Town Farm Endpoint Document

What we want our pupils to know, understand and remember at the end of each year

Curriculum Subject: **GEOGRAPHY**

The Town Farm Geography curriculum is built on the four forms of geographical knowledge:

Locational Knowledge
Place Knowledge and Understanding
Knowledge of Environmental, Physical and Human Geography Processes
Geographical Skills and Fieldwork

SUBSTANTIVE KNOWLEDGE 'The content to be learned'	**DISCIPLINARY and PROCEDURAL KNOWLEDGE** 'Thinking like a geographer; geographical skills'	**KEY VOCABULARY**
EYFS		
Know that: • A map is a representation of an area of land or sea • Seasons are linked to changes in nature and the weather. • Weather affects their lives and the lives of other people. • They live on earth. • The country that they live in is called the United Kingdom and its capital city is	**Know how:** • To identify a map of the world and use it to talk about countries they may have visited or have familial knowledge of. • To use locational language to describe the position of something. • To talk about what they can see using key vocabulary. • To make observations and comparisons during outdoor nature learning and	*Emma Jane's Aeroplane* *What the Ladybird Heard* *Giraffes Can't Dance – locality comparison.* *Zog – drawing maps.* *Now Press Play Autumn Experience* Seasonal: Spring, Summer Autumn, Winter, deciduous, evergreen Name weather: sunny, rainy, cloudy, windy, snowy, icy.

London; to have an understanding of what a capital city is and why they are important. • The name of the town that they live in is Stanwell. • In their local area are a variety of features (parks, shops, church, houses) and name them. • There are simple differences and comparisons between the UK and other countries, including climate and weather.	seasons walks (e.g., that some plants stay green and some lose their leaves). • To observe the weather daily/changes – simple observational field skill. • To use the geographical knowledge they have to reason and explain their thinking (e.g., why they would have to wear a coat in colder weather; why it is important to have a park in the local area). • Use a map they have created (Treasure Map) to talk about a journey they have imagined using simple directional language. • To describe the human and physical features of their school.	Positional/directional language: behind, in front of, next to, beside, above, below, underneath. Human and physical features: park, shops, types of houses (maisonette, flat, bungalow, house, semi-detached, detached) reservoir, airport, hospital, balcony, garden, church Locational: Capital city, London, United Kingdom, Stanwell, Africa,
YEAR 1		
OUR LOCAL AREA **Know that:** • A map is a 2D representation of an area and show its features and directions • N,E,S,W relates to different positions on a compass • Directional language tells us which way to go • Map symbols show the features in the area • Homes and houses differ in type	**Know how:** • To use different maps • To use compass directions (N, E, S, W), locational and directional language • To make comparisons between features of different places • To use map symbols in a key • To recognise a range of housing types. • To plan a route, giving reasons for choice. • To use fieldwork skills appropriately.	• Map • Key • Symbols • North, south, east, west • Up, down • Left, right • Turn • Forwards, backwards • House, flat, apartment, maisonette, garden, bungalow, detatched, semi-detatched, cottage, terraced, caravan • school, church, hospital, shops, place of worship, campsite, nature reserve, parking, train station, cycle path • Compass • Direction

		• Fieldwork • Motorway, main road
WONDERFUL WEATHER **Know that:** • We experience different types of weather in the UK and that this can change throughout the day and across the seasons • Weather is depicted on maps using symbols • The UK is positioned in the same place on every map and be able to locate it on a world map and globe • A globe is a model of Earth • A world map is a map of most or all of the surface of Earth • Some weathers can be dangerous and know how people can protect themselves and the environment • Hot and cold countries are positioned in the same place on every map / globe and be able to locate them • Make recordings about the weather with some support.	**Know how:** • To use world maps and globes to identify the UK, a range of countries, the Equator and the North and South Poles. • To locate hot and cold countries of the world • To make comparisons between different places studied • To make observations and comparisons about different types of weather	• Weather • Sunshine, rain, cloud, wind, thunder, lightning, snow, • Seasons • Observation • Temperature • Changes • Daily / day-to-day • Weather recording • Months of the year • Affect • Forecast / Forecaster • Symbols • Danger / Dangerous • Extreme • Flooding, drought, hurricane, blizzards, heatwave, • Protect • Hot / cold • Climate • weather recording instruments • Atlas, Artic, Jamaica, Equator, countries, world map • Climate, Arctic, North Pole, South Pole, Antarctic, Equator, Inuit
OUR COUNTRY **Know that:**	**Know how:**	• Town, country, village, city, country, farm, house, pros, cons, different, similar

• The four countries of the UK are England, Northern Ireland, Scotland and Wales; their capital cities and surrounding seas. • Town and country locations have differences and similarities and can describe these • London has key human and physical features and use these to describe what it is like in detail • Brasilia and London have differences and similarities and can describe these • An aerial photograph is an image captured from above and provides a 'bird's eye view' of the landscape	• To use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks • To use aerial photographs to recognise basic human and physical features • To produce a journey line • To use internet mapping programmes to observe aerial views • To compare the capital cities London and Brasilia • To use world maps and globes to begin to locate some continents and countries.	• The UK, United Kingdom, England, Scotland, Wales, Northern Ireland, Europe, seas, oceans, country, continent, capital city, map, equator • Aerial view, birds eye view, journey line, landmarks, distance, transport, travel • Castle, harbour, beach, port, housing estate, motorway • Google Earth, London, capital city, landmarks, transport, travel, webcam, route • South America, London, compare, capital city, Northern Hemisphere, Southern Hemisphere, population, tourists, natural, valley.

SUBSTANTIVE KNOWLEDGE 'The content to be learned'	DISCIPLINARY and PROCEDURAL KNOWLEDGE 'Thinking like a geographer; geographical skills'	KEY VOCABULARY
YEAR 2		
WHAT A WONDERFUL WORLD **Know that:** • The world is spherical; A globe is a model of Earth • An atlas is a book that shows a variety of different maps at different scales. They usually contain maps of the world, continents and countries A world map is a map of most or all of the surface of Earth • An aerial photograph is an image captured from above and provides a 'bird's eye view' of the landscape • There are seven continents and five oceans of the world, name them correctly and describe their simple human and physical features • There are different countries around the world, name and begin to locate them using an atlas or globe • Journeys can be made around the world and begin to follow a simple journey line using key geographical vocabulary • There are hot and cold climate zones in the world and their location	**Know how:** • To use an atlas to accurately locate the continents and oceans of the world • To use a world map to locate continents and oceans including their own continent and country • To use and follow simple compass directions (NESW) and locational and directional language • To follow routes on a map • To use aerial photographs and satellite images to recognise basic human and physical features • To ask geographical questions – Where is it? What is this place like? How near/far is it? • Make comparisons between features of different places	• World map, continent, ocean, equator, northern hemisphere, southern hemisphere, Asia, Africa, North America, South America, Australia, Europe, Antarctica, Atlantic, Pacific, Indian, Arctic Ocean, Antarctic Ocean, land, sea, sphere • World, continent, ocean, land, population, country, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, globe, world map • Journey line, route, travel, sphere, compass, directions, North, East, South, West, equator • Hot, cold, climate zones, weather, climate: cold/polar, temperate, warm, tropical, adapt, habitats • Continent, Europe, European, France, Paris, capital city, region, evaluate, senses, cuisine • Aerial view, bird's eye view, photograph, beach, cliff, coast,

		forest, hill, mountain, sea, river, valley, vegetation, farm, house, port, shop
MAGICAL MAPPING **Know that:** • There are different types of maps, name them and explain a range of key features of maps • A compass has four points and name them • Directional language is used to move around a map • An atlas is a book that shows a variety of different maps at different scales. They usually contain maps of the world, continents and countries • Map symbols are used on maps and name them • A satellite is an object, typically a spacecraft, placed into orbit around the Earth. Satellites have a variety of uses, including communication relay, weather forecasting, navigation (GPS), broadcasting, scientific research, and Earth observation • There are differences between oceans and seas	**Know how:** • To draw a simple sketch map of the school and local area • To plan a route around the local area using key vocabulary, positional and directional language • To use compass directions to describe how to move around a map • To use an atlas to locate the four countries of the UK, capital cities and other key places • To use an atlas to locate the seven continents of the world • To use an atlas to locate the five major oceans of the world • To use aerial photographs to 'view from above' and recognise basic human and physical features • Compare aerial and ground level view photographs • To ask geographical questions – Where is it? What is this place like? How near/far is it?	• Sketch map, key, title, compass rose, direction, aerial (bird's eye) view, map symbols • Compass, compass rose, direction, route, local area, near/far, distance, time, transport • Map symbols, atlas, index, page numbers, contents, key, human, physical, continent, country, capital city • Atlas, index, page numbers, key, contents page, cartographer, continent, ocean, countries • Ground level view, above, perspective, plan, key, labels, title, colour code, satellite, senses • Man-made, natural, sea, ocean, water, mass, salt water
LET'S GO TO CHINA **Know that:** • China is located in Asia find China on a world map or globe.	**Know how:** • To draw a map of China • To compare key features of the capital city, Beijing with another capital city, London	• China, Asia, Beijing, Shanghai, continent, country, oceans/seas, province • People's Republic of China, Asia, freehand map, currency (yuan), population (people),

• China's capital city is Beijing and locate it on a world map or globe. Describe where China is located in relation to other places in the world • Schools in China have similarities and differences to schools in the UK and describe these • 'Culture' includes language, ideas, customs, traditions, works of art, rituals and ceremonies and cuisine and begin to describe aspects of their own culture • Farming is very important in China as there are many rural parts • China is the biggest producer of rice, wheat and tea	• To use and atlas to locate accurately places and landmarks in China • To ask geographical questions - Where is it? What is this place like? How far/near is it?	weather, climate, Mandarin, Chinese New Year, farming, producer, export, landmark • Capital city, Beijing, London, similarities, differences, compare, landmark, traffic/ transport, pollution, smog, tourists • Webcam, observe, city, urban, rural, school, timetable, Beijing, similar, different, compare • Culture, traditions, festivals, celebrations, Chinese New Year, dragon, debt, symbol • Farming, crops, materials, goods, foods, produce, producer, consume, agriculture, livestock, export, rural, vegetation

SUBSTANTIVE KNOWLEDGE 'The content to be learned'	DISCIPLINARY and PROCEDURAL KNOWLEDGE 'Thinking like a geographer; geographical skills'	KEY VOCABULARY
YEAR 3		
EXTREME EARTH **Know that:** • Layers of rock make up the Earth and name them • A volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape and typically look like small mountains or hills • The key parts of a volcano are the magma chamber, main vent / conduit, crater and eruption cloud • Most volcanoes are found at the ring of fire around the Pacific Ocean • The Earth's crust is made of plates, which are constantly moving • An earthquake is the phenomena of the surface of earth shaking due to movement of the plates • A tsunami is a giant wave or series of waves caused by a huge earthquake or volcanic eruption under the ocean • Tsunamis cause damage • Tornadoes are violently spinning, funnel-shaped columns of air that stretch from the dark thunderclouds they form in all the way to the ground	**Know how:** • To keep safe during an earthquake • To explain how tornadoes form and where they happen • To describe how scientists collect data about storms • To describe some risks and benefits of living near a volcano	• Topsoil, subsoil, bedrock, crust, mantle, outer core, inner core, magma, plates • Volcano, eruption, magma, main vent, crater, magma chamber, earthquake, Pacific Ocean, Ring of Fire • Active, dormant, extinct • Epicentre, shock wave, magnitude (power/ strength), Richter, Mercalli • Tsunami, wave • Tornado

THE UK **Know that:** • The capital cities of the countries of the UK are called London, Edinburgh, Cardiff and Belfast • The names of the seas surrounding the UK are the North Sea, English Channel, Irish Sea and Atlantic Ocean • The UK's main rivers are the River Thames, River Severn, River Tay and River Bann • Some areas of higher ground in the UK are the Highlands, Pennines and Cumbrian Mountains • The Romans settled in London • London has changed since AD 43 and describe the changes • The Prime Meridian is located in Greenwich and is the North-South line as longitude 0 degrees • The UK population has changed over time and identify where some immigrants to the UK came from • identify the location of the Prime Meridian; • explain some reasons a place may change.	**Know how:** • To locate the countries that make up the UK on a map • To find the names of seas on a map • To find their county on a map • To find areas of higher ground on a map of the UK • To find London on world and UK map • To identify similarities and differences between their daily routine and that of a child from another historical period • To use the 8 compass directions to find a location on a map • To use a legend to find areas of higher ground on a map	• United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain, London, Edinburgh, Cardiff, Belfast, capital, north, east, west, south, north-east, north-west, south-east, south-west • River, sea, North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann. • Mountain, hill, range, peak, height, legend • City of London, Greater London, population, growth, immigration, trading, finance, suburbs, Prime Meridian.
RAINFORESTS (FROM SEPT 24) **Know that:** • A rainforest is a forest with a closed and continuous tree canopy and high amounts of rainfall • Rainforests can be found in many countries and locate and label these on a map. • The equator is the imaginary circle around the Earth that is equidistant from the poles	**Know how:** • To label a map • To find the equator on a world map or globe • To use an atlas to find countries of the world where rainforests are found • To locate the Tropics of Cancer and Capricorn on a map	• Rainforest, temperate, tropical, boreal, deciduous, coniferous • Climate, tropics, tropical, forecast • Forest floor, understory layer, canopy layer, emergent layer • Habitat, diet • Amazon rainforest, Sherwood Forest, Amazon River, species,

• Rainforests are found near the Equator and between the Tropics of Cancer and Capricorn • The weather is usually like in a tropical climate • The four layers of a rainforest are: Emergent, Canopy, Understory and Forest Floor and explain about the climate in each layer • Different types of plants and animals live in the Rainforest • There are similarities and differences between the Amazon rainforest and Sherwood Forest • Deforestation is the purposeful clearing of forested land, which can have a negative impact on the surviving species		natives, tribes, woodland, heathland • Deforestation, soil erosion, impact

SUBSTANTIVE KNOWLEDGE 'The content to be learned'	DISCIPLINARY KNOWLEDGE 'Thinking like a geographer'	KEY VOCABULARY
YEAR 4		
ALL AROUND THE WORLD **Know that:** • There are differences between the UK and the tropics and name these • There are countries on the Equator and name some • Daylight hours in the UK and polar regions differ • Day and night occur due to the turning of the Earth on its axis	**Know how:** • To locate the following on a map and globe: ○ Equator, Northern and Southern Hemisphere, North and South Poles, Lines on latitude and longitude, Arctic and Antarctic circles, Tropics of Cancer and Capricorn • To find the local time in another city using time differences • To identify a location on a map when the latitude and longitude are provided	• Equator, Northern Hemisphere, Southern Hemisphere • Latitude, longitude, co-ordinates • Polar region, North Pole, South Pole, Arctic Circle, Antarctic Circle, Antarctica • Tropic of Cancer, Tropic of Capricorn, the tropics, tropical, climate • Prime Meridian, Greenwich Meridian, Greenwich Mean Time • Greenwich Mean Time, GMT, International Date Line, time zone
WATER **Know that:** • Water can exist in a solid, liquid and gaseous state and can change between each depending on the temperature • Precipitation, condensation, run off evaporation are the main events in the water cycle and that the water cycle keeps going • The words 'condensation' and 'precipitation' explain why it rains	**Know how:** • To change a solid into a liquid • Flooding affects communities	• Solid, liquid, gas, melt, boiling, freezing, evaporation, cooling, condensation • Water cycle, evaporation, condensation, precipitation, groundwater, runoff, closed cycle • Precipitation, evaporation, condensation • Filter

• The words 'evaporation' and 'condensation' to explain why clouds form • Changes in temperature cause evaporation and condensation • Water must be cleaned for drinking and explain some of the steps • Flooding is where excess water cannot soak away • Flooding can be fluvial, pluvial, coastal or plumbing		• Flood • Pollution
WHAT'S IT LIKE IN WHITBY? **Know that:** • Whitby is in Yorkshire and be able to find Whitby and our school on a map and identify similarities and differences in locations of both • Whitby is near the sea, it is built on two sides of the river and is hilly give some similarities and differences between the landscape near Whitby and Stanwell and explain the difference between human geography and physical geography • Different types of land use are: retail, leisure, housing, agricultural, industrial and identify similarities and differences between land use in Whitby and Stanwell • The human geography of Whitby includes anything not naturally occurring and identify similarities and differences between the human geography of Whitby and Stanwell • Planning is needed for a trip in the UK and be able to find information about travel options,	**Know how:** • To use a map to identify physical and human features of Whitby • To use a key to record types of land use • To identify similarities and differences between the physical geography of Whitby and that of where they live.	• Whitby, town, Yorkshire, coast, physical features, human features • Landscape, feature • Land use, retail, leisure, housing, business, industrial, agricultural • Physical geography, human geography, cultural • Itinerary, travel guide, attraction, tourist, activities

accommodation and tourist destinations using a given website		

SUBSTANTIVE KNOWLEDGE 'The content to be learned'	DISCIPLINARY KNOWLEDGE 'Thinking like a geographer'	KEY VOCABULARY
YEAR 5		
MAGNIFICENT MOUNTAINS **Know that:** • Areas of higher ground are represented in different ways on a map. • Not all mountains look the same. • The key features of a mountain are a valley and the summit, foot and slope • A mountain range is found in different countries • Mountains formed a very long time ago. • Fault lines in the Earth's crust move to create mountains. • Tectonic plates move together to create fold mountains. • Lava flow creates volcanic mountains. • Pressure from magma under the Earth's surface creates dome mountains • The weather varies on a mountain and the differences between a weather forecast and climate • There are similarities between mountain climates • People visit mountains and why. • There are negative and positive effects of tourism on an area • The risks associated with a mountain climate	**Know how:** • To use legend to find areas of higher ground on a map. • To use the index in an atlas to find mountains. • To draw a mountain range including the key features they have identified • To use a map to identify a hill based on its contours • To identify an outcrop, a ridge the tree line and the snow line.	• Mountain, range, height, peak. • Legend • Contour, altitude, peaks, slopes. • Valley, foot, slope, summit, snow line, tree line, outcrop, face, ridge, peak, plateau • Fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain. • Climate, forecast, average. • Tourism, positive, negative, economic, social, environmental .

MARVELLOUS MAPS **Know that:** • Maps have symbols on them and know why • A good map symbol is clear and precise • A key can be used to identify physical features • Coordinates are used to locate places on maps • The differences they have seen might tell them about why a place has changed.	**Know how:** • To use an index to find a place name • To find the correct page in an atlas by using the index • To recognise some map symbols on an Ordnance Survey map. • Use a key to identify physical features • To give co-ordinates by going across first and then up. • To find a location from four-figure coordinates. • To find and give a location from six-figure co-ordinates • To find similarities and differences between photographs and maps of the same location	• Atlas, index, co-ordinates, latitude, longitude. • Key, symbol, Ordnance Survey. • Compass, north, south, east, west, north east, south east, south west, north west. • Co-ordinates, grid reference, easting, northing. • Silva compass. • Past, present, similarities, differences.
ENOUGH FOR EVERYONE **Know that:** • Settlement sites have important features. • There are main stages of electricity distribution. • Some foods that are produced in the UK. • Food miles tell us how far it has travelled • Human needs have changed over time. • There are some renewable methods of power generation. • Renewable sources have an impact on UK electricity production. • There are some issues related to importing food. • CO2 levels impact global access to resources.	**Know how:** • To use an atlas to locate a given place. • To label a map using a key. • To identify what makes an energy source renewable. • To find the country or town of origin on a food label. • To identify ways to reduce their carbon footprint • To find a place on a blank map by comparing it to an atlas. • Use digital maps to calculate the distance between two places	• Settlement, resources, services, goods. • Electricity, supply, generation, power, Gigawatt (GW), coal, nuclear, CCGT, pumped storage. • Renewable, non-renewable, solar power, wind power, biomass. • Origin, import, export, food miles, as the crow flies • Efficiency, conservation, carbon footprint.

• Resources are needed for a settlement to thrive. • There are different methods of power generation used in the UK. • There are different renewable methods of power generation used in the UK. • Foods are imported and exported and why • There are some benefits of importing food. • There are different ways to reduce water, food and energy wastage. • There are some areas of the world who are most affected by food shortages	• To explain how small changes can lead to a big impact.	• Carbon footprint, global warming, poverty, food security, famine.

SUBSTANTIVE KNOWLEDGE 'The content to be learned'	DISCIPLINARY KNOWLEDGE 'Thinking like a geographer'	KEY VOCABULARY
YEAR 6		
THE AMAZING AMERICAS **Know that:** • A continent is a large landmass • Continents are groups of countries • Latitude is the measurement of distance north or south of the Equator • Coordinates pinpoint a geographical location • There is a difference between human geography and physical geography; • Latitude affects the geography and climate of a region; • There are many wonders of the Americas (see vocab)	**Know how:** • To identify some countries in North and South America • To describe physical features, climate and human geography of an area of the Americas; • To identify the equator, tropics and poles on a map; • To use an atlas to find the names of countries and cities • To identify similarities and differences between a place in North America and where they live: climate, human geography • To describe the significance of the equator, tropics and poles • To use coordinates to locate places on a map • To describe key features of some wonders of the Americas	• Continent, country, city, North America, South America. • Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone • Climate zone, climate, polar, arctic, temperate, tropical, subtropical, latitude, Koppen system. • Key/New Words: Preparation: Physical geography, human geography, settlement, economy, natural resources, river, lake, landscape, mountain, volcano, biome, vegetation belt, wildlife, flora, fauna, climate, water, fieldwork, measure, observe, record, map, sketch, graph • Wonders of the world, ancient, The Great Pyramid of Giza, The Hanging Gardens of Babylon, Temple of Artemis at Ephesus,

		Statue of Zeus at Olympia, Mausoleum at Halicarnassus, Colossus of Rhodes, Lighthouse of Alexandria, The Great Wall of China, Petra, The Colosseum, Chichen Itza, Machu Picchu, Taj Mahal, Christ the Redeemer Statue.
RAGING RIVERS **Know that:** • The water cycle is made up of different events and is a continuous cycle • The main features of a river's source, upper, middle and lower course • Water erodes a riverbank. • Deposition changes the shape of a river. • Rivers are used in different ways; their advantages and disadvantages • A river dam is a structure built across a stream or river to hold water back and give the location of one major dam. • There are advantages and benefits, disadvantages and risks of building a dam. • Meanders and waterfalls form along some rivers and how this happens.	**Know how:** • To use the index in an atlas to find rivers • To use a legend to find rivers on a map. • To identify the sea a river flows into. • To identify the place in which the source of a river is found. • To compare the length of rivers. • To compare the features of a river at different points along its course. • To identify meanders on a map and photograph. • To sort the ways rivers are used into categories.	• Water cycle, evaporation, condensation, precipitation, closed cycle, source, mouth. • Tributary, discharge • Upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander, tributary, confluence, flood plain, levee, delta, estuary. • Erosion, transportation, deposition, meander, oxbow lake, waterfall, overhang, load. • Leisure, industry, conservation, pollution. • Dam, reservoir, hydroelectric power, renewable energy
OUR CHANGING WORLD **Know that:** • Weathering and erosion changes features of a landscape and describe different weathering • erosion changes rocks; • Coastlines have features and name them, including some famous UK coastal features;	**Know how:** • To describe that erosion and deposition change the look of a coastline • Some coastal features are formed • Physical, chemical and biological weathering change rocks	• Weathering, physical weathering, chemical weathering, acid, dissolve, minerals, biological weathering, erosion.

• Areas of the UK have been affected by coastal erosion and describe how they might have looked in the past, including Spurn Head • The UK's and Europe's borders have changed over time; • Weather can change the landscape; • There are some physical changes to the Earth predicted to occur by 2050; • Human activity changes the landscape	• To identify similarities in photographs of a landscape taken at different times • Physical changes have affected Earth since 1800	• Coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, , deposition • Physical weathering, chemical weathering, biological weathering, • Border, invasion, empire, union, political, colony • Development, regeneration, protection. • Development, regeneration, protection.