



Autumn term Year B	Who am I and where am I from? Maps and Settlements How does location affect how people live?	Key Vocabulary
<p>National Curriculum Links - Geography (DfE KS2) Locational Knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, identifying key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom. 	<p>Lesson 1 - What is a map and what does it show? National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"> I know that maps show places and where they are in relation to each other. I know that maps are drawn from a plan (bird's-eye) view. I know that maps use symbols to represent real features. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> Map Direction <p>Wider Vocabulary</p> <ul style="list-style-type: none"> Plan view Map key <p>Skills from Progression Document</p> <ul style="list-style-type: none"> I can use a simple map to find places. I can use a map key to understand symbols. <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> Different maps are used for different purposes, such as road maps and physical maps. <p>Expected Outcome by Year Group Year 3</p> <ul style="list-style-type: none"> Identify the purpose of a map. Use a map key to identify symbols. Describe what maps show using geographical vocabulary. 	<p>Essential / Core Vocabulary (Must Know) Explicitly taught, revisited and expected to be remembered</p> <ul style="list-style-type: none"> map: A drawing that shows places from above. country: A large area of land where people live, with its own government. continent: One of the seven large areas of land on Earth. direction: The way something is going or facing. human feature: Something built or made by people, such as a house, road, or school. physical feature: A natural part of the Earth, such as a mountain, river, or forest. settlement: A place where people live.



<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, the Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, and the Prime Meridian (Greenwich). <p>Place Knowledge</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within 	<p>Year 4</p> <ul style="list-style-type: none"> Explain how maps represent real places from a plan view. Interpret a range of map symbols and keys. Explain why different types of maps are used for different purposes. <p>Lesson 2 - Where is the UK and what countries make it up?</p> <p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"> I know where the United Kingdom is on a world map. I know that the UK is made up of four countries. I know that countries have capital cities. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> Country <p>Wider Vocabulary</p> <ul style="list-style-type: none"> United Kingdom Capital city <p>Skills from Progression Document</p> <ul style="list-style-type: none"> I can locate the UK on a map or globe. I can name and locate the countries of the UK. <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> London is the capital city of England and the UK. <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none"> Locate the United Kingdom on a world map. Name the four countries of the UK. Identify the capital city of each country. <p>Year 4</p> <ul style="list-style-type: none"> Explain the position of the United Kingdom within Europe. Locate and name the four countries and their capital cities accurately. Use maps and atlases confidently to describe location. 	<ul style="list-style-type: none"> urban: An area with many buildings and people. rural: An area with fewer people and more open land. <p>Wider Vocabulary (Exposure / Enrichment) - with Definitions</p> <p>Introduced through teaching, discussion and modelling. Pupils are not expected to memorise these definitions.</p> <ul style="list-style-type: none"> United Kingdom: A country made up of England, Scotland, Wales and Northern Ireland. capital city: The main city of a country where the government is based. compass point: A direction such as north, south, east or west. latitude: Imaginary lines that run across the Earth from east to west and help describe how far north or south a place is.
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<p>North or South America.</p> <p>Human and Physical Geography Pupils should be taught to:</p> <ul style="list-style-type: none"> Describe and understand key aspects of: Human geography, including types of settlement and land use. Physical geography, including rivers, where relevant to settlement patterns. <p>Geographical Skills and Fieldwork Pupils should be taught to:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and 	<p>Lesson 3 - What are the continents and oceans of the world?</p> <p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"> I know that the Earth is divided into continents. I know the names and locations of the world's continents. I know that continents contain different countries and features. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> Continent <p>Wider Vocabulary</p> <ul style="list-style-type: none"> Globe <p>Skills from Progression Document</p> <ul style="list-style-type: none"> I can use a globe to identify continents and oceans. I can locate Europe, North America and South America. <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> Continents vary greatly in size, climate and population. <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none"> Name and locate the world's continents and oceans. Use a globe to identify continents. Locate Europe, North America and South America. <p>Year 4</p> <ul style="list-style-type: none"> Explain the location of continents using geographical vocabulary. Compare continents in terms of size, location and physical features. Use globes and atlases confidently to locate places. <p>Lesson 4 - How do we locate places using coordinates?</p> <p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"> I know that the Equator is an imaginary line around the middle of the Earth. I know that the Earth is divided into the Northern and Southern Hemispheres. 	<ul style="list-style-type: none"> longitude: Imaginary lines that run from the North Pole to the South Pole and help describe how far east or west a place is. hemisphere: Half of the Earth. equator: An imaginary line around the middle of the Earth where it is usually hot. Prime (Greenwich) Meridian: An imaginary line that divides the Earth into the eastern and western hemispheres. grid reference: A set of numbers and letters used to find a location on a map. scale bar: A line on a map that shows real distances. map key: A box on a map that explains what the symbols mean. plan view: A view from above, like looking down from the sky.
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<p>describe features studied.</p> <ul style="list-style-type: none"> Use the 8 points of a compass, four-figure grid references, symbols and keys (including Ordnance Survey maps). Use maps to plan routes and interpret geographical information. 	<ul style="list-style-type: none"> I know that latitude and longitude help locate places accurately. <p>Essential / Core Vocabulary No new essential/core vocabulary introduced.</p> <p>Wider Vocabulary</p> <ul style="list-style-type: none"> Equator Hemisphere Latitude Longitude Prime (Greenwich) Meridian Tropics <p>Skills from Progression Document</p> <ul style="list-style-type: none"> I can identify the Equator on a globe. I can locate places using latitude and longitude (introduced simply). <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> The Prime Meridian runs through Greenwich in London. <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none"> Identify the Equator and hemispheres on a globe. Recognise that latitude and longitude help locate places. Use geographical vocabulary correctly. <p>Year 4</p> <ul style="list-style-type: none"> Explain how latitude and longitude are used to locate places accurately. Describe the significance of the Equator, hemispheres and Prime Meridian. Use coordinates to identify locations on maps and globes. <p>Lesson 5 - How do maps help us navigate? National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"> I know that compass points show direction. I know that grid references help locate places on a map. I know that scale bars show distance on a map. 	<ul style="list-style-type: none"> tropics: Imaginary lines near the Equator where the climate is hot.
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	<p>Essential / Core Vocabulary</p> <ul style="list-style-type: none">• Direction <p>Wider Vocabulary</p> <ul style="list-style-type: none">• Compass point• Grid reference• Scale bar• Map key <p>Skills from Progression Document</p> <ul style="list-style-type: none">• I can use the four and eight points of a compass.• I can use simple grid references.• I can plan a simple route using a map. <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none">• Some maps use digital technology, such as GPS. <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none">• Use the four points of a compass.• Use simple grid references to locate places.• Follow a simple route using a map. <p>Year 4</p> <ul style="list-style-type: none">• Use the eight points of a compass accurately.• Use four-figure grid references confidently.• Plan and describe routes using maps, keys and scale bars. <p>Lesson 6 - What are human and physical features?</p> <p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none">• I know that physical features are natural features of the Earth.• I know that human features are made by people.• I know that places have a mix of human and physical features. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none">• Physical feature	
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	<ul style="list-style-type: none">• Human feature <p>Wider Vocabulary</p> <p>None</p> <p>Skills from Progression Document</p> <ul style="list-style-type: none">• I can identify human and physical features on a map.• I can compare features in different places. <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none">• Rivers are physical features that often influence where people settle. <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none">• Identify human and physical features on maps and photographs.• Describe simple differences between human and physical features.• Use geographical vocabulary accurately. <p>Year 4</p> <ul style="list-style-type: none">• Explain how human and physical features influence places.• Compare different locations using human and physical geography.• Make connections between landscape and human activity. <p>Lesson 7 - What types of settlements are there?</p> <p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none">• I know that a settlement is a place where people live.• I know that settlements can be urban or rural.• I know that people choose settlement locations for different reasons. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none">• Settlement• Urban• Rural <p>Wider Vocabulary</p> <p>None</p> <p>Skills from Progression Document</p>	
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- I can identify settlements on a map.
- I can describe differences between urban and rural areas.

Enrichment (Non-statutory)

- Many settlements develop near rivers or transport routes.

Expected Outcome by Year Group

Year 3

- Identify different types of settlements.
- Describe the characteristics of urban and rural areas.
- Recognise why people choose places to live.

Year 4

- Compare urban and rural settlements.
- Explain why settlements develop in particular locations.
- Describe how physical and human features influence settlement patterns.

Endpoint

Enquiry Question:

How does location affect how people live?

What the Endpoint Will Look Like

Pupils create a map-based explanation showing how location affects settlement and daily life.

Pupils should:

- locate the UK and key places using maps, atlases or globes
- identify human and physical features
- describe urban and rural settlements
- explain why people may settle near rivers, transport links, land or resources
- answer the enquiry question using geographical vocabulary.

Expected Outcome by Year Group

Year 3

- Locate the UK and key world locations using maps, atlases and globes.
- Identify human and physical features.

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



- Describe different types of settlements.
 - Use key geographical vocabulary correctly.
- Year 4
- Explain how location affects how people live.
 - Compare urban and rural settlements using geographical vocabulary.
 - Explain how physical and human features influence settlement patterns.
 - Use maps, atlases and geographical evidence to support explanations.

Quiz Basket: How Does Location Affect How People Live?

Vocabulary Retrieval

1. What is a map?
 - o A drawing that shows places from above.
2. What does direction mean?
 - o The way something is going or facing.
3. What is a country?
 - o A large area of land with its own government.
4. What is a continent?
 - o One of the seven large areas of land on Earth.
5. What is a physical feature?
 - o A natural part of the Earth, such as a mountain, river or forest.
6. What is a human feature?
 - o Something built or made by people, such as a house, road or school.
7. What is a settlement?
 - o A place where people live.
8. What does urban mean?
 - o An area in a town or city.
9. What does rural mean?
 - o An area in the countryside.

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



	<p>Knowledge Retrieval</p> <p>10. What four countries make up the United Kingdom? o England, Scotland, Wales and Northern Ireland.</p> <p>11. What is a capital city? o The main city of a country where the government is based.</p> <p>12. What is the Equator? o An imaginary line around the middle of the Earth.</p> <p>13. What are latitude and longitude used for? o To help locate places accurately on Earth.</p> <p>14. How do compass points help us use maps? o They show direction and help us navigate.</p> <p>15. Why do people choose different places for settlements? o Because of factors such as rivers, transport links, land and resources.</p> <p>16. How does location affect how people live? o The location of a place, its physical and human features, and the resources available influence where people settle, travel and work.</p> <p>Core Vocabulary Expected</p> <ul style="list-style-type: none">• map• direction• country• continent• physical feature• human feature• settlement• urban• rural	
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Spring Term Year B	On Our Travels - Key Knowledge - Mountains How do mountains shape the land and the way people live?	Key Vocabulary
<p>National Curriculum Links (Geography - KS2) This unit draws directly from the following statutory National Curriculum objectives for Geography (DfE, 2014):</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • Pupils should be taught to locate the world's countries, using maps to focus on Europe, North America and South America, and identify key physical characteristics. <p>Physical geography</p> <ul style="list-style-type: none"> • Pupils should be taught to describe 	<p>Lesson 1 - What is a mountain? National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"> • I know that a mountain is a natural physical feature. • I know that mountains are higher and steeper than hills. • I know that mountains are formed over a very long time. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> • Mountain <p>Previously Taught Vocabulary Retrieved</p> <ul style="list-style-type: none"> • physical feature <p>Wider Vocabulary</p> <ul style="list-style-type: none"> • Hill <p>Skills from Progression Document</p> <ul style="list-style-type: none"> • I can recognise and describe physical features. • I can explain the difference between a mountain and a hill. <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> • Some mountains are still growing today. <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none"> • Identify a mountain as a physical feature. • Describe the difference between a mountain and a hill. • Use geographical vocabulary to describe mountain environments. 	<p>Essential / Core Vocabulary (Must Know) (Explicitly taught, revisited and expected to be remembered)</p> <ul style="list-style-type: none"> • mountain - A high natural area of land with steep sides. • volcano - A natural feature where molten rock escapes from inside the Earth. • mountain range - A group of mountains joined together. • continent - One of the seven large areas of land on Earth. • erosion - When water or wind wears away rock and soil. • settlement - A place where people live. <p>Previously Taught Vocabulary Retrieved</p>



<p>and understand key aspects of physical geography, including:</p> <ul style="list-style-type: none"> • mountains • volcanoes and earthquakes • rivers • climate zones, biomes and vegetation belts • the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Pupils should be taught to use geographical vocabulary to describe and 	<p>Year 4</p> <ul style="list-style-type: none"> • Explain why mountains are classified as physical features. • Compare mountains and hills using geographical vocabulary. • Describe how mountains influence landscapes. <p>Lesson 2 - How are mountains formed?</p> <p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"> • I know that mountains are formed by forces beneath the Earth's surface. • I know that tectonic plates can push together to build mountains. • I know that volcanoes can also form mountains. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> • Volcano <p>Wider Vocabulary</p> <ul style="list-style-type: none"> • Tectonic plates • Magma <p>Skills from Progression Document</p> <ul style="list-style-type: none"> • I can describe how a mountain is formed. • I can use geographical vocabulary to explain physical processes. <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> • Heat inside the Earth causes movement beneath the crust. <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none"> • Describe how mountains are formed. • Identify the role of volcanoes in mountain formation. • Use key geographical vocabulary when discussing physical processes. <p>Year 4</p> <ul style="list-style-type: none"> • Explain how tectonic plates create mountain ranges. • Describe the role of volcanic activity in mountain formation. • Use geographical vocabulary accurately to explain mountain-building processes. 	<p><i>(Revisited from previous geography learning)</i></p> <ul style="list-style-type: none"> • physical feature - A natural part of the Earth, such as a mountain, river or forest. <p>Wider Vocabulary Exposure (Introduced through discussion and enquiry but not expected to be memorised)</p> <ul style="list-style-type: none"> • hill - An area of land that is lower and less steep than a mountain. • river - A natural flow of water across land. • Himalayas - A mountain range in Asia containing the world's highest mountains. • tectonic plates - Large pieces of the Earth's crust that move slowly. • magma - Hot, melted rock beneath the Earth's surface. • weathering - The breaking down of rock over time.
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<p>understand physical features and processes.</p>	<p>Lesson 3 - Where are the world's major mountain ranges? National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"> I know that mountain ranges are found on different continents. I know that the Himalayas contain some of the highest mountains in the world. I know that maps and atlases can be used to locate mountain ranges. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> Mountain range Continent <p>Wider Vocabulary</p> <ul style="list-style-type: none"> Himalayas <p>Skills from Progression Document</p> <ul style="list-style-type: none"> I can locate mountain ranges using maps and atlases. I can name a mountain range and its continent. <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> Mount Everest is part of the Himalayas. <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none"> Locate major mountain ranges on maps and atlases. Identify the continent where a mountain range is found. Name the Himalayas as a significant mountain range. <p>Year 4</p> <ul style="list-style-type: none"> Compare mountain ranges found on different continents. Explain the global distribution of major mountain ranges. Use maps and atlases confidently to support explanations. <p>Lesson 4 - How do mountains change over time? National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"> I know that erosion wears mountains away over time. I know that water, ice and wind cause erosion. 	<ul style="list-style-type: none"> glacier - A large, slow-moving mass of ice. limestone - A type of rock that can dissolve in rainwater. water cycle - The continuous movement of water between land, sea and air. strata - Layers of rock found underground. earthquake - A sudden shaking of the ground caused by movement in the Earth's crust.
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	<ul style="list-style-type: none">• I know that temperature changes can cause rocks to crack. Essential / Core Vocabulary <ul style="list-style-type: none">• Erosion Wider Vocabulary <ul style="list-style-type: none">• Weathering• Glacier• Strata Skills from Progression Document <ul style="list-style-type: none">• I can describe how erosion changes the landscape.• I can list different types of erosion. Enrichment (Non-statutory) <ul style="list-style-type: none">• Glaciers can carve deep valleys into mountains. Expected Outcome by Year Group Year 3 <ul style="list-style-type: none">• Describe how erosion changes mountains.• Identify water, ice and wind as causes of erosion.• Use geographical vocabulary to describe landscape change. Year 4 <ul style="list-style-type: none">• Explain how erosion and weathering shape mountain environments over time.• Describe the role of glaciers in changing landscapes.• Use geographical vocabulary accurately when explaining physical processes. Lesson 5 - What landforms are created in mountain areas? National Curriculum - Knowledge (I know that...) <ul style="list-style-type: none">• I know that many rivers begin in mountains because water flows downhill from high land.• I know that erosion can create valleys, gorges and caves.• I know that limestone landscapes can be shaped by water. Essential / Core Vocabulary No new essential/core vocabulary introduced.	
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	<p>Wider Vocabulary</p> <ul style="list-style-type: none">• River• Limestone• Water cycle <p>Skills from Progression Document</p> <ul style="list-style-type: none">• I can identify landforms created by erosion.• I can explain how water shapes the land. <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none">• Some caves form when limestone dissolves in rainwater. <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none">• Identify landforms found in mountain environments.• Describe how rivers and erosion shape the landscape.• Recognise that many rivers begin in mountains. <p>Year 4</p> <ul style="list-style-type: none">• Explain how rivers, erosion and weathering create mountain landforms.• Describe the formation of valleys, gorges and caves.• Make connections between mountains, rivers and the water cycle. <p>Lesson 6 - How do mountains affect people?</p> <p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none">• I know that mountains can act as barriers to travel.• I know that roads and railways are harder to build in mountain areas.• I know that mountains can be used for farming, tourism and recreation. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none">• Settlement <p>Wider Vocabulary</p> <ul style="list-style-type: none">• Earthquake <p>Skills from Progression Document</p>	
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- I can explain how physical geography affects human activity.

- I can describe challenges of living near mountains.

Enrichment (Non-statutory)

- Mountains are often used for tourism, such as hiking and skiing.

Expected Outcome by Year Group

Year 3

- Describe how mountains affect travel and settlement.
- Identify ways people use mountain environments.
- Recognise challenges of living in mountain regions.

Year 4

- Explain how mountains influence settlement patterns, transport and land use.
- Compare advantages and disadvantages of living near mountains.
- Make connections between physical geography and human activity.

Endpoint

What the End Point Will Look Like

How do mountains shape the land and the way people live?

Pupils will complete a practical geography task where they demonstrate their understanding by:

Success Criteria

- Using a map or atlas to locate and name a mountain range.
- Labelling a diagram to show how mountains are formed or changed (e.g. erosion, rivers, valleys).
- Identifying key physical features found in mountain environments.



- Explaining verbally how mountains affect how people live (e.g. travel, settlement and land use).

Enquiry Question:

How do mountains shape the land and the way people live?

Expected Outcome by Year Group

Year 3

- Locate and name a mountain range using a map or atlas.
- Identify key physical features found in mountain environments.
- Describe how mountains are formed and changed.
- Use geographical vocabulary correctly.

Year 4

- Explain how mountains are formed and shaped by physical processes.
- Describe how mountains influence human activity and settlement.
- Make connections between erosion, rivers and mountain landforms.
- Use geographical vocabulary and geographical evidence confidently when answering the enquiry question.

Quiz Basket: How Do Mountains Shape the Land and the Way People Live?

Vocabulary Retrieval

1. What is a mountain?
 - A high natural area of land with steep sides.
2. What is a physical feature?
 - A natural part of the Earth, such as a mountain, river or forest.
3. What is a volcano?
 - A natural feature where molten rock escapes from inside the Earth.
4. What is a mountain range?
 - A group of mountains joined together.
5. What is a continent?
 - One of the seven large areas of land on Earth.

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



6. What is erosion?

- When water or wind wears away rock and soil.

7. What is a settlement?

- A place where people live.

Knowledge Retrieval

8. How is a mountain different from a hill?

- Mountains are higher and steeper than hills.

9. How are mountains formed?

- By forces beneath the Earth's surface, including moving tectonic plates and volcanic activity.

10. What is the name of the mountain range that contains Mount Everest?

- The Himalayas.

11. What causes mountains to change over time?

- Erosion caused by water, ice and wind.

12. Name two landforms that can be created in mountain areas.

- Valleys, gorges, caves or rivers.

13. Why do many rivers begin in mountains?

- Because water flows downhill from high land.

14. How can mountains affect travel and settlements?

- They can act as barriers, making roads, railways and settlements more difficult to build.

15. How do people use mountains?

o For tourism, farming and recreation. For tourism, farming, recreation and settlements.

15. How do mountains shape the land and the way people live?

- Mountains shape the land through erosion and river formation. They affect how people travel, where settlements are built and how land is used.