable, emissions. volcano, erupt, earthquake, tremor, tectonic plate, crust, mantle, core, lava, magma, active, dormant, extinct, infrastructure, evacuation</p>	<ul style="list-style-type: none"> <li>a visit to Lancaster University or Accrington Rail Station to learn about sustainable practices.</li> <li>using maps to navigate on hills and view mountains.</li> </ul>

# Reception: People, Culture and Communities

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## Overview:

Children joining us in Reception will have a range of differing experience to bring to their learning at Willow Lane. Children joining us from Appletree Nursery will have a range of experiences linked to geography. They will be starting to think about the people and places that are important to them in their lives. They will have talked about the places they have been and they will have learned about the people in our community who can help us.

In Reception, we support children in developing their geography through different themes throughout the year. We plan in focused learning interactions to explicitly introduce and teach new ideas. We create continuous provision opportunities that provide repeated opportunities for children to learn about people, places, cultures and communities in our local area and further afield. We also create space in our curriculum to follow children's interests and build on their prior experiences. This combination of approaches encourages the characteristics of effective learning and provides all children with a strong basis on which to develop their understanding of human and physical geography as they move into Year 1.



# Reception: People, Culture and Communities

## I will know:

- some of the things that help to make a community.
- how different people and cultures celebrate special events.
- that people live in communities all around the world.
- that people can travel all around the world.
- that some places have different buildings, plants, animals and weather.

## I will learn how to:

- draw simple maps to represent place I know.
- talk about and identify features in photographs of places.
- use my senses to make observations of my surroundings.

## I will say:

people, communities, groups, inside, outside, on top, next to, behind, under, around, near to, shop, house, farm, church, school, road, pavement, flat, park, zebra crossing, field, woodland, pond, playground, library, river, museum, map

## I will experience:

- visiting different spaces in the school grounds at different times of the year.
- sensory walks and outdoor exploration.
- using drama to learn about new places.

## Learning Links

Children will build on the experiences of the world they have already enjoyed in nursery or home settings.

### **Early Years Foundation Stage Early Learning Goals**

*Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.*



# Willow Lane Geography Curriculum

## Year 1



*Willow Lane*  
Community Primary School



# Year 1: Wonders of Willow Lane

## I will know:

- that land is used by people for different reasons.
- that there are physical and human features in the school grounds.
- that people may have different ideas for how to use land.
- how land use can change over time.

## I will say:

house, farm, factory, shop, playground, park, field, woodland, office, pond, map, soil, aerial photograph, feature, natural, manmade, physical feature, human feature, same, different, place, area, purpose.

## I will experience:

- visiting Fairfield Orchard and the areas surrounding school.
- using simple maps to follow routes.

### National Curriculum

- Use basic geographical vocabulary to refer to key human and physical features.
- Use simple locational and directional language to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Devise a simple map.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment..

## I will learn how to:

- take photographs to record features and places.
- recognise and label features in photographs of places (including aerial photographs).
- draw simple maps of places in the school grounds or local area.
- use directional language to describe where things are.
- create a pictogram or tally chart to present information.

## Learning check

1. What are the different ways land is used around school?
2. Which physical (natural) and human (manmade) features can you name in the school grounds?
3. Why might land use change over time?

## Learning links

In reception, we explored the school grounds and talked about what we found there. This unit introduces ideas of land use and how we can use human and physical features to describe places. These are the key ideas for place knowledge and settlements.



# Year 1: Wonders of Willow Lane

Lesson number	Key question	Key learning
1	What is our school like?	<ul style="list-style-type: none"><li>• There are different areas in and around the school.</li><li>• There are natural and manmade features in different areas.</li><li>• The different areas are used for different purposes.</li></ul>
2	How can we record what we find?	<ul style="list-style-type: none"><li>• Use photography to capture images of places in school grounds.</li><li>• Use key vocabulary to label features.</li><li>• Classify features into physical and human.</li></ul>
3	What does the school look like from the air?	<ul style="list-style-type: none"><li>• Recognise features of the school from aerial photographs.</li><li>• Label different areas according to their purpose.</li></ul>
4	What is a map?	<ul style="list-style-type: none"><li>• Draw a map of the school or area of the school.</li><li>• Use directional language to describe where features are on a map.</li></ul>
5	How is land used along Willow Lane?	<ul style="list-style-type: none"><li>• Use geographical vocabulary to describe places and land use.</li><li>• Compare the purpose of different land use.</li><li>• Discuss why people may want to use land differently (e.g. children and adults).</li></ul>
6	How can we present information?	<ul style="list-style-type: none"><li>• Create pictograms to show information gathered during fieldwork (collected and shared by teacher).</li></ul>
7	How can we improve the place we live?	<ul style="list-style-type: none"><li>• Places change over time.</li><li>• We can play a positive role in our community (e.g. children work to improve a place in school or in local area with artwork/bulb planting/etc.)</li></ul>

# Year 1: All Around the World

## I will know:

- we live in a country called England.
- the names and location of each continent.
- that England and Europe have four seasons with different weather patterns.
- that countries near the Equator tend to be warmer and have two seasons.
- the location of the North Pole and South Pole and that these are colder areas of the world.
- that there are similarities and differences between the weather patterns, homes, and animals found on other continents.

## I will say:

continent, country, Asia, Africa, North America, South America, Antarctica, Europe, Australia, North Pole, South Pole, polar, warm, cool, hot, cold, chilly, freezing, temperature, rain, cloud, snow, fog, mist, sun, frost, thunder, lightning, storm.

## I will experience:

- making equipment to help record the weather.

## I will learn how to:

- use maps and globes to locate the world's continents, the equator, and polar regions.
- describe places using geographical vocabulary when speaking and writing.
- observe, record and describe weather patterns.

## Learning check

1. What are the names of the 7 continents?
2. How does the weather in Lancaster change throughout the year?
3. How is the weather different in other parts of the world? Can you name some places that are warmer or colder than England?

## Learning links

In our last geography topic, we used fieldwork to explore the school grounds and local area. This unit, builds on our learning about natural features, maps and aerial photographs to look at places around the world. It continues to develop our locational knowledge about where continents are found and our understanding of climate. This unit also links to our science learning about seasons.

## National Curriculum

- Name and locate the world's seven continents.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to key physical and human features.
- Use world maps, atlases and globes to locate England and the world's continents.



# Year 1: All Around the World

Lesson number	Key question	Key learning
1	Where do we live and what is it like?	<ul style="list-style-type: none"><li>• We live in Lancaster, a city in England.</li><li>• What our school building and homes are like.</li><li>• What animals we might find in our local area.</li></ul>
2	What is a continent?	<ul style="list-style-type: none"><li>• That England is a country.</li><li>• That a continent is a very large area of land, often with many countries and surrounded by seas.</li><li>• The names, relative size and location of the 7 continents.</li><li>• That England is part of the continent of Europe.</li></ul>
3	What is the weather like in England?	<ul style="list-style-type: none"><li>• That geographers collect information about the weather.</li><li>• That there are patterns in the weather.</li><li>• How to describe different weathers.</li><li>• That there are four seasons with different weather patterns,</li></ul>
4	What is the weather like at the Poles?	<ul style="list-style-type: none"><li>• The name and location of the North Pole and South Pole.</li><li>• The weather patterns and landscape features of the Poles.</li><li>• The types of animals you might find at the poles.</li></ul>
5	What is the weather like near the equator?	<ul style="list-style-type: none"><li>• The name and location of the Equator.</li><li>• The seasons and weather patterns found near the equator.</li><li>• The names of continents and countries near the equator.</li></ul>
6	What is it like in Africa?	<ul style="list-style-type: none"><li>• Africa is a continent made of many countries.</li><li>• Africa has many different landscapes, settlements and people.</li><li>• Compare photographs of cities and villages across Africa.</li></ul>
7	What is it like in Tanzania?	<ul style="list-style-type: none"><li>• Case study of Maasai village.</li><li>• The homes and culture of a Maasai village.</li><li>• The weather patterns, landscape and animals of the Ngorongoro Crater.</li></ul>

# Willow Lane Geography Curriculum

Year 2



*Willow Lane*  
Community Primary School

# Year 2: Our United Kingdom

## I will know:

- the countries and capital cities that make up the United Kingdom.
- the names and features of different types of settlement.
- the landmarks of Lancaster and the capital cities of the United Kingdom and why tourists choose to visit these places.

## I will say:

population, rural, urban, sparsely populated, densely populated, hamlet, village, town, city, capital city, country, United Kingdom, settlement, tourist, landmark.

## I will experience:

- visiting and conducting fieldwork at Lancaster landmarks.
- using maps to follow routes around Lancaster.

## I will learn how to:

- use maps, atlases and globes to locate the countries and cities of the United Kingdom.
- take photographs to record features and places visited.
- recognise and label features in aerial photographs.
- observe and draw landscapes and places.
- draw simple maps and create symbols and a key.
- use simple compass directions (NESW) to describe the location of features and routes on a map.
- describe places using geographical vocabulary when speaking and writing.

## Learning check

1. What are the four countries that make up the United Kingdom?
2. What are the capital cities of each country in the UK?
3. What is your favourite landmark in Lancaster? Why?
4. Why might a tourist visit Lancaster or London?

## Learning links

In Orange Class, we learned that we live in Lancaster, which is in England. We learned how to compare places in England with places in Africa and how to describe places by their human and physical features. This unit builds on that locational, place knowledge and understanding of settlements by exploring other places within the UK and describing the features we can find there. We will also develop our map skills from finding continents to finding countries and cities.

## National Curriculum

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.
- Understand geographical similarities and differences through studying a small area of the United Kingdom.
- Use basic geographical vocabulary to refer to human and physical features.
- Use world maps, atlases and globes to identify the United Kingdom and its countries.
- Use simple compass directions to describe the location of features and routes on a map.
- Use aerial photographs to recognize landmarks and basic human and physical features.
- Devise a simple map and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of the surrounding environment.





## Year 2: Our United Kingdom

Lesson number	Key question	Key learning
1 LO: To know the population people in the world and on each continent.	How many people are there and where do they live?	<ul style="list-style-type: none"><li>Population of the world and each continent (recap learning from Year 1).</li><li>The countries that make up the UK.</li><li>The population of the UK and each country in the UK.</li></ul>
2 LO: To know the names and features of different types of settlement.	What are the different types of settlement?	<ul style="list-style-type: none"><li>The differences between hamlets, villages, towns and cities.</li><li>Describe linear, scattered and clustered settlements.</li><li>Name some factors that affect the location and pattern of settlements (e.g. roads and rivers)</li></ul>
3 LO: To identify and name human and physical features of the capital cities in the UK	What is a capital city?	<ul style="list-style-type: none"><li>The names of the capital cities of countries in the UK.</li><li>FOCUS: Human and physical features of capital cities in UK.</li></ul>
4 LO: To know some of the features of Lancaster and the capital cities of the United Kingdom and why tourists choose to visit these places.	What is a tourist?	<ul style="list-style-type: none"><li>The meaning of the word tourist.</li><li>Number of tourist visitors to each of the UK's capital cities and Lancaster.</li><li>Why visitors come to Lancaster and the capital cities.</li></ul>
5 LO: To take photographs to record features and places visited.	What are the key features of Lancaster?	<ul style="list-style-type: none"><li>Walk around Lancaster looking at landmarks.</li><li>Use a range of fieldwork (photographs, drawings, maps) to collect information about features of Lancaster.</li></ul>
6 LO: To draw simple maps and create symbols and a key	What are the key features of Lancaster?	<ul style="list-style-type: none"><li>Recognise landmarks in aerial photographs (e.g. Williamson Park, Millennium Bridge, Lancaster Castle).</li><li>Label photographs using geographical vocabulary (including those taken on visit).</li><li>Create basic symbols and keys for simple maps.</li></ul>

# Year 2: Our Oceans and Seas

## I will know:

- the names of the five oceans.
- the seas that surround the United Kingdom.
- how litter and waste can harm our oceans and seas.
- how people can help reduce waste and litter and how they can help improve places.

## I will say:

ocean, sea, lake, shore, coast, cliff, rock pool, beach, port, harbour, litter, pollution, recycling, reduce, reuse.

## I will experience:

- visiting the coast to carry out fieldwork and identify different features.
- making a positive change by collecting litter.

### National Curriculum

- Name and locate the world's five oceans.
- Name and locate the seas surrounding the United Kingdom.
- Use basic geographical vocabulary to refer to key physical and human features.
- Use simple compass directions to describe the location of features.
- Use aerial photographs to recognize basic human and physical features.
- Use simple fieldwork and observation skills to study the geography of the surrounding environment.

## I will learn how to:

- recognise features in aerial photographs.
- collect information using tally charts.
- use maps, atlases and globes to locate oceans and seas.
- use simple directional language and compass directions to describe locations.
- describe places using geographical vocabulary when speaking and writing.
- present information in tally charts or pictograms.

## Learning check

1. How many oceans are there and what are their names?
2. What are the names of the seas closest to the United Kingdom?
3. How can we help reduce harm caused by waste entering our seas and oceans?

## Learning links

In Orange Class, we learned about the location of the seven continents. In this unit, we will learn the names of the oceans and some of the seas. We will build on our geographical language and learn words to describe natural and manmade features on our coast. We will keep developing our map and fieldwork skills that we practised when exploring areas around Willow Lane. We also learn how we can look after the places we care about and develop our understanding of sustainability.



## Year 2: Our Oceans and Seas

Lesson number	Key question	Key learning
1 LO: To locate and name the five oceans	What is an ocean?	<ul style="list-style-type: none"><li>• That oceans are very large areas of water.</li><li>• That oceans are larger than seas.</li><li>• The names and location of the world's 5 oceans.</li></ul>
2 LO: To locate and name the bodies of water surrounding the UK	Which sea can I see?	<ul style="list-style-type: none"><li>• The names and location of the bodies of water surrounding the UK.</li><li>• The Irish Sea is off the coast of Morecambe.</li><li>• That seas are smaller than oceans and usually partly surrounded by land.</li></ul>
3 LO: To know that litter is a type of pollution	What is the problem with litter and plastic?	<ul style="list-style-type: none"><li>• That pollution is when people leave harmful materials in an area.</li><li>• That litter is a type of pollution.</li><li>• The problems with plastic pollution and its effects in the ocean.</li></ul>
4 LO: To collect and analyse data	How can I collect geographical information?	<ul style="list-style-type: none"><li>• Visit to Morecambe Bay.</li><li>• Use maps and aerial photographs to locate visible features, including ports and harbours.</li><li>• Use tally charts to conduct a litter survey.</li></ul>
5 LO: To describe places using geographical vocabulary when speaking and writing	How can I share geographical information?	<ul style="list-style-type: none"><li>• Use geographical language and descriptive writing to present information about Morecambe Bay.</li><li>• Use pictograms to present information collected during fieldwork.</li></ul>
6 LO: To know how people can help reduce waste	What can people do to reduce plastic waste?	<ul style="list-style-type: none"><li>• Know the actions people can take to reduce their plastic waste.</li><li>• Visit a recycling centre to understand how plastic waste can be turned into new products.</li></ul>
7 LO: To know how they can help to improve places	How can I help improve a place?	<ul style="list-style-type: none"><li>• That they are empowered to make positive changes to their environment.</li><li>• How to communicate geographical ideas to a wider audience.</li></ul>

# Willow Lane Geography Curriculum

Year 3



*Willow Lane*  
Community Primary School

# Year 3: Coasts and Counties

## I will know:

- the location of some coastal counties around the UK.
- how coastal features can change and are shaped by the sea.
- some of the human and physical features that make coastal environments special.
- how coastal communities have changed over time.
- how people stay safe near the coast.

## I will say:

coast, coastal, community, shore, erosion, industry, cliff, cave, arch, stack, beach, county, tide, lifeboat, RNLI.

## I will experience:

- exploring Morecambe Bay's coastline and coastal features at Arnside.

## National Curriculum

- *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts) and understand how these have changed over time.*
- *describe and understand key aspects of human and physical geography.*
- *use maps to locate features studied.*
- *use the points of a compass, symbols and key to build knowledge of the United Kingdom and wider world.*
- *Use fieldwork to observe, record and present the human and physical features in the local area using a range of methods.*

## I will learn how to:

- make observations, notes and take photographs to record features and places.
- create simple sketch maps.
- use maps to locate UK counties and cities.
- use maps and digital mapping to explore features of coastlines.
- identify and use OS symbols for human and physical features.
- use four compass directions to orientate maps and describe the direction of features.
- describe and compare places and physical processes through talk, diagrams and writing.
- express views about places and geographical issues.

## Learning check

1. Can you think of any human or physical features of coastlines that make them special places?
2. How might coastlines be changed by the sea?
3. Can you name any counties that are near the coast in the UK

## Learning links

In Yellow Class, we learned about the seas and oceans around the UK. We have also learned about physical and human features in landscapes. In this unit, we will learn how the sea shapes coastlines and creates the physical features we can find there and how these can change over time. We will continue to develop our ideas around the concepts of physical geography and settlements.



## Year 3: Coasts and Counties

Lesson number	Key question	Key learning
1	How are coastlines made?	<ul style="list-style-type: none"><li>• Coasts are places where the land meets the sea or ocean.</li><li>• Coastlines are shaped by the action of erosion and deposition.</li></ul>
2	How are coastal physical features created?	<ul style="list-style-type: none"><li>• How caves, cliffs, arches and stacks are formed by the sea through erosion.</li><li>• Where some landmark coastal physical features are found.</li><li>• The location of coastal counties around the UK.</li></ul>
3	How can we use fieldwork to better understand coastlines?	<ul style="list-style-type: none"><li>• How to orientate maps and use OS symbols to recognise human and physical features on maps.</li><li>• To identify key physical features in coastal landscapes.</li><li>• To create simple sketch maps.</li></ul>
4	Why do so many people choose to live near the coast?	<ul style="list-style-type: none"><li>• Location of UK coastal cities.</li><li>• Advantages and disadvantages of living in coastal areas.</li></ul>
5	How can erosion affect coastal communities?	<ul style="list-style-type: none"><li>• Understand how erosion can impact coastal communities.</li><li>• Describe how Morecambe Bay and Holderness are affected by coastal erosion.</li></ul>
6	How can we protect coastal communities?	<ul style="list-style-type: none"><li>• Know about hard and soft defences to protect coastal communities.</li><li>• To describe advantages and disadvantages of different coastal management strategies.</li></ul>
7	How can we protect coastal communities?	<ul style="list-style-type: none"><li>• To apply knowledge of coastal management strategies to design a coastal community.</li></ul>



# Year 3: Brilliant Biomes

## I will know:

- the location of climate zones and biomes and their position in relation to lines of latitude.
- the names and location of countries in North America.
- the characteristics of terrestrial biomes in North America.
- human and physical features of a nature reserve in the UK and in North America.
- why natural areas are important to people and how they can be protected and respected.

## I will say:

biome, tundra, taiga, temperate forest, tropical rainforest, desert, savannah, terrestrial, marine, climate, flora, fauna, ecosystem, Equator, latitude, longitude, climate zone, tropical, temperate, polar, nature reserve, conservation.

## I will experience:

- a visit to a nature reserve (e.g. Brockhole, Leighton Moss, Fairfield Association) and volunteer to support the work of a conservation organisation.

## I will learn how to:

- use maps, atlases, globes and digital mapping to locate the world's biomes, the Equator, Tropics of Cancer and Capricorn and climate zones.
- use four figure grid references to locate features on a map.
- use maps to explore features and routes in places studied.
- describe and compare places through talk, diagrams and writing.
- express views about places and geographical issues.
- draw maps of a place using recognisable symbols and key.

## Learning check

1. Which of the main climate zones and biomes can you name?
2. What are some of the features of different biomes?
3. Which countries are found in North America?
4. How can people help to look after natural areas? Why do you think it is important to respect natural areas?

## Learning links

This unit builds on our locational and place knowledge of continents from Orange Class and our understanding of how natural places can be protected and improved by people from our oceans topic in Yellow Class. It will link to our learning about rainforests in Indigo Class. This unit also builds our understanding of the concepts of climate, sustainability and interdependence.

## National Curriculum

- *Locate the world's countries, using maps to focus on North America.*
- *Identify the position and significance of the Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (studied in KS1).*
- *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.*
- *Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.*
- *Use maps, atlases, globes and digital mapping to locate countries and describe features studied.*



## Year 3: Brilliant Biomes

Lesson number	Key question	Key learning
1	What is a biome?	<ul style="list-style-type: none"><li>• Biomes are large areas with a particular climate and flora and fauna.</li><li>• There are 7 terrestrial biomes.</li><li>• There are marine and freshwater biomes.</li><li>• The location of terrestrial biomes.</li><li>• The names of the countries and biomes found in the USA.</li></ul>
2	Why is the climate important?	<ul style="list-style-type: none"><li>• Climate is the general weather patterns over a long period of time.</li><li>• There are three main climate zones: temperate, tropical and polar.</li><li>• Lines of latitude can be used to describe the location of the different climate zones.</li><li>• Climate influences the type of biome in an area.</li></ul>
3	What are woodland biomes like?	<ul style="list-style-type: none"><li>• That the UK is within a temperate forest biome.</li><li>• That temperate forests are also found in USA.</li><li>• Differences and similarities of temperate forests in UK and USA (e.g. flora and fauna).</li><li>• Brief overview of rainforest and taiga forest biomes.</li></ul>
4	What are tundra and desert biomes like?	<ul style="list-style-type: none"><li>• The key characteristics of tundra and desert biomes (focus on those in North America, e.g. Great Basin Desert, Alaska.)</li></ul>
5	What are grasslands and savannah biomes like?	<ul style="list-style-type: none"><li>• The key characteristics of grasslands and savannah biomes (focus on those found in North America).</li></ul>
6	How are natural areas protected?	<ul style="list-style-type: none"><li>• Understand the purpose of nature reserves and why they are important.</li><li>• Describe how nature reserves are protected (e.g. in writing or by annotating photographs of conservation strategies).</li><li>• Visit and volunteer at a nature reserve.</li></ul>
7	How can maps represent a nature reserve?	<ul style="list-style-type: none"><li>• Create maps of a nature reserve (use existing ones or aerial photographs as a basis or create own nature reserve).</li><li>• Use recognisable symbols (including OS) and a key to show key features.</li></ul>

# Willow Lane Geography Curriculum

## Year 4



*Willow Lane*  
Community Primary School

# Year 4: Raging Rivers

## I will know:

- the location of countries and major rivers in the UK and Europe (including Russia).
- how rivers change along their course and how they shape the land..
- similarities and differences in the humans and physical features of the River Lune and the Danube River.
- how communities can be affected by flooding and what we can do to protect land from flooding.

## I will say:

river, course, lake, stream, tributary, source, spring, water cycle, evaporation, condensation, precipitation, collection, flooding, prevention, defences, treatment, reservoir, upper course, middle course, lower course, flood plain, estuary, waterfall, source, oxbow lake, meander, valley.

## I will experience:

- visiting the River Lune to carry out fieldwork.

## National Curriculum

- *locate the world's countries, using maps to focus on Europe (including the location of Russia).*
- *name and locate key topographical features (including rivers), land use patterns, and understand how some of these aspects have changed over time.*
- *understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.*
- *describe and understand key aspects of physical geography, including rivers and the water cycle (taught in science curriculum).*
- *describe and understand key aspects of human geography, including land use and the distribution of natural resources, including water.*
- *use maps, atlases, globes and digital mapping to locate countries and describe features studied.*
- *use four-figure grid references, symbols and keys.*
- *use field work to observe, measure, record and present the human and physical features in the local area.*

## I will learn how to:

- collect, record and organize information in tables and charts.
- create simple sketch maps.
- use maps, atlases and globes to locate countries, counties and rivers.
- use maps to explore features and routes of places studied.
- use four-figure grid references to locate features on a map.
- present information in tables and bar charts.
- describe and compare places and physical processes through talk, diagrams and writing.

## Learning check

1. Which rivers can you name and where are they found?
2. How do rivers change along their course?
3. In what ways do rivers help to shape the land?
4. How might communities protect themselves from flooding?

## Learning links

In Yellow Class, we learned about the world's seas and oceans. In Green Class, we learned how erosion can change the shape of our coastlines. This topic, builds on our learning to discover where water comes from and where it goes and learn how rivers shape the land around us. It links to our learning about the water cycle in science. It also introduces us to how physical geography can affect human settlements and links to the concept of sustainability.



## Year 4: Raging Rivers

Lesson number	Key question	Key learning
1	Where is the world's water?	<ul style="list-style-type: none"><li>• That 70% of the Earth's surface is covered in water.</li><li>• Most water is saline and found in ice caps or oceans.</li><li>• Only 3% of water is available for drinking.</li><li>• Water is essential for life.</li><li>• The location of significant lakes and rivers around the world.</li></ul>
2	Where does water come from?	<ul style="list-style-type: none"><li>• That water moves through the water cycle.</li><li>• How water changes state through the water cycle.</li><li>• The water cycle is a continuous journey from oceans and lakes, to clouds and precipitation, to rivers and back to oceans.</li><li>• The terms evaporation, condensation, precipitation and collection.</li></ul>
3	What happens to our drinking water?	<ul style="list-style-type: none"><li>• Where water goes after we use it.</li><li>• How water is treated before returning to rivers and lakes.</li><li>• The role of reservoirs in storing water for people.</li></ul>
4	How do rivers change along their course?	<ul style="list-style-type: none"><li>• How rivers are formed.</li><li>• The features of the upper course, middle course and lower course.</li><li>• Names of features along the course, including source, waterfalls, tributaries, meanders, flood plains, estuary.</li></ul>
5	How do rivers change the shape of the land?	<ul style="list-style-type: none"><li>• How erosion and deposition change the shape of land.</li><li>• How rivers form meanders, oxbow lakes and v-shaped valleys.</li></ul>
6	Why do so many people live by rivers?	<ul style="list-style-type: none"><li>• Sketching and identifying river features on the River Lune.</li><li>• That rivers are important for farming, transport, energy and leisure.</li><li>• The course and features of the Volga River.</li></ul>
7	How does flooding affect people?	<ul style="list-style-type: none"><li>• How flooding occurs.</li><li>• The factors that can increase the chances of flooding.</li><li>• The impact of flooding on people (including how Lancaster has been affected by flooding).</li><li>• How communities can be protected by flood defences.</li></ul>

# Year 4: Migration and Refugees

## I will know:

- why some people choose to migrate to new countries.
- what a refugee is and why some people are refugees.
- the location of countries and migration routes.
- how migration can lead to change in communities.
- why people hold different views on migration.
- ways we can help people who have lost their homes.

## I will say:

migration, migrant, immigration, emigration, refuge, refugee, push factor, pull factor, settle, permanent, temporary, urban, rural, national, international.

## I will experience:

- helping a charity working with refugees or homeless people.

## I will learn how to:

- use maps, atlases, globes and digital mapping to locate countries and migration routes.
- present or interpret information in tables and bar charts.
- describe and compare places through talk, diagrams or writing.
- express views about places and geographical issues.

## Learning check

1. Why might people choose to migrate to a new country or area?
2. Why might some people be forced to become a refugee?
3. How can people help others who have lost their homes?

## Learning links

This unit builds on our locational knowledge about the continents and countries studied so far. It also develops our learning from Yellow Class about settlements and tourism. It links to our learning in history about the movement of people over time. It also builds our understanding of the concept of interdependence and how we can support the causes that matter to us.

## National Curriculum

- *locate the world's countries and major cities.*
- *understand geographical similarities and differences through the study of human geography.*
- *describe and understand key aspects of human geography, including types of settlement and land use, economic activity and the distribution of natural resources.*
- *use maps, atlases globes and digital mapping to locate countries and describe features studied.*





## Year 4: Migration

Lesson number	Key question	Key learning
1	What is migration?	<ul style="list-style-type: none"><li>• That migration is the movement of people from one place to another with the intention to settle there.</li><li>• That people have always migrated.</li><li>• The reasons why people migrate.</li><li>• The terms immigration, emigration, migrant and international.</li><li>• Describe different migration patterns across the globe.</li></ul>
2	How can we compare Britain and the Caribbean?	
3	What are the effects of migration?	<ul style="list-style-type: none"><li>• The effects of migration on the source and host countries.</li><li>• The positive and negative impacts of migration.</li><li>• Who the Windrush generation are, where the term Windrush comes from and why they migrated to the UK.</li></ul>
4	What is life like in rural and urban communities?	
5	What is urbanisation?	<ul style="list-style-type: none"><li>• How the number of people living in cities has changed.</li><li>• The location of Brazil, Caatinga and Brasilia.</li><li>• The push and pull factors affecting migration in Brazil.</li></ul>
6	How do people become refugees?	<ul style="list-style-type: none"><li>• The terms refuge and refugee.</li><li>• The factors that can lead to people becoming refugees.</li><li>• The challenges of being a refugee.</li></ul>
7		

# Willow Lane Geography Curriculum

## Year 5



*Willow Lane*  
Community Primary School

# Year 5: Global Food Trade

## I will know:

- that much of the food we eat relies on global trade.
- positive and negative impacts of global trade.
- the primary, secondary and tertiary industries involved in bringing us our food.
- how our choices as consumers can have positive impacts for workers and the environment.

## I will say:

globe, globalisation, trade, responsible, ethical, consumer, primary/secondary/tertiary industry, raw materials, supply chain, independent, interdependent, dependent food miles, lines of longitude and latitude, time zone, Northern Hemisphere, Southern Hemisphere..

## I will experience:

- visiting places linked to local food production.

## I will learn how to:

- use maps, atlases, globes and digital mapping systems to locate countries, trade routes, line of latitude and longitude, Northern and Southern Hemispheres and time zones.
- use digital mapping to explore features and routes of places studied.
- describe, compare and explain aspects of human geography.
- express views considering different perspectives about places and geographical issues.
- present and interpret information in tables, bar charts and graphs.

## Learning check

1. How does global trade affect the food we eat?
2. Can you describe the journey food might go on to reach our plate?
3. How can our choices as consumers make a positive difference?

## Learning links

In Blue Class, we learned about migration and interdependence, which showed how some countries are connected by the movement of people. We also learned that some people move for economic reasons. This unit will build on the concepts of interdependence and sustainability to explore more of the ways in which countries are connected and dependent on each other.

### National Curriculum

- *locate the world's countries.*
- *identify the position and significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night).*
- *describe and understand key aspects of human geography, including economic activity and trade links, and the distribution of natural resources.*
- *use maps, atlases, globes and digital mapping to locate countries.*
- *use the eight points of a compass.*



# Year 5: Global Trade

Lesson number	Key question	Key learning
1	Where does our food come from?	<ul style="list-style-type: none"><li>Children know that food is imported and exported and where specifically it comes from.</li></ul>
2	What is a global supply chain?	<ul style="list-style-type: none"><li>Children to define what is meant by Primary, Secondary and Tertiary in relation to global food trade.</li><li>Children to read statements from different people involved in the stages of the global food supply chain and decide whether they are involved in Primary, Secondary or Tertiary.</li></ul>
3	What are the impacts of global food trade?	<ul style="list-style-type: none"><li>Children know • The benefits of global food trade on food supply, cost and choice</li><li>• The impact of food imports on sustainability and pollution/climate change.</li><li>• Understand food miles.</li></ul>
4	What are the lines of latitude and longitude used for?	<ul style="list-style-type: none"><li>Children know: • The location of line of longitude, including the Greenwich/Prime Meridian.</li><li>• The location of time zones.</li><li>• The climate in different lines of longitude and latitude.</li></ul>
5	What is Fairtrade?	<ul style="list-style-type: none"><li>How Fairtrade supports producers.</li><li>Common Fairtrade products and the Fairtrade logo.</li><li>How communities may choose to use their Fairtrade premium.</li><li>How we can act as ethical consumers.</li></ul>
6	Assessment	<ul style="list-style-type: none"><li>Having a picture of a cocoa bean and a bar of chocolate. Using our key knowledge the children are going to describe how the bean turned into a chocolate bar.</li><li>Where is the food produced? (global trade)</li><li>How is it processed?</li><li>How could it be transported?</li><li>What could it be traded with?</li><li>How could it be made Fairtrade?</li></ul>

# Year 5: Amazing Amazon

## I will know:

- the location of the Amazon Rainforest and countries in South America.
- similarities and differences between the human and physical features of the Amazon Rainforest and a temperate forest in the UK.
- that rainforests provide a wide range of important processes and resources for people.
- that habitats can be threatened by natural and human causes.
- why there are different views on land use in the rainforest.

## I will say:

temperate forests, rainforests, forest floor, understory, canopy, emergent layer, biodiversity, atmosphere, oxygen, carbon dioxide, habitat management, resources, ecosystem, deforestation, timber, agriculture, land use.

## I will experience:

- conducting fieldwork and developing map skills in a woodland area.

## National Curriculum

- *locate the world's countries, using maps to focus on Europe and South America, concentrating on their environmental regions and key physical and human characteristics.*
- *understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of South America.*
- *describe and understand key aspect of physical geography and human geography, including types of settlement and land use, economic activity, and the distribution of natural resources.*
- *use fieldwork to observe, record and present the human and physical features in the local area using a range of methods..*

## I will learn how to:

- select ways to measure, record and organise information collected through fieldwork.
- create detailed sketch maps that highlight key features of the landscape.
- identify and use OS symbols for human and physical features on maps.
- use eight compass points to orientate maps and describe the direction location of places.
- use six-figure grid references to locate features on a map.
- draw maps of a place or route studied.
- describe, compare and explain aspects of human and physical geography.
- express views considering different perspective about places and geographical issues.

## Learning check

1. What are some of the key differences between temperate forests and rainforests?
2. Why are rainforests such important biomes?
3. Why might people have different views about how best to use land in the Amazon Rainforest?

## Learning links

This unit builds on our learning about physical geography, biomes and nature reserves from Green Class. It develops our understanding of place knowledge to include South America, and the ideas of interdependence explored in our last unit in Indigo Class. It also links to the concept of sustainability which we will continue to learn about in Violet Class.



## Year 5: Amazing Amazon

Lesson number	Key question	Key learning
1	What are the features of temperate forests?	<ul style="list-style-type: none"><li>• Revisit the key physical and human features of temperate forests.</li><li>• Understand their role in oxygen production and carbon dioxide removal.</li><li>• The types of animals and plants that make up these biomes.</li></ul>
2	What are forests in the UK used for?	<ul style="list-style-type: none"><li>• Know the uses of forests for timber manufacture and leisure.</li><li>• Other ecosystem processes linked to forests (e.g. habitats, soil stabilisation, flood prevention).</li></ul>
3	How are forests managed?	<ul style="list-style-type: none"><li>• Compare natural and managed forests.</li><li>• Understand how resource forests are managed by people.</li><li>• Understand how biodiversity can forest health can be improved by people.</li></ul>
4	How can we find our way through a forest?	<ul style="list-style-type: none"><li>• Map skills to follow route and paths in a woodland.</li><li>• Compass skills for navigating and orientating maps.</li></ul>
5	How are rainforests special?	<ul style="list-style-type: none"><li>• Key physical and human features of rainforests.</li><li>• Settlements and people living in the Amazon Rainforest.</li><li>• The benefits of rainforest for people.</li></ul>
6	Why are rainforests under threat?	<ul style="list-style-type: none"><li>• Case study of Amazon deforestation.</li></ul>
7	Should Brazil allow deforestation?	<ul style="list-style-type: none"><li>• Discussion writing about land use conflict and different perspectives on rainforest protection and deforestation.</li></ul>

# Willow Lane Geography Curriculum

Year 6



*Willow Lane*  
Community Primary School

# Year 6: A Sustainable World

## I will know:

- that our energy comes from renewable and non-renewable sources.
- that human activity has led to a warming of the climate.
- that rapid changes to our climate can cause negative effects.
- how the city of Freiburg, Germany, has become more sustainable.
- some sustainable choices we can make to help protect the environment.
- about sustainable practices in different places.

## I will say:

sustainable, greenhouse gases, carbon dioxide, methane, greenhouse effect, climate change, global warming/heating, renewable, non-renewable, emissions.

## I will experience:

- a visit to Lancaster University or Accrington Rail Station to learn about sustainable practices.

## I will learn how to:

- identify and use OS symbols for human and physical features on maps.
- use six-figure grid references to locate features on maps.
- use maps to explore features in places studied.
- present and interpret information in tables, charts and graphs.
- draw maps of a place using recognizable symbols and key.
- describe, compare and explain aspects of human geography and physical processes.
- express views considering different perspectives about places and geographical issues.

## Learning check

1. How has human activity led to more rapid climate change?
2. What are some of the effects of climate change?
3. What are the differences between renewable and non-renewable resources? Can you give examples?
4. What choices can we make to help live more sustainably?

## Learning links

This unit builds on our understanding of sustainability from throughout school. This includes the impact of pollution on our oceans and seas, the role of national parks and conservation, global trade and the debate surrounding land use in the Amazon. It also builds on our understanding of the concepts of settlements and interdependence.

## National Curriculum

- locate the world's countries using maps to focus on Europe, key physical and human characteristics and major cities.
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of Europe.
- describe and understand key aspects of physical geography and human geography, including the distribution of natural resources.
- use maps, atlases, globes and digital mapping to locate countries and describe features studied..





# Year 6: A Sustainable World

Lesson	Key question	Key learning
1	How do humans produce energy?	<ul style="list-style-type: none"> <li>How energy can have renewable and non-renewable sources.</li> <li>The advantages and disadvantages of non-renewable energy sources.</li> <li>The advantages and disadvantages of renewable energy sources.</li> </ul>
2	How have humans impacted climate change?	<ul style="list-style-type: none"> <li>How human activity increases greenhouse gases in the atmosphere.</li> <li>The connections between greenhouse gas production and human activity, including agriculture, industry and transport.</li> <li>How global heating has increased rapidly since the industrial revolution.</li> </ul>
3	How does climate change affect nature?	<ul style="list-style-type: none"> <li>How historic climate change has affected animals and plants in the past.</li> <li>How global heating makes it more difficult for animals and plants to adapt.</li> <li>The impact of global warming on ecosystems, including animal migration and habitat loss.</li> </ul>
4	What is climate change?	<ul style="list-style-type: none"> <li>That climate change has always happened.</li> <li>How the climate has changed in the past (including ice ages).</li> <li>How climate change has shaped the UK (prehistoric forests left coal and oil reserves, glaciers carved the Lake District, loss of land bridge to Europe).</li> </ul>
5	What is sustainability?	<ul style="list-style-type: none"> <li>Sustainability is using resources in a way that is mindful of people, the environment, and the economy now and in the future.</li> </ul>
6	What causes climate change?	<ul style="list-style-type: none"> <li>How climate change occurs, including the role of greenhouse gases and the albedo effect.</li> <li>Natural causes of climate changes, including ice cover, gases from volcanoes.</li> </ul>
7	What is the impact of global warming?	<ul style="list-style-type: none"> <li>How climate change increases the frequency of extreme weather events.</li> <li>How extreme weather events affect communities around the world (e.g. forest fires, sea levels rising, flooding).</li> </ul>
8	What is a climate refugee?	<ul style="list-style-type: none"> <li>How this impacts people (health, migration, cost etc.)</li> </ul>
9	Case Study: Freiburg	<ul style="list-style-type: none"> <li>Case studies of sustainable practices in the UK and Europe, including the Centre for Alternative Technology and Freiburg.</li> </ul>
10	How can we live more sustainably?	<ul style="list-style-type: none"> <li>Steps we can take to reduce our carbon emissions and live more sustainably.</li> <li>How communities protect themselves against climate change events.</li> </ul>
11*	Assessment	<ul style="list-style-type: none"> <li>To create artwork that is impactful</li> </ul>

# Year 6: Natural Disasters

## I will know:

- that the Earth has a structure with three main layers.
- how mountains, earthquakes and volcanoes are formed.
- the physical features of volcanoes.
- why people choose to live near volcanoes.
- the impact of earthquakes and volcanoes on the environment and human settlements.

## I will say:

volcano, erupt, earthquake, tremor, tectonic plate, crust, mantle, core, lava, magma, active, dormant, extinct, infrastructure, evacuation

## I will experience:

- using maps to navigate on hills and view mountains.

## I will learn how to:

- select ways to measure, record and organise information collected through fieldwork.
- create detailed sketch maps that highlight key features in the landscape.
- use maps, atlases, globes and digital mapping to locate countries, mountains, volcanoes and locations of earthquakes and explore places studied.
- identify and use OS symbols for human and physical features, including contour lines.
- use eight compass directions to orientate maps and describe the location of feature on maps.
- use six-figure grid references to locate features on a map.
- describe, compare and explain aspects of human geography and physical processes.
- present and interpret information in tables, charts and graphs.

## Learning check

1. Can you name the three layers that make up the structure of Earth?
2. What causes earthquakes to happen?
3. What happens when a volcano erupts?
4. How might people be affected by natural disasters?

## Learning links

In this unit we will build on our understanding of physical geography of how the landscape is shaped by natural forces, including our coasts and rivers units. This topic will also explore how human settlements are affected by natural disasters further developing what we learned about the impact of flooding in Blue Class.

## National Curriculum

- *locate the world's countries using maps.*
- *describe and understand key aspects of human geography and physical geography, including mountains, volcanoes and earthquakes.*
- *understand geographical similarities and differences through the study of human and physical geography.*
- *use maps, atlases, globes and digital mapping to locate countries and describe features studied.*
- *use the eight points of a compass, six-figure grid references, symbols and key to build their knowledge of the United Kingdom and wider world.*
- *use fieldwork to observe, measure, record and present the human and physical features in the local area.*



## Year 6: Natural Disasters

Lesson number	Key question	Key learning
1	What is the structure of the Earth?	<ul style="list-style-type: none"><li>• That the Earth has a crust, mantle and core.</li><li>• The properties of each of these layers.</li><li>• How the shape of the continents has changed over millions of years, from Pangea to the present formation.</li></ul>
2	How are mountains created?	<ul style="list-style-type: none"><li>• Examples of fold mountains.</li><li>• The processes involved in creating fold mountains.</li></ul>
3	What causes earthquakes?	<ul style="list-style-type: none"><li>• How plate tectonics cause earthquakes.</li><li>• How earthquakes are measured.</li><li>• Case study of the impact of an earthquake.</li></ul>
4	How are volcanoes formed? How have tectonics shaped our landscape?	<ul style="list-style-type: none"><li>• How volcanoes are formed.</li><li>• How volcanoes are classified.</li></ul> <p>Explore how Borrowdale and other landscapes in the UK have been shaped by tectonic activity.</p>
5	What factors alter the impact of an earthquake?	<ul style="list-style-type: none"><li>• Compare the facts of two earthquakes (Izmit, Turkey and LA, USA).</li></ul>
6	How do we make more resilient communities?	<ul style="list-style-type: none"><li>• How to prepare for an earthquake</li></ul>
7	How do communities support citizens after an earthquake?	<ul style="list-style-type: none"><li>• Analyse Turkish earthquake</li><li>• Decide what actions should be taken to mitigate damage and death</li></ul>
8	Case study: Fuego, Guatemala	<ul style="list-style-type: none"><li>• Explore the impact of the volcanic eruption on a society.</li></ul>
9	Track volcanic eruptions	<ul style="list-style-type: none"><li>• Use app to identify volcanic eruptions in the last 24 hours, their size and location.</li></ul>
10	Assessment	