



Meadowhead Junior Primary School
End of unit points
Geography



Year 3		
Unit of Work	NC Expectation	Unit End Points
UK Geography	<p><u>Locational knowledge</u> -Use locational/directional language, the 4 points of a compass, maps with keys (inc the use of OSmaps) and Google Maps/Earth to identify and describe changing local land use over time.</p> <p><u>Place knowledge</u> -Find similarities and differences between Lancashire and Merseyside (Compare landscape, land use, population, farming, types of trade)</p> <p><u>Human and physical geography</u> -Create detailed maps and label physical features. (Label UK, Lancashire, Merseyside)</p> <p><u>Geographical skills and fieldwork</u> - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Key Vocabulary: Counties, city, town, trade, economy, land use, settlement, physical, human</p> <p>I can locate Lancashire and Merseyside I can describe and explain how some areas in the UK have developed and changed over time, and why certain locations are more favourable than others. I can understand what economy is and what impact it has. I can compare land use between Lancashire and Merseyside I can discuss population changes of local areas, including Lancashire and Merseyside</p>
Rivers	<p><u>Locational knowledge</u> -Use maps, atlases, globes and digital/computer mapping to locate rivers.</p> <p><u>Place knowledge</u> -Use digital mapping to locate countries, major cities and rivers (Africa, Egypt, Nile)</p> <p><u>Human and physical geography</u> Use geographical language relating to the physical and human processes detailed</p>	<p>Key Vocabulary: river, sources, channels, tributaries, mouths, water flow, water cycle, lake, sea, ocean, reservoir, stream, canal, lakes, coast, physical features, human features, seasons, sediment, erode</p> <p>I can describe the water cycle, explain what a river is and locate the river Nile on a map.</p>



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	<p>in the PoS e.g., tributary and source when learning about rivers.</p> <p><u>Geographical skills and fieldwork</u></p> <p>-Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating rivers.</p> <p>-Show increasing empathy and describe how the Nile impacts communities who rely on it</p>	<p>I can describe how the Nile plays a critical role in Africa. I can identify the stages and features of a river, and the way that land use changes from the source to the mouth (tributary and source).</p> <p>I can recognise how human activity affects rivers and how humans utilise the Nile for farming, tourism, transport and trade.</p> <p>I can recognise and explain how flooding affects communities</p>
<p>Local Study - Comparing the Lake District</p>	<p><u>Locational knowledge</u></p> <p>-Use maps and atlases to locate mountains (Conniston, Helvellyn and Scar Fell Pike) that can be found in the Lake District.</p> <p>-Compare the landscape to Normandy. (Comparing Mount Pincon, Mont Doville and Montagne du Roule)</p> <p>- Use OS mapping to locate mountains on maps.</p> <p><u>Place knowledge</u></p> <p>- Express their own views about why people visit the Lake District.</p> <p>- To make comparisons between Blackburn and the Lake District. (Tourism, Landscape, Land use, human and physical geography)</p> <p><u>Human and physical geography</u></p> <p>- Use geographical language relating to the physical and human processes in the Lake District. (Conniston, Helvellyn and Scar Fell Pike/ Lake Windemere/ Tourism)</p>	<p>Key Vocabulary:</p> <p>Region, county, city, Lancashire, Cumbria, Physical features, Human features, Contours OS Map, atlas, globe, scale index, contents, Scale Bar, Aerial photos, Zoom, Satellite Images, Digital Maps, Settlement, Land use, economic, activity, lake River, Mountain, Height</p> <p>I know what a mountain is.</p> <p>I know where the Lake District is and can locate it on a map</p> <p>To be able to know why tourist visit the Lake District?</p> <p>I know the features of a mountain.</p> <p>I know how mountains are formed.</p> <p>I know what the climate is like on mountains.</p> <p>I know the UK and world's highest mountains.</p>



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	<p><u>Geographical skills and fieldwork</u></p> <p>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	

Year 4		
Unit of Work	NC Expectation	Unit End Points
Natural Disasters	<p><u>Locational knowledge</u></p> <p>-Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys.</p> <p>-Use maps, atlases, globes, Google Maps and Google Earth to locate volcanoes (in relation to tectonic plates).</p> <p><u>Place knowledge</u></p> <p>-Understand where volcanoes are located around the world (Svartsengi and Vesuvius)</p> <p>- Find similarities and differences between areas with a volcano and areas without (Compare Southwest of Iceland - Keflavik- and Italy - Naples)</p> <p><u>Human and physical geography</u></p> <p>-Describe and understand the physical geography of an area with a volcano</p>	<p>Key Vocabulary:</p> <p>Erupt fossils magma tectonic plates crust mantle inner core Outer core dormant Active Extinct Earthquake volcano Soil Vent. Humus top soil Sub soil Bedrock Epicentre Focus Lava ash cloud Crater Magma chamber</p> <p>I can consider the structure of the Earth and how this can create a volcano.</p> <p>I can identify the features of a volcano.</p> <p>I know some of the famous volcanoes and the effects of these.</p> <p>I can explain how living near a volcano, including the dangers and how people stay safe.</p> <p>I can locate different volcanoes on a map.</p>



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	<p><u>Geographical skills and fieldwork</u></p> <p>-Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.</p>	
<p>Comparison UK to European country</p>	<p><u>Locational knowledge</u></p> <p>-To use maps to find Europe, France and Normandy and possible routes.</p> <p>-Use mapping/ atlases/ digital mapping to identify similarities and differences between the UK and Normandy</p> <p><u>Place knowledge</u></p> <p>-Locate the human and physical geographical features that can be found in Normandy.</p> <p>Physical- Landscape, coastline, beaches - Omaha Beach</p> <p>Human features- Mont-Saint- Michel, Rollo (statue)</p> <p>-Identify the types of settlement and land use</p> <p><u>Human and physical geography</u></p> <p>- Understand geographical similarities and differences through the study of human and physical geography (Human Geography- English Channel, Granite Cliffs, limestone cliffs, stretches of beaches - sandy, rockpools, creeks and pebbles)</p>	<p>Key Vocabulary:</p> <p>Europe United Kingdom River Settlement Land Use Lancashire country continent Capital City River Mountains distribution Economic Activity Trade links natural resources energy food Minerals water atlas globe scale index contents OS Symbols Co-ordinates Scale Bar Aerial photos Zoom Satellite Images Digital Maps OS Symbol co-ordinates</p> <p>I can explain about different countries of Europe, the E.U. and why people from other countries outside of Europe leave their homes to move to Europe E.g. economic migrant, refugee.</p> <p>I can understand the landscape of Greece.</p> <p>I know what attracts visitors to Europe</p> <p>I can comparisons based on what the land is used for in the UK and in Greece</p>



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	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none">- Study the land usage in both countries	
<p>Local Study - Biomes</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none">-Use maps at more than one scale.-Link features on maps to photos and aerial views.-Use six compass points.-Use DigiMaps <p><u>Place knowledge</u></p> <ul style="list-style-type: none">-Make links between features observed in the environment to those on maps and aerial photos. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none">-Observe, record the human and physical features in Ribchester. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none">-Identify and describe geographical features, processes (changes) and patterns.-Communicate geographical information through a range of methods e.g. photos and maps.-Express opinions and personal views about what they like and don't like about specific geographical features and situations.- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<p>Key Vocabulary:</p> <p>Lancashire, Ribchester, Blackburn, River Ribble, Pendle Hill, trading, Cotton industrial, aerial view, climate zones,</p> <p>To be able to Locate Europe, England, Lancashire and Ribchester on an aerial map. I can name the Human (rivers, mountains, climate zones) and physical features (types of settlement, land use) in England/Lancashire and Ribchester.</p> <p>To be able to explain how the local area has changed. I can explain how the local area could change in the future and the impact of this.</p> <p>To be able to compare how Ribchester has developed over time</p> <p>I can explain the types of settlement in Ribchester</p>



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Year 5		
Unit of Work	NC Expectation	Unit End Points
The Environment	<p><u>Locational knowledge</u> - Use digital mapping to locate the main industrial sites across the UK - Birmingham (automotive) Glasgow (shipbuilding), London (variety), Manchester (textiles) Newcastle (Steel)</p> <p><u>Place knowledge</u> - Find similarities and differences between the biomes. - Identify the vegetation belts - Identify climate zones - Locate tropic of cancer / tropic of Capricorn - Locate the equator</p> <p><u>Human and physical geography</u> - Identify the Human and Physical features near where industry takes place - ports, routes, land use, landscape</p> <p><u>Geographical skills and fieldwork</u> - Use a range of methods to identify the type of industry - recycling, renewable energy, solar - Discuss the effects of industry on the environment - recycling, renewable energy, solar</p>	<p>Key Vocabulary: Recycling Reduce, Reuse, Recycle environment litter waste damage Resources human activity.</p> <p>To understand the economic activity that occurs across the UK I can identify trade links with other countries I can describe how land is used across the UK in terms of industry I can describe how trading from the UK has changed over time</p>
Rainforest - South America	<p><u>Locational knowledge</u> -Use locational/directional language, the 8 points of a compass, maps with keys (inc the use of OSmaps) and Google Maps/Earth to identify and describe</p>	<p>Key Vocabulary: Climate deforestation Brazil Amazon Rainforest Equator Humid Native tribes Species Weather South America. Amazon basin species tropical Emergent Layer Canopy Layer Understory Layer Forest Floor</p>



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	<p>changing local land use over time. -Use atlases to locate the world's rainforests - Amazon, Congo, New Guinea rainforest</p> <p><u>Place knowledge</u> -Understand similarities and differences between the rainforest and other cities/places in South America - Machu Picchua Peru - Sao Paulo Brazil -</p> <p><u>Human and physical geography</u> -Identify human and physical features in South America, with a focus on The Amazon -</p> <p><u>Geographical skills and fieldwork</u> -To use geography in the news - online reports and websites -To recognise patterns on maps and begin to explain what they show -To make comparisons with their own lives and their own situation</p>	<p>Tropic of Cancer Tropic of Capricorn Climate Zones Biomes Vegetation Belts Settlement Land use economic activity trade</p> <p>I can locate South America and identify human and physical features and major cities, concentrating on environmental regions, key physical and human characteristics, countries and major cities I can understand what a rainforest is and where they can be found I know the four different layers of a rainforest I know features of a rainforest I can understand the characteristics of the Congo I can understand the impact of deforestation I can identify the position and significance of the Equator and the Tropics of Cancer and Capricorn</p>
<p>Locational Knowledge</p>	<p><u>Locational knowledge</u> -Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OS maps) and Google Maps/Earth to identify and describe changing local land use over time. - Use mapping to locate the biomes - Create detailed maps to show where the biomes are located and what vegetation can be found there -Identify the position and significance of latitude, longitude, Equator, Northern</p>	<p>Key Vocabulary: Biomes, climate zone, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, the Tropics of Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian time zones</p> <p>-I can explain what a biome is -I can locate the biomes using a world map -I can describe the climate zones around the world and link this to the location of biomes</p>



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	<p>Hemisphere, Southern Hemisphere, the Tropics of Cancer, the Tropics of Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones</p> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> -Understand the differences within the different biomes -Describe where the biomes can be found across the world, confidently using the names of continents and countries <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> -Identify the geographical features of a biome - Explain how the climate is changing the vegetation belts -Understand the key aspects that can be found in each of the biomes <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Observe and record the weather from the different biomes to understand whether there is a direct link to location 	<ul style="list-style-type: none"> -I can explain how the location of a vegetation belt affects what is grown there -I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, the Tropics of Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones <p>I can describe the types of settlements that can be found in the biomes.</p>
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Year 6		
Unit of Work	NC Expectation	Unit End Points
Coast with the UK	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Use a wide range of maps, atlases, globes and digital maps to locate coast - Morcambe Bay, Cornwall, Devon, The Shetland Islands, Llandudno <p><u>Place knowledge</u></p>	<p>Key Vocabulary:</p> <p>Erosion Beach Bay Headland Coast Coastal Features Crack Cave Arch Stack Stump Sediment Stones Sand Organic Matter Deposit/Deposition Rode/Erosion Abrade/Abrasion Attrite/Attrition Coastal Management Groynes Gabions</p>



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	<p>-Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. - Llandudno & Morcambe</p> <p><u>Human and physical geography</u></p> <p>-Describe and understand the features of the coast linking to physical and human geography</p> <p>-Describe how the physical geography of a coastal area is affected by climate change - Greta Thurnberg, polar ice caps</p> <p><u>Geographical skills and fieldwork</u></p> <p>- Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</p>	<p>Sea Walls Coastline Tourism Economy settlement.</p> <p>-I can identify what is meant by coastal area</p> <p>-I can describe how coasts are formed</p> <p>-I can understand how coasts change over time</p> <p>-I can identify where coasts can be found on a map of the UK</p> <p>-I can describe the initiatives that are being conducted to help protect the coastal habitats across the UK</p> <p>-I can understand about coastal erosion and use comparisons linking this to climate change</p>
<p>World Trade</p>	<p><u>Locational knowledge</u></p> <p>-Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major industries, imports and exports.</p> <p><u>Place knowledge</u></p> <p>-Understand how human geography contributes to industry</p> <p><u>Human and physical geography</u></p> <p>-Explore the distribution of natural resources including</p>	<p>Key Vocabulary: Trade, World Trade, planet, Greta Thunberg, Politics, global, import, export, food, minerals, energy sources, water, sustainability,</p> <p>-I can explore some reasons for trade in various parts of the world.</p> <p>-I can investigate global trade processes and trade routes, understanding what imports and exports are.</p> <p>-I can describe the distribution of natural</p>



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	<p>energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork</u></p> <p>- Identify types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water</p>	<p>resources including energy, food, minerals and water</p>
<p>The future of our planet</p>	<p><u>Locational knowledge</u></p> <p>-Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.</p> <p>-Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</p> <p><u>Place knowledge</u></p> <p>-Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p> <p><u>Human and physical geography</u></p> <p>-Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Key Vocabulary:</p> <p>Distribution Natural resources Non-renewable energy Renewable energy sustainability Human activity Energy Food Minerals Water climate change Global warming Recycling Reduce, Reuse, Recycle environment litter waste damage</p> <p>I can investigate the sustainability of the planet and the distribution of natural resources around the world</p> <p>I can examine the distribution of natural resources including energy, food, minerals, and water around the planet and give their opinions and suggestions on sustainability in the future-I can critique information provided by a range of sources and organise all the information they collect by relevance and reliability in order to support their ideas about the future sustainability of the planet</p> <p>-I can describe how locations might change over time and identify locations that are key to the sustainability of the planet in the future</p>



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	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none">- Interpret data collected and present the information in a variety of ways including charts and graphs.- Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?- Make predictions and test simple hypotheses about people and places.- Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.- Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.	<p>-I can investigate the effects of climate change in more depth and breadth</p>
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