



Digby Tedder Geography Four Year Overview – Key Knowledge and Assessment points 2021 - 2024

A	Autumn Term	Spring Term	Summer Term
Key Stage 1	African Safari (Place Knowledge)	Our Country (Locational Knowledge UK – countries, capitals, weather)	Beside the seaside (Human and Physical Geography)
Key Knowledge and Assessment points	<i>By the end of the unit children will know:</i> • That Kenya is in East Africa and the capital city is Nairobi. • Where Kenya is located on a world map. • That Mount Kenya is the highest mountain (5200m). • That Kenya's coastline is on the Indian Ocean. • That the climate is hot, sunny and dry for most of the year. • That a national park is a protected area of land where only tourism and research is allowed. • That a savannah is tropical grasslands with shrubs and trees but not much rainfall. • That Maasai people traditionally live in mud huts made from mud, sticks, grass and cow dung. • Not all children go to school in Kenya • That the big five include a lion, buffalo, elephant, leopard and rhino.	<i>By the end of the unit children will know: -</i> • How to describe differences between towns and countryside. • How to use key vocabulary to describe pros and cons of the countryside and towns. • The names of the 4 countries of the UK • The names of the main seas around the UK. • Where the four countries are located and their capitals. • That the UK is an island. • How to compare aerial and front facing photographs. • Where Brasilia is and how it is different to London.	<i>By the end of the unit children will know: -</i> • How to use key vocabulary to describe different places? • The features of towns, villages, cities, countryside, seaside, • Where our nearest seaside town is located on a map. • The difference between human and physical features. • How to group human and physical features of the seaside • How my local area compares to St. Ives • How to plan a tour of an unfamiliar place • That mainland is different to an island • Which islands in the world are cold and which are hot. • How to use a map and compass
Themes	Continents, Oceans and Seas, Africa, UK	Europe, UK	Oceans and Seas, UK, Lincolnshire
Vocabulary	Kenya, Nairobi, East Africa, capital, Mount Kenya, Indian Ocean, climate, tourism, national park, savannah, tropical grassland, Maasai	Brasilia, aerial photo, England, Ireland, Scotland, Wales, capital cities, island, tour guides, Physical features, farmland, woodland, Big Ben, population, English Channel, North Sea, Irish Sea and North Atlantic Ocean.	Coastline, island, climate, seaside resort, physical features, cliffs, caves, sea, human features, pier, promenade, lighthouse and fairground, bay, harbour,
SEND strategies	• photos, postcards, objects, videos and discussions of real experiences • Vocabulary bank to support key vocab • Knowledge bank for children to refer back to on the topic.	• Photos, videos and visual timelines to support application of knowledge • Vocabulary bank to support use of historical terms • Songs to support retention of key information	• Photos and videos to support with retention • hot-seating to keep learning active • pre-teaching to support retention • Scaffolding to support written tasks • Adult support to guide and reinforce learning.
Challenge	<i>Investigate key questions</i> <i>Research own interests in topics</i> <i>Make learning links with other topics.</i>	<i>Investigate key questions</i> <i>Make learning links with other topics and books</i>	<i>Investigate key questions</i> <i>Research own interests in topics</i> <i>Make learning links with other topics and books</i>



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B	Autumn Term	Spring Term	Summer Term
Key Stage 1	Mapping Our Local Area (Geographical skills)	What a Wonderful World (Locational Knowledge – Continents and Oceans)	Our School (Human and Physical Geography)
Key Knowledge and Assessment points	<i>By the end of the unit children will know: -</i> - How to describe my local area - How to use compass directions to follow instructions on the playground, - How to go on a field-trip of the local areas following a street map. - How to use looking and listening skills to record what I can see in our local area. - How to make choices about positive and negative features. - How to label places on a map or the local area. - How to show a route on a map of the local area, - The difference between different types of housing. - How to use my knowledge to design and build a new home? - What job roles people in the local area do	<i>By the end of the unit children will know: -</i> - The names of the 7 continents of the world - The names of the world's largest oceans - How to locate continents and oceans of the world - How to label the countries on a world map - How to use compass directions to plan a journey - How to name climate zones around the world - That some countries are hot and others cold - How to locate Europe on a map or globe - The names of some of the world's countries - To Use aerial photographs to identify features of a landscape,	<i>By the end of the unit children will know: -</i> - The locations of 3 familiar places in our local area - What the school address is and what my own address is. - What the line on the address mean. - How to describe features of our classroom - How to make a messy map of the classroom using different materials. - How to find features on an aerial photograph - How to locate my school on a map and notice what is nearby. - What you can discover on a field walk - How to draw an aerial plan/map of the school using a key, labels, colour and a title. - How to identify my route to school on a map. - How to follow compass directions - The meaning of map symbols.
Themes	UK, Lincolnshire	World, continents, Oceans and Seas, Africa, Europe, Asia and the Middle East, North and South America	
Vocabulary	Local, landmark, physical feature, road, shop, park, museum, church, café, sports hall, school, North, South, East, West,	Continents, Asia, Africa, North, South America, Europe, Australia, Antarctica, Europe, Eiffel Tower, Big Ben, currency	Passport, address, street, town, county, map symbols, directions, location, field work,
SEND strategies	- photos, postcards, objects, videos and discussions of real experiences - Vocabulary bank to support key vocab - Knowledge bank for children to refer back to on the topic.	- photos, postcards, objects, videos and discussions of real experiences - Vocabulary bank to support key vocab - Knowledge bank for children to refer back to on the topic.	- photos, postcards, objects, videos and discussions of real experiences - Vocabulary bank to support key vocab - Knowledge bank for children to refer back to on the topic.
Challenge	<i>Investigate key questions</i> <i>Research own interests in topics</i> <i>Make learning links with other topics.</i>	<i>Investigate key questions</i> <i>Research own interests in topics</i> <i>Make learning links with other topics.</i>	<i>Investigate key questions</i> <i>Research own interests in topics</i> <i>Make learning links with other topics.</i>



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Key Stage 2		Geography Rivers and Mountains	
Key Knowledge and Assessment points	•	By the end of the unit children will know: - • Which countries contain Mountain Ranges • How to use an index in an Atlas to find mountains • How to find the height of a peak on a map • How to identify areas of higher ground on a map • What a hill might look like based on it's contours • How to draw contours to show higher ground • How to identify an outcrop, ridge, tree and snow lines? • How to identify a mountain plateau? • How to draw a mountain range? • How tectonic plates move together to create fold mountains • How lava flow creates volcanic mountains • How fault lines in the Earth's crust move to create mountains • The difference between the weather forecast and climate • How tourism is affected by the location of a mountain • How tourism can damage an area	•
Vocabulary		Physical geography, water cycle, volcanoes, earthquake, compass, coasts, rivers, biomes, continents, equator, tropics of Cancer/Capricorn, atlas, eight point compass, grid reference, precipitation, tourism, environment	
SEND strategies		• Digital photos and visual resources where possible, • Knowledge banks for children to refer back to, • Simplified maps • Prompts/first letter given on mapping activities	
Challenge		Investigate key questions Research own interests in topics Make learning links with other topics.	



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Key Stage 2		The Americas (comparing people and places)	
Key Knowledge and Assessment points	•	By the end of the unit children will know:- • That a continent is a large landmass made up of a number of countries. • And identify some countries in North and South America • How to use an atlas to find the names of the countries and cities. • How to identify human features using appropriate websites. • How to use an eight-point compass • The meaning of longitude and latitude • How to identify the Equator, the Tropics and Arctic and Antarctic circles, and Greenwich Meridian, • How to explain a time zone • What a biome is and recall the 7 types • How to compare the climate of the Americas with where I live • How to describe the weather conditions, climate and biome of the Americas.	•
Themes		World, Continents, North and South America	•
Vocabulary		Americas, oceans, mountain ranges, rivers, eight point, four-point compass, Equator, Tropic of Cancer, Capricorn, Arctic Circle, Antarctic Circle, Greenwich Meridian, biomes, climate, weather,	
SEND strategies		• <i>Digital photos and visual resources where possible,</i> • <i>Knowledge banks for children to refer back to,</i> • <i>Simplified maps</i> • <i>Prompts/first letter given on mapping activities</i>	
Challenge		<i>Investigate key questions</i> <i>Research own interests in topics</i> • <i>Make learning links with other topics.</i>	



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C	Autumn Term	Spring Term	Summer Term
Key Stage 2		Rainforests	
		By the end of the unit children will know: - What a biome is and the seven main types of biome How to summarise geographical information How to plot a location on a map of the world Know about the significance of the Equator and Tropics How to describe the physical geography of a rainforest. How to describe the four layers of the rainforest How to describe the difference between climate and weather How to record climate data in an accurate graph How to explain similarities and differences between climates of different locations. Which animals live in each layer and why animals live in different layers In detail, how animals live in the rainforest How indigenous people use the rainforest and how they live. The meaning and impact of deforestation And describe similarities and differences of two different locations.	
Themes	•	Africa, Asia and the Middle East, North and South America	
Vocabulary		Climate zones, amazon rainforest, precipitation, indigenous, Manaus, emergent, shrub level, canopy, physical, human geography, Equator, Tropics, eco system	
SEND strategies		• <i>Digital photos and visual resources where possible,</i> • <i>Knowledge banks for children to refer back to,</i> • <i>Simplified maps</i> • <i>Prompts/first letter given on mapping activities</i> <i>Investigate key questions</i> <i>Research own interests in topics</i>	
Challenge		• <i>Make learning links with other topics.</i>	



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D	Autumn Term	Spring Term	Summer Term
Key Stage 2		<i>Extreme Earth (Earthquakes and volcanoes) Fieldwork – weather observations</i>	
Key Knowledge and Assessment points		<i>By the end of the unit children will know: -</i> • That there is rock under all surfaces • All the layers that make up the earth • How to label a cross section of the Earth • How the Earth's structure compares to a familiar object. • What aspects contribute to global warming • Why climate change is not good for the earth • How to combat climate change • The different types of flooding that exist. • How flooding affects communities • What drought is and explain the cycle • How wild fires start and how they can be stopped. • How earthquakes occur and why some areas are more prone to an earthquake • How a seismograph works and is used • What a tsunami is and where and how they happen • How tectonic plates move • How volcanos are formed • How tornados form and how data is collected from them.	
Themes	•	<i>World, Continents, Europe, UK, Lincolnshire</i>	
Vocabulary		<i>Tornado, tsunami, seismograph, earthquake, wild fire, volcanos, flooding, climate change, drought, tectonic plates, global warming,</i>	•
SEND strategies		• <i>Adapt written resources to lessen the need for English skills.</i> • <i>Provide further scaffolding with written tasks</i>	•
Challenge		<i>Investigate key questions</i> <i>Research own interests in topics</i> <i>Make learning links with other topics.</i>	