



The Schools of Woolton Hill: Geography Whole School Overview
Knowledge Progression
Knowledge in BOLD is key assessment criteria for each unit

CYCLE A		
Year 1/2 Geography Curriculum		
Autumn Local area – what's ace about this place?	Spring Continents and oceans	Summer Contrasting non-European country: Uganda
Children will know by the end of this unit: • How to locate the UK on a world map. • The countries and capital cities of the UK. • Some of the features and characteristics of the countries of the UK. • Some of the human and physical features of Woolton Hill. • How to locate and describe where we live using geographical language and based on local fieldwork.	Children will know by the end of this unit: • The names of the world's seven continents and five oceans. • How to locate Europe on a world map and some of its countries and some of its features (landmarks, currency, food, animals, close-by countries, flag, language). • How to locate Asia, Oceania, North and South America on a world map and some of the features and characteristics of each place • How to locate Africa on a world map and some of the features and characteristics. • How to locate Antarctica on a world map and some of its features and characteristics.	Children will know by the end of this unit: • How to locate Africa on a world map and identify the country of Uganda. • The climate and weather of Uganda (hot and dry-cool in evening and morning) • Some of the animals of Uganda. • Know how to use positional language. • About the landscapes of Uganda (savannahs, mountains, volcanos, cities, town, villages, beaches, seas). • About the people and culture of Uganda (tribes, farmers, cities). • To compare similarities and differences between Uganda and the UK.



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CYCLE A		
Year 3/4 Geography Curriculum		
Autumn Regional Study – National Parks near WHJS	Summer Rainforests	Summer Regional Comparison – The Alps
Children will know by the end of this unit: - Where Woolton Hill is on a world map and what geographical features make the region we live in unique. - What a National Park is. - Some of the human and physical features of our local National Parks. How to compare two places using geographical features.	Children will know by the end of this unit: The location of South America, the names of some of the countries in South America and the location of the Amazon rainforest. - The position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. - About the climate in South America (hot, tropical, cold and snowy) - The names of the major mountain ranges of South America. - The physical geography: climate zones, biomes and vegetation belts of SA. What a rainforest is, classification and characteristics. What the Amazon rainforest biome is like. - Why the Amazon rainforest is a unique environment. The threats to the Amazon rainforest and how this has a global impact.	Children will know by the end of this unit: How to identify and locate Europe. - Some of the counties in Europe. The geographical similarities and differences through the study of human and physical geography of a region in Europe (Alps). The physical geography of the region, including biomes, topography and climate zones. The human geography of the region, including types of settlement and land use and economic activity.



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CYCLE A		
Year 5/6 Geography Curriculum		
Autumn Map skills and Climate Change	Spring Rivers	Summer
Children will know by the end of this unit: • That a hike involves more significant features such as hills and forests. • What a hike is and have identified areas in their locality that would be suitable for a hike. • The key physical features in their local area such as woodlands and rivers and use this knowledge to plan a suitable hiking route. • To explore the causes and effects of climate change. • To voice personal opinions about the priorities for action within the school grounds. • To identify realistic, practical actions that will help mitigate the impacts of climate change in the school grounds.	Children will know by the end of this unit: • How rivers erode, transport and deposit materials (streams, tributaries, meanders, estuaries). • Why rivers are important (sources of water, transport, leisure, habitat, energy, farming). • The causes of river pollution and the effect it has on the environment (Human, industrial and natural pollution). • How to evaluate how changes in weather affect the river and people. How to investigate a river in detail including the effects on the environment and landscape.	<i>No Geography taught this term.</i>
Types of Knowledge		
Substantive Knowledge: is the knowledge and 'substance' of our curriculum (e.g. locations of places, names of continents). Disciplinary Knowledge: are the skills our children develop to make sense of their world. How do we know what we know? (e.g. how to read maps, how to evaluate or carrying out fieldwork investigations).		



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Cycle B		
Year 1/2 Geography Curriculum		
Autumn Farm to Fork	Spring Hot and cold places	Summer Study of a small area of UK: The Seaside (Lepe)
Children will know by the end of this unit: • All food comes from plants or animals; • Food has to be grown, reared or caught; • Food is produced and processed in different ways. • Food is produced all around the world;	Children will know by the end of this unit: • The names and locations of the world's seven continents and five oceans • Geographical vocabulary to refer to key physical and human features of hot and cold places. • The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Where different animals live in the world (penguins, anaconda, polar bears, orang-utans, arctic fox). • The Equator is an invisible line that runs around the centre of the Earth. • A place is usually hot if it is near the Equator. • A place is usually cold if it is near the North or South Pole. • How hot or cold a place is affects what plants or animals can live there.	Children will know by the end of this unit: • How to locate Europe and UK on a map. • The countries and capital cities of the UK. • To understand what a seaside environment is like by identifying some of the main features. • To know some of the main human and physical features of a seaside environment. • To understand that a map is a birds eye view of a place and that a key can help others to identify its features. • To identify the key geographical features of the seaside and understand why people like to go to the seaside.



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	People need to wear and use different things for hot places from those for cold ones	
Cycle B		
Year 3/4 Geography Curriculum		
Autumn	Spring Volcanoes	Spring Economic Activity (Africa) – chocolate!
<i>No Geography taught this term.</i>	Children will know by the end of this unit: To know about planet earth and its liquid core. To understand why volcanoes form in certain places around the world, developing an understanding of plate tectonics. To understand how volcanoes form. - To identify some of the features of volcanic eruptions e.g. lava bombs, pyroclastic flows. To understand the dangers and also environmental benefits to volcanic eruptions. - To improve knowledge and understanding of how the impacts of volcanoes can and cannot be controlled. - To identify risk factors in a volcanic eruption.	Children will know by the end of this unit: The location of Africa and identify some of the countries which make up the continent. - Where the Ivory Coast is and what is it like – human and physical features. How the UK is the same and different to the Ivory coast. - That the Ivory Coast is the world's largest grower (producer) and seller (exporter) of cocoa in the world. Where and how cocoa is grown, understand the conditions needed for growing. - How the climate of the Ivory Coast is different to the UK because it is closer to the equator , has more concentrated sun (higher temperatures) and rainfall all year round. - About the life of a cocoa farmer. - How to evaluate the farmer's working life. How cocoa gets bought from the farmer, transported to the UK and sold to the manufacturer.



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Cycle B

Year 5/6 Geography Curriculum

Autumn Natural Resources – is every country equal?	Spring Natural Disasters	Summer Biomes – Pole to Pole Explorers!
Children will know by the end of this unit: - Where natural resources are around the world and understand that they are unevenly distributed. - That in the UK we have fairly high rainfall, a suitable climate for growing crops and producing energy as well as the presence of some minerals which allows us to survive but we need other countries to thrive. - That minerals are natural, need to be mined and are used in so many of our products. - That our lives are easier with minerals but there are many consequences of mining them. - How to evaluate based on evidence.	Children will know by the end of this unit: - The location of continents, oceans and countries studies. - The position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropic of Cancer and Capricorn, latitude and longitude. - What an earthquake is and how they are caused (where/when they have taken place, epicentres, effect on people). - The impact of earthquakes on people, environment and the economy. - How to research and develop their own understanding about a natural disaster (where/when they have taken place, how countries are affected, epicentres, effect on people) – Tsunami, landslide, wildfires.	Children will know by the end of this unit: - The location of the world's countries/oceans. - The position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropic of Cancer and Capricorn, latitude and longitude. - About the Earth's climate and areas of extreme temperatures (places near the equator, places near the poles). - How to define what biome and climate is and know the main global Biomes. - How climate influences vegetation, animals and people in the biome. - The distribution of different biomes around the world and see how the distribution of biomes is linked to the climate. - Identify the biome we live in through fieldwork.

Types of Knowledge

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