Ventrus Geography Knowledge Entitlement

EYFS & KS1 THRESHOLD CONCEPTS IN GEOGRAPHY								
								
Theme	**Location**	**Physical Features**	**Human Features**	**Diversity**	**Physical Processes**	**Human Processes**	**Techniques**	**Communicating Geographically**
EYFS (Local)								
Where in the world is our school? How can I use a map?								
How is the penguin's home in the UK different to his home in Antarctica? (Based on the book Lost and Found)								
How can we find treasure around our school? (Map skills)								
Y1/2 (UK)								
Map Skills & Fieldwork MUST be taught discretely in every unit of work.								
The United Kingdom								

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Weather & Extreme Weather								
Continents & Oceans								
Contrasting Locality - Australia								

KS2 THRESHOLD CONCEPTS IN GEOGRAPHY								
								
Theme	**Location**	**Physical Features**	**Human Features**	**Diversity**	**Physical Processes**	**Human Processes**	**Techniques**	**Communicating Geographically**
Y3/4 (Europe)								
Map Skills & Fieldwork MUST be taught discretely in every unit of work.								
Mountains and Volcanoes								
Rivers & Water Cycles								
Contrasting Locality - International Trade								

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Y5/6 (wider world)								
Map Skills & Fieldwork MUST be taught discretely in every unit of work.								
Ocean Currents								
Biomes								
Contrasting Locality – Populations								

Equality and diversity in geography

When presenting sources and information to pupils, leaders and teachers **must** ensure that resources used across their study of geography reflect diversity, equality and inclusion (e.g. race, religion, sex, disability).

Units of Work EYFS							
 **Location**	 **Physical Features**	 **Human Features**	 **Physical Processes**	 **Human Processes**	 **Diversity**	 **Techniques**	 **Communicating Geographically**
Geography Threshold Concepts:	**Investigating Places**		**Investigating Patterns**			**Communicating Geographically**	

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EYFS PROCEDURAL KNOWLEDGE **Procedural Knowledge MUST be covered across all units.**			
Human and physical geography	Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments.		
Enquiry and Investigation	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.		
Fieldwork	Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.		
Interpret a Range of Sources of Geographical Information	Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places.		
Communicate Geographical Information	Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.		
Direction/Location	Follow simple directions.		
Drawing maps	Draw and create their own maps using real objects, and/or pictures and symbols.		
Representation	Look at signs and symbols on different types of maps for example in school, and the local community.		
Using maps	Use a simple map with symbols to spot features in the school grounds or in the local community.		

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Style of maps	Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.
Where in the UK is my school, on a map? 	**Declarative Knowledge** • My school is in the UK. • (School location) is a (city/village/town) in the UK. • My school is in (city/town/village name). • Schools can be in different places and look different. • Each city/town/village has landmarks which are special. • Places including my school, can be found on a map.
	Vocabulary: house, home, live, village, town, city, street name, by, near to, map, symbol, land, water, street, building, parks, roads, shops, beach, stream, river, pond, church, mosque, synagogue, airport, woods, forest, town, sports pictures, above, below, next to, besides, left, right, up, down, around. According to school location: stream, river, road, names of local landmarks, special, unique.
How does Penguin's house in the UK differ to his house in the Antarctic?	**Declarative Knowledge** • The world is made up of seven continents. • The UK is in Europe. • The Antarctic is one of the seven continents. • The South Pole is in Antarctica. • Antarctica is the coldest, windiest and driest place on Earth. • Nobody lives in Antarctica all the time. People often visit it to find out about the animals who live there. • Places around the world can things which are the same and things which are different (weather, landscapes, animals, travel) • We can travel to different places around the world using different transport (foot, car, train, boat, aeroplane)

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<table>
<tr><td>(Based on the book Lost and Found)
  </td><td colspan="3">Vocabulary
Place, iceberg, ice, snow, mountains, ice flats, melting, weather, cold, dry, windy, isolated, stream, river, road plus additional local landmarks, map, symbol, globe, land, sea, journey, route, country, world, United Kingdom, Antarctic, up, down, next to, by, under, above</td></tr>
<tr><td rowspan="2">How can we use maps to find treasure hidden around our school?
  </td><td colspan="3">Declarative Knowledge
Maps can be used to locate different places.
Maps can be used to follow and plan a route.
Maps can show you more than one way to get to a place.
Symbols can be used to show you where something is on a map.
There are different types of maps e.g., treasure maps, bus routes, road maps, underground, local attractions (Crealy, Pennywell).
We can draw maps to show where something is (immediate environment/imaginary words).</td></tr>
<tr><td colspan="3">Vocabulary
Map, symbol, land, water, street, building, houses, parks, roads, shops, beach, stream, river, pond, church, mosque, synagogue, airport, woods, forest, town, sports pictures,
Up, down, next to, by, under, above, left right, around, north, east, south, west,</td></tr>
<tr><td>CURRICULUM END POINTS

CQ Milestone EYFS Geography

School and local area focus</td><td>Children learn to describe where places are and what they notice about them.</td><td>Children notice spatial relationships.</td><td>Children develop knowledge of geographical representations, such as maps, and learning to use geographical terminology.</td></tr>
<tr><td colspan="4">Units of Work KS1</td></tr>
</table>

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Geography Threshold Concepts:	Investigating Places	Investigating Patterns	Communicating Geographically
			

KS1 PROCEDURAL KNOWLEDGE Procedural Knowledge MUST be covered across all units.	
Human and physical geography	Describe places and features using simple geographical vocabulary. Make observations about features that give places their character. Express their views on some features of their environment e.g. what they do or do not like.
Enquiry and Investigation	Ask and answer simple geographical questions when investigating different places and environments. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world; comparing their lives with those of children in other places and environments.
Fieldwork	Observe, identify and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds.
Interpret a Range of Sources of Geographical Information	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Know that symbols mean something on maps. Follow the four compass directions as well as locational and directional language when describing features and routes.
Communicate Geographical Information	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Express views about the environment and can recognise how people sometimes affect the environment. Draw, speak or write about simple geographical concepts such as what they can see where. Create their own simple maps and symbols.

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Direction/Location	Follow directions Up, down, left/right, forwards/backwards NSEW
Drawing maps	Draw picture maps of imaginary places and from stories. Add detail to a sketch map from aerial photograph
Representation	Use own symbols on imaginary map, moving to use class agreed symbols to make a simple key. Identify the key on a map.
Using maps	Use an infant atlas to locate places. Recognise that it is about a place. Use a simple picture map to follow a route around the school; Use a plan view.
Style of maps	Use an infant atlas Picture maps and globes Find land/sea on globe. Use large scale OS maps. Use teacher drawn base maps.

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The United Kingdom	Declarative Knowledge
	**The local area** • Name of the school they attend and key features of their school including physical features such as playground, field, library, office. • Name of the city, town, village or place where their school is and where they live, • Name key physical features near your school i.e. park, church, supermarket etc. • Name key natural features near your school i.e. river, hills, woods etc. • Village is a small settlement surrounded by fields and farmland. • Town is a larger settlement than a village containing more homes and shops. • City is the largest settlement with more homes as well as places to work and lots of things to do. • Their local areas include some man-made and physical features • Your address is where you live, and it needs to be written in a certain way. **The UK** • The United Kingdom of Great Britain and Northern Ireland (UK) is made up of four countries. • England, Wales and Scotland are known as Great Britain. • The flag of the United Kingdom is called the Union Flag and is red, white and blue. • The king is King Charles III and first in line to the throne is his eldest son, Prince William. • The UK is part of the continent of Europe. • England is the largest country in the UK. London is the capital city. Many parts of England are flat but there is also lots of countryside with hills and valleys in the north. Its flag is the St George's cross which is named after its patron saint, St George. • Scotland is a country in the north of the UK. Edinburgh is the capital city. Scotland has large mountains including Ben Nevis, which is the largest in the UK. Its flag is the St Andrews cross named after its patron saint, St Andrew.

Ventrus Geography Knowledge Entitlement

	• Northern Ireland is the smallest country in the UK. Belfast is the capital city. One of the most famous landmarks is Giant's Causeway (natural rock steps mostly hexagonal in shape). Its patron saint is St Patrick. • Wales is a mountainous country in the west of the UK. Cardiff is the capital city. Wales has its own language (Welsh). Not everyone there speaks it though. The national flag is the Red Dragon, and the patron saint is St David. • London is the capital city of the UK. London has lots of famous landmarks. These include the London Eye, Big Ben, the Houses of Parliament, Tower Bridge and Westminster Abbey. The King lives in Buckingham Palace in London. London stands on the river Thames and has many bridges that cross from one side of the river to the other. • UK is home to people from all over the world, some of whom were born here, others who have moved from other parts of the world, some who travel for work or tourism and some who are refugees.

Ventrus Geography Knowledge Entitlement

	Vocabulary Town, city, village, countryside, rural, capital city, country, landmarks, United Kingdom (UK), island, population, England, N Ireland, Scotland, Wales, London, Cardiff, Belfast, Edinburgh, north, south, east, west, settlement, physical features, natural features, address, continent, Europe, coastal.
	 ***Mapping the World*** *(see P34 CQ companion)* **FIELDWORK MUST FORM A PART OF LOCAL AREA STUDY**

Ventrus Geography Knowledge Entitlement

<table>
<tr>
<td>Weather & Extreme Weather

 

CC Links to science

Links forward to UKS2 Biomes</td>
<td>Declarative Knowledge
Climate:
• Climate is the usual weather conditions of an area.
• Countries around the world have different climates.
• Some climates are hot (near the equator) and some are cold (north and south poles)
• The equator is an imaginary line drawn around the middle of Earth.

Weather:
• There are different types of weather including rain, wind, sun, thunder & lightning, hail, sleet, fog
• Weather is a physical process that happens in the Earth’s atmosphere.
• The weather in the United Kingdom can change from day to day.
• There are changes in weather in each season.
• In spring, it often rains, and the temperature begins to get warmer.
• In summer, the sun is much stronger. The temperature is warmer than in any other season.
• In the autumn, the weather turns chillier, windier and there is often rain.
• In the winter, it is often cold and frosty.
• Computers and measuring equipment are used to help make accurate weather forecasts.
• Extreme weather such as: droughts, flooding, blizzards, heatwaves and hurricanes can happen and can be destructive.
• Global warming can affect weather conditions around the world. We call this climate change.</td>
</tr>
<tr>
<td></td>
<td>Vocabulary: equator, south & north poles, seasons, temperature, weather forecast, extreme, drought, flooding, blizzard, heatwave, hurricane, climate, spring, summer, autumn, winter, global warming, climate change.</td>
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<td></td>
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Describing Maps of the World 1 (see P35 CQ companion)</td>
</tr>
</table>

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	FIELDWORK MUST FORM A PART OF WEATHER STUDY
Continents & Oceans  **Links forward to UKS2 Ocean Currents**	**Declarative Knowledge** • The Earth is a planet on which we live. It is a sphere. It has a core, mantle and crust. • Land is divided into 7 continents, which are very large areas of land, and they are called Africa, Antarctica, Asia, Australasia, Europe, North America, South America. • There are five oceans in the world: Arctic, Atlantic, Indian, Pacific, Southern • The biggest continent is Asia, and the biggest ocean is the Pacific. • We live in Europe which is the second smallest continent (physical size but not population). • Antarctica has no countries and no inhabitants as it is a landmass entirely covered in ice. • **The Pacific Ocean** is the largest and deepest of the world's oceans. It reaches 4 different continents: Asia, Australia, North & South America. • The Mariana Trench is the deepest point on Earth. • **The Arctic Ocean** is the smallest of the world's oceans. It is partly covered by sea ice and called the Arctic polar ice cap for most of the year and almost entirely covered in winter. Because of climate change, the Arctic polar ice cap is melting which is a risk to animal life and is also causing changes in weather around the world.
	Vocabulary: continent, ocean, enclosed, seas, submerged
	 ***Describing Maps of the World 2*** *(see P36 CQ companion)*

Ventrus Geography Knowledge Entitlement

Contrasting Locality - Australia  **CC links to art, DT and music**	**Declarative Knowledge** X Primary is a rural village in the city of X, England. The Daintree Rainforest is a rainforest in Queensland, Australia. The capital city of England is London. The capital city of Australia is Canberra. England is part of the United Kingdom in the continent of Europe. Australia is in the continent of Australasia. Australia is an island surrounded by the Indian Ocean and the Pacific Ocean. Within X there is (name 3 key physical features). Within the Daintree Rainforest there are beaches, gorges, streams, rivers, waterfalls and rocky mountains. The climate in (school's location) is warm and cloudy in the summer and cold, windy and cloudy in the winter. The Daintree Rainforest has a hot, tropical climate all year round. The language spoken in Australia and England is English Australia has many different types of environments: coral reefs, outback, rainforest, coastal and cities. The Daintree Rainforest is the oldest tropical rainforest in the world. It has existed for over 130 million years. The Daintree Rainforest is home to over 3000 types of plant including the idiot fruit and the chocolate pudding fruit. There are over 12,000 types of insects in the Daintree Rainforest. Some rare and interesting animals live in the rainforest including the cassowary, which is a giant bird and the white-lipped tree frog. Many of the plants and animals are only found in this rainforest so need to be protected. The rainforest is popular among tourists. In the Daintree Rainforest the main types of jobs people do are in tourism or conservation.
	Vocabulary Tourism, conservation, endangered, climate, tropical, temperate, rainforest.
	 ***Revision of Mapping the World*** *(see P34 CQ companion)*

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CURRICULUM END POINTS **CQ Milestone 1**	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of 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. Identify land use around the school.	Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Key human features, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g., near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
Units of Work LKS2			

Ventrus Geography Knowledge Entitlement

Geography Threshold Concepts:	Investigating Places	Investigating Patterns	Communicating Geographically
			
LKS2 PROCEDURAL KNOWLEDGE **Procedural Knowledge MUST be covered across all units.**			
Human and physical geography	Use geographical language to identify and explain some aspects of human and physical features and patterns Make observations about places and features that change over time. Describe how features and places change and the links between people and environments.		
Enquiry and Investigation	Ask and answer more searching geographical questions, including 'how?' and 'why?', when investigating different places and environments. Identify similarities, differences and patterns when investigating and comparing: places and features; environment and people.		
Fieldwork	Observe, record, and explain physical and human features of the environment. (incl. sketchbook work).		
Interpret a Range of Sources of Geographical Information	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research, and present, geographical information. Use the four compass points to follow and give directions. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.		
Communicate Geographical Information	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations. including the use of ICT.		
Direction/Location	Use 4 compass points to follow/give directions: Use letter/no. coordinates to locate features on a map.		

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Drawing maps	Make a simple scale drawing. Make a map of a short route experienced, with features in correct order;
Representation	Know why a key is needed on a map. Recognise symbols on an OS map. Use standard symbols.
Using maps	Locate places on larger scale maps e.g. map of Europe. Follow a route on a large-scale map with increasing accuracy. (e.g. whilst orienteering).
Style of maps	Use junior atlases. Identify features on aerial/oblique photographs. Use large scale OS maps. Use large and medium scale OS maps. Use map sites on internet.

Ventrus Geography Knowledge Entitlement

Rivers & Water Cycles  **Links forward to LKS2 Water Cycles**	**Declarative Knowledge** **Location** **The five longest rivers of the world are: Nile, Amazon, Yangtze, Mississippi and Yenisei.** There are five primary rivers in Europe: the Volga, the Danube, the Rhine, the Elbe and the Loire. The Volga and the Danube are the longest rivers in Europe but there are longer rivers than the Rhine, Elbe and Loire. **Physical features** **Rivers flow down mountains and through valleys.** Source – where a river begins (or more often several sources), follows a path called a course, and ends at a Mouth – where the river ends Course – the path a river follows Channel - riverbed between two banks Floodplain - floodwaters escaping the channel Upstream - part of the river nearest its source Downstream - part of the river near its mouth Left bank - the left bank in the direction of flow Right bank - the right bank in the direction of flow Meander - a bend in the river Ox-blow lake - where a river will cut off a loop Delta - where a river splits and spreads out into several branches until reaching the sea Estuary - a part of the river that meets the sea **Physical processes** **A river has 3 main stages: youthful (near the source), middle aged (further downstream), and mature (near the mouth)** Erosion - when rock and soil is worn a way and puts lots of sand, mud, pebbles and silt into the river Transportation - the moving of the eroded material Deposition - the dumping of material

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	Physical processes – water cycle **The water cycle describes the movement of water on the surface and in the atmosphere of the Earth. It is made up of five steps**: Evaporation - Water from oceans, seas, rivers and lakes evaporates and rises into the air as a vapour Condensation - vapour rises, it cools and condenses from a vapour to a liquid to form clouds Precipitation - The clouds become heavy and liquid falls from the clouds as rain, snow, sleet or hail Run-off - Water that travels on the surface and collects in bodies of water such as rivers, lakes, oceans and seas Percolation - Sometimes this water is soaked into the ground and involves the water flowing downward under the layers of the soil.

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	Vocabulary Source, course, channel, floodplain, upstream, downstream, left bank, right bank, meander, ox-blow lake, delta, estuary, erosion, transportation, deposition, evaporation, condensation, precipitation, run-off, percolation.
	 **FIELDWORK MUST FORM A PART OF LOCAL RIVER STUDY**

Ventrus Geography Knowledge Entitlement

Contrasting Locality - International Trade

Europe

CC links to history

Links back to LKS2 Rivers and forward to UKS2 Population

Declarative Knowledge

Location

- Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
- Know that there are different time zones in Europe and relate them to the map of the globe.

Europe

- Europe is located completely in the northern hemisphere and mainly in the eastern hemisphere.
- Europe borders the Arctic Ocean in the north, the Atlantic Ocean in the west and the Mediterranean Sea in the south.
- A continent, the western part of a larger landmass called Eurasia.
- European languages can be split into a number of groups: Romance languages (such as French, Italian and Spanish); Germanic languages (such as German and English) and the Slavic languages (such as Russian, Bulgarian and Polish).
- over 50 countries
- The second smallest continent in size but the third largest in population (742 million)
- About 10 per cent of the world's population lives in Europe.
- The highest population density, which means the largest number of people per square kilometre or mile.
- The three largest countries are: Russia, Ukraine and France.
- The Vatican City is the smallest country in Europe and in the world.

International Trade

- International trade is the exchange of goods and services between countries
- Not all countries have suitable conditions for growing food or have the raw materials to make all goods and so they trade with other countries
- Countries can earn money by exporting goods and services to other countries
- “The Fairtrade Standard” was established to protect sustainable and equitable trading relationships, and tackle exploitation
- Different climates allow different types of food to be grown

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COULD FOCUS HERE ON INTERNATIONAL TRADE AND USE CONTRASTING LOCALITY LINKED TO LOCAL STUDY.	• The term 'food miles' is used to describe how far the food we eat travels from where it is first produced, before it ends up on our tables. Although food trade is essential, the vehicles that transport the food cause pollution. The more miles, the greater the pollution • The term 'food security' refers to the availability of and access to food

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	Vocabulary Food miles, import, export, equator, hemisphere, Tropic of Cancer, Tropic of Capricorn, Artic, Antarctic, density, continent, population
	 ***Describing Maps of The World 1 and 2****(see P88 and 89 CQ companion)*

Ventrus Geography Knowledge Entitlement

Mountains & Volcanoes 	**Declarative Knowledge** **Location** Europe's major mountain ranges: Urals, Caucasus Mountains, Carpathian Mountains, Alps, Apennines – Pyrenees, Cantabrian Mountains, Scandinavian Mountains, Dinaric Alps, Balkan Mountains, Scottish Highlands. Name and locate some of the extinct volcanoes in the UK: Snowdonia, Ben Nevis Name and locate some active volcanoes: Mount Vesuvius, Mount Etna **Physical features** The height of a mountain is different to how tall it is because a lot of the base can be under the water Summit – the top of a mountain Active volcanoes - erupted in the last 10 000 years Dormant volcanoes - haven't erupted in the last 10 000 years but may erupt again Extinct volcanoes - aren't expected to erupt again. **Physical processes** The highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet Tectonic plates move very slightly (no more than a few centimetres a year. When they do move earthquakes occur and volcanoes form or erupt. Volcanoes are formed when magma, which is located at the centre of the Earth, pushes its way upwards through the Earth. Magma travels through the Earth's crust, it emerges as lava. Once this lava has erupted (volcano) onto the Earth's surface, it cools and hardens into a pile of rock.
	Vocabulary Volcano (active, dormant, extinct), summit, magma, tectonic plates, lava, Earth's crust, erupt, earthquakes
	 ***Describing Maps of The World 3*** *(see P90 CQ companion)*

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CURRICULUM END POINTS **CQ Milestone 2**	Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use	Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.	Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

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	patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics.		
Units of Work UKS2			
Geography Threshold Concepts:	**Investigating Places**	**Investigating Patterns**	**Communicating Geographically**
			
UKS2 PROCEDURAL KNOWLEDGE **Procedural Knowledge MUST be covered across all units.**			
Human and physical geography	Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Explain some links and interactions between people, places and environments. Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.		
Enquiry and Investigation	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Could it happen here? Recognise geographical issues affecting people in different places and environments. Make predictions and test simple hypotheses about people, places and geographical issues.		
Fieldwork	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.		

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Interpret a Range of Sources of Geographical Information	Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
Communicate Geographical Information	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. Communicate geographical information using a wide range of methods including writing at increasing length.
Direction/Location	Use 8 compass points. Use 4 figure coordinates to locate features on a map. Begin to use 6 figure grid refs, latitude and longitude on atlas maps.
Drawing maps	Draw a variety of thematic maps based on their own data. Draw plans of increasing complexity.
Representation	Draw a sketch map using symbols and a key. Recognise and use OS map symbols. Use atlas symbols.
Using maps	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Egypt, OS map to find local village.) Describe features shown on OS map. Follow a short route on an OS map. Use atlases to find out about other features of places. E.g. find wettest part of the world; mountain regions; weather patterns Locate places on a world map.
Style of maps	Use index and contents page within atlases. Recognise world map as a flattened globe. Use medium scale land ranger OS maps.

Ventrus Geography Knowledge Entitlement

<table>
<tr>
<td>Ocean Currents

 

Links back to KS1
Oceans & Continents</td>
<td>Declarative Knowledge
• There are five oceans that cover just over 70% of the planet, and they are all connected: the Pacific, Indian, Atlantic, Southern and Arctic oceans.
• An ocean current is a continuous movement of ocean water from one place to another.
• Ocean currents are created by wind, water temperature, salt content and the gravity of the moon.
• The currents are called gyres and can flow for thousands of miles.
• There are five major current ocean gyres: the North and South Atlantic; the North and South Pacific as well as the Indian.
• One major example of an ocean current is the Gulf Stream in the Atlantic Ocean.
• Gyres travel clockwise in the northern hemisphere and anticlockwise in the southern hemisphere.
• Ocean currents affect weather patterns around the world; they transport warm water to colder areas and cold water to warmer ones such as the Gulf Stream.

Plastic pollution is also transported by ocean currents:
• The Great Pacific Garbage Patch is a big area of rubbish in the middle of the northern Pacific Ocean.
• The Great Pacific Garbage Patch is formed because the gyres are circular, which traps rubbish, like floating pieces of plastic.</td>
</tr>
<tr>
<td></td>
<td>Vocabulary
Continuous, gyres, pollution, garbage, hemisphere, clockwise, anticlockwise, currents, key, map scale, compass rose, longitude, longitude.</td>
</tr>
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<td></td>
<td> 
Using Maps - Features (see P140 CQ companion)</td>
</tr>
</table>

Ventrus Geography Knowledge Entitlement

<table>
<tr>
<td rowspan="3">Biomes

 

CC links to science

Links back to KS1 Weather & Extreme Weather</td>
<td>Declarative Knowledge
Biomes are a way to categorise the Earth’s surface.
Every part of the Earth’s surface is a part of one or more biomes.
There are terrestrial biomes and aquatic biomes.
Some of the world’s main biomes include rainforest, desert, savannah, grassland and tundra.
A biome is a large area categorised by its vegetation, soil, climate and wildlife
Human activities can have significant effects on eco systems.
Biodiversity is usually greater in warmer and wetter biomes.
Biodiversity generally decreases from the equator to the poles</td>
</tr>
<tr>
<td>Vocabulary: Climate, inhabit, terrestrial, aquatic, categorise, biodiversity, precipitation, emissions, ecosystem, vegetation, longitude, longitude, grid reference, eastings, northings, corresponds.</td>
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<td> 

Map Skills and Fieldwork: Using Maps – Four Figure Grid References (see p142 CQ companion)

FIELDWORK MUST FORM A PART OF LOCAL BIOME STUDY</td>
</tr>
</table>

Ventrus Geography Knowledge Entitlement

Contrasting Location - Population

CC links to history

Links back to LKS2 International Trade, and Rivers & Mountains

Declarative Knowledge

South America

- South America is a continent made up of 12 countries, located in the western and southern hemisphere.
- The Incas (1438-1533) were the largest group of indigenous people in South America when the Europeans arrived.
- Now, the population of South America is estimated to be 432 million.
- Its largest country is Brazil, which covers more than half the continent's landmass and is inhabited by 20.7 million people.
- The smallest country is Suriname, one of the ten most sparsely populated countries in the world.
- The five largest cities in South America are São Paulo (the largest), Rio de Janeiro, Bogotá, and Lima.
- Most of the population lives near the continent's western or eastern coasts; the interior and the far south are sparsely populated.
- The median age in South America is 30.5 years.
- The movement of the population from rural to urban areas has sped up the economic growth of the continent's countries.
- Many of the largest cities of South America are struggling to overcome traffic problems, housing and water shortages.

Vocabulary

Indigenous, populous, sparsely, metropolitan, landmass, landlocked, colony, median, economic, rural, urban, density, interior, longitude, longitude, grid reference, eastings, northings, corresponds.

Apply map skills to the context of South America locations.

Map Skills and Fieldwork: ***Using Maps – Six Figure Grid References*** *(see p 144 CQ companion)*

Ventrus Geography Knowledge Entitlement

CURRICULUM END POINTS **CQ Milestone 3**	Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images	Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

	compared with maps and topological maps – as in London's Tube map). Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics.		