



GEOGRAPHY

Curriculum Intent

Through studying geography at Walton Oak, pupils will gain an understanding of their place in the world, how where they live is similar to and different from where other people live and the impact that humans have on the environment. They will begin to recognise we are all part of the human family, and build a sense of collective responsibility for maintaining the world we live in.

Themes:

1. Locational knowledge

Naming countries, oceans, seas, continents etc

2. Place knowledge

How places differ and are similar in terms of human geography and physical geography

3. Human Geography

Types of settlements, land use, use of natural resources, sustainability issues

4. Physical Geography

Physical features such as beaches, cliffs, forests, mountains etc, climate zones, volcanoes, earthquakes, weather and water cycle

5. Geographical skills and fieldwork

Map skills, atlas skills, compass points, fieldwork in local environment

All geography books will have a map of the world and a map of the UK at the front.

Before starting new units of work, these maps will be referenced and added to so that children can build a coherent understanding of where they are studying and how it relates to the UK.

GEOGRAPHY: CORE STUDY FOR YEAR 1

1. Locational Knowledge			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● The countries of the UK ● Capital cities of countries of UK ● Names of seas around UK 	<ul style="list-style-type: none"> ● Place UK on world map ● Place capital cities on UK map ● Place Walton on Thames on UK map 	<ul style="list-style-type: none"> ● World, country, capital city, city, town 	<ul style="list-style-type: none"> ● Local area

2. Place Knowledge			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Learn about life in Walton on Thames compared to life in a Spanish town 	<ul style="list-style-type: none"> ● Identify similarities and differences between Walton on Thames and a Spanish town 	<ul style="list-style-type: none"> ● Village, town 	<ul style="list-style-type: none"> ● My School and Grounds ● Local Area

3. Human Geography			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● That Walton on Thames is a town ● Towns have lots of roads, schools, houses, shops, parks etc ● London is a city and cities are much bigger and busier than towns. 	<ul style="list-style-type: none"> ● Find their home and other key places on map of Walton/Hersham area ● Find similarities and differences between Walton and London 	<ul style="list-style-type: none"> ● Town, village, city 	<ul style="list-style-type: none"> ● My School and Grounds ● Local area ● London

4. Physical Geography

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● That the UK is hot in summer and cold in winter and how this changes through the year ● Identify places in the UK where there are hills, mountains, cliffs, beaches and forests ● Identify the River Thames and understand this runs through Walton to London and then the sea 	<ul style="list-style-type: none"> ● Research skills and present their findings. 	<ul style="list-style-type: none"> ● River, hill, mountain, beach, cliff, forest 	<ul style="list-style-type: none"> ● Local area ● London

5. Geographical Skills and Fieldwork

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Study the geography of school and grounds. 	<ul style="list-style-type: none"> ● To use fieldwork and observational skills. ● Investigate shape and size of school grounds and key features. ● Distinguish playground from field from Woody Oaks. ● Draw own plans/maps. 	<ul style="list-style-type: none"> ● Grounds, maps, key features 	<ul style="list-style-type: none"> ● Local area ● My School and Grounds

Extended Skills	Extended Vocabulary
Using a map to other countries. To use positional language.	Northern hemisphere and southern hemisphere

GEOGRAPHY: CORE STUDY FOR YEAR 2

1. Locational Knowledge

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● To name and locate the world's 7 continents and 5 oceans ● To name and locate the 4 countries and capital cities of the United Kingdom. ● Naming planets and their location from the sun. 	<ul style="list-style-type: none"> ● Use of maps, atlases, globes 	<ul style="list-style-type: none"> ● Continent, ocean, capital, cities 	<ul style="list-style-type: none"> ● Our World ● Famous for more than 5 minutes

2. Place Knowledge

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● To be able to compare the UK and a contrasting non-European country, focusing on both human and physical geography. 	<ul style="list-style-type: none"> ● To find similarities and differences. 	<ul style="list-style-type: none"> ● Natural, manmade, landmark, state, territory, climate 	<ul style="list-style-type: none"> ● The Arctic

3. Human Geography

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● To study the human impact on the environment. ● To understand why structures are built in specific locations. 	<ul style="list-style-type: none"> ● Plan for sustainability. ● Observing the location of structures e.g. castle, lighthouse, bridge, port 	<ul style="list-style-type: none"> ● Sustainability, recycling, impact, change, structure ● Urban, rural 	<ul style="list-style-type: none"> ● Standalone/Forest school ● Being Healthy ● Turrets and tunnels ● The Arctic

4. Physical Geography

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ● Planets and what they are made of ● Woodlands/seaside features. 	<ul style="list-style-type: none"> ● To use simple compass directions. 	<ul style="list-style-type: none"> ● Equator, poles, direction 	<ul style="list-style-type: none"> ● Our World ● Artic ● The seaside

5. Geographical Skills and Fieldwork

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● To study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> ● To interpret symbols and map read. ● To use fieldwork and observational skills. ● To create a key in relation to the map they have drawn. 	<ul style="list-style-type: none"> ● Key, compass, grid reference 	<ul style="list-style-type: none"> ● Standalone/Forest School ● Seaside

<ul style="list-style-type: none"> To create geographical maps of both human and physical landmarks. 			
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Extended Skills	Extended Vocabulary
Using a map to locate capital cities of other countries. To be able to use grid references.	Northern hemisphere and southern hemisphere

GEOGRAPHY: CORE STUDY FOR YEAR 3

1. Locational Knowledge			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> Understanding Europe as one of the seven continents Understand hills are features of our local landscape Understands mountains/volcanoes are features of world landscapes 	<ul style="list-style-type: none"> Locate Europe on a world map Locate France, Italy and UK on a map of Europe 	<ul style="list-style-type: none"> Continent, France, Italy, landscape, local, global, features, mountain, volcano, hill 	<ul style="list-style-type: none"> France Romans The great outdoors Volcanoes and Earthquakes
2. Place Knowledge			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> Compare everyday life in Rome to that of the UK Compare capital cities in Italy and UK 	<ul style="list-style-type: none"> Research using atlases, computers and non-fiction books 	<ul style="list-style-type: none"> Landmarks, cities, features, similarities, differences, country, Rome, London 	<ul style="list-style-type: none"> Romans in Britain Volcanoes and Earthquakes

	<ul style="list-style-type: none"> ●Analysing maps to identify similarities and differences in countries 		
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3. Human Geography

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Understand the evolution of early settlements and land use ● Understand the human effects on local woodland 	<ul style="list-style-type: none"> ● To be able to present knowledge through diagrams and explanation texts ● To identify and investigate how and why humans have an effect on the local woodland 	<ul style="list-style-type: none"> ● Nomadic, hunter gatherer, farming, settle, evolution, chronology 	<ul style="list-style-type: none"> ● Stone Age, Bronze Age and Iron Age ● “Pebble in My Pocket” ● Forest school ● The Great Outdoors

4. Physical Geography

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● To know that the earth’s surface is made up of tectonic plates and the effect this has on the world. ● Characteristics of local woodland 	<ul style="list-style-type: none"> ● To be able to present knowledge of the effects of tectonic plates in a variety of ways eg digrams, explanation texts, poems ● Describe physical features found where tectonic plates meet ● Investigate the physical features of the local area 	<ul style="list-style-type: none"> ● Volcano, earthquake, tectonic plate, earths layers, crust, 	<ul style="list-style-type: none"> ● Volcanoes and Earthquakes ● “Pebble in my Pocket” ● The Great Outdoors

5. Geographical Skills and Fieldwork

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> • Understand the symbols and key on an OS map • Use the 4 compass points to describe features on a map 	<ul style="list-style-type: none"> • Locate key features on an OS map in a specific location • Make a detailed sketch of a feature that has been located on a map • Make a map using symbols and keys 	<ul style="list-style-type: none"> • Contours, hills, scale, symbols 	<ul style="list-style-type: none"> • The Great Outdoors • Forest School • Romans in Britain

Extended Skills	Extended Vocabulary
Locate using 4 figure grid references compass points Applying geographical knowledge to ask enquiry questions To be able to understand the inter-relationship between physical and human geography	Grid reference Compass (North, South, East, West)

GEOGRAPHY: CORE STUDY FOR YEAR 4

1. Locational Knowledge

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> • Location of continents, oceans, rivers and mountain chains and key climate zones • Capital cities and key towns in the Americas 	<ul style="list-style-type: none"> • Using atlases, globes, maps and electronic mapping systems to locate specific countries linked to our topics • Using map keys and coordinates 	<ul style="list-style-type: none"> • Continent, ocean, seas, country, county, rivers, tropics of Cancer and Capricorn, equator, North and South Hemisphere 	<ul style="list-style-type: none"> • The Amazon • Rivers • Invaders and Settlers

2. Place Knowledge

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Compare the river Thames, and the Amazon 	<ul style="list-style-type: none"> ● Comparing and contrasting ● Locating on a map ● Stages of a river 	<ul style="list-style-type: none"> ● Source, mouth, meander, ox-bow lake, estuary, tributary, confluence, delta, erosion, deposition ● Compare, contrast ● Lower, upper and middle course 	<ul style="list-style-type: none"> ● The Amazon ● Rivers ● The World Around Us

3. Human Geography

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Types of settlement and land use in the Americas and southern England and how this has changed over time ● Peoples and culture ● Economic activity 	<ul style="list-style-type: none"> ● Comparing and contrasting ● Using maps and atlases ● Drawing maps, plans and creating own keys 	<ul style="list-style-type: none"> ● Similarity and difference, key, coordinates, zones of development. ● Homes, language, art ● Transport, industry, distribution of resources 	<ul style="list-style-type: none"> ● Rivers ● The World Around Us ● Land Use and Settlement

4. Physical Geography

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● The water cycle ● Journey of a river, source to mouth 	<ul style="list-style-type: none"> ● Locating on a map (paper and electronic) ● Stages of a river 	<ul style="list-style-type: none"> ● Precipitation, evaporation, condensation, transpiration, run off, ground water, mountains 	<ul style="list-style-type: none"> ● Rivers ● The Amazon

<ul style="list-style-type: none"> ● Key physical features of a South American country and southern England 	<ul style="list-style-type: none"> ● Comparing and contrasting ● Describing stages of a river and processes 		
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5. Geographical Skills and Fieldwork			
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Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Using atlases, globes, maps and electronic mapping systems ● Using map keys to identify climate and physical landscapes. 	<ul style="list-style-type: none"> ● Sketch maps and plans ● Read and create keys ● Record observations ● Compass skills 	<ul style="list-style-type: none"> ● Planning, observation 	<ul style="list-style-type: none"> ● Habitats ● Rivers ● Invaders and Settlers ● The Industrial Revolution

Extended Skills	Extended Vocabulary
<ul style="list-style-type: none"> ● Draw more detailed maps and plans with detailed keys ● Compare and contrast a wider range of features ● Identify further physical geography zones, e.g. vegetation bands, landscape types 	Climate zones, Greenwich meridian, time zones Detailed knowledge of vocabulary linked to specific physical features

GEOGRAPHY: CORE STUDY FOR YEAR 5

1. Locational Knowledge

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Source and mouth of River Nile and its path ● Location and names of the world's mountain ranges ● Location of key climates and biomes (specifically arctic/tundra, mountains) ● Location of time zones. 	<ul style="list-style-type: none"> ● Using maps and aerial/ satellite photographs to identify topography ● Understanding map signs and symbols including contour lines, latitude, longitude, tropics, Equator and the hemispheres ● Describe location with reference to the Tropics of Cancer and Capricorn, the Equator, the hemispheres, the Arctic and Antarctic, Greenwich meridian and time zones. ● Recognise and find locations described by latitude and longitude 	<ul style="list-style-type: none"> ● Fertile, topography, source and mouth, course, aerial, satellite ● Climate zones, biome, mountain range, Himalayas, compare, contrast, contour lines, latitude, longitude, tropics, equator, hemispheres. ● Greenwich meridian (GMT), Tropics of Cancer and Capricorn, the Equator, the hemispheres, the Arctic and Antarctic, 	<ul style="list-style-type: none"> ● Extraordinary Earth ● Climate and Time Zones ● India ● North & South America

2. Place Knowledge

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● To be able to identify similarities and differences between a mountainous environment with a lowland environment 	<ul style="list-style-type: none"> ● Compare and contrast life in differing environments. ● Independent research 	<ul style="list-style-type: none"> ● Compare, contrast 	<ul style="list-style-type: none"> ● Extraordinary Earth ● North & South America

3. Human Geography

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> • Understand the way in which the natural environment influences and is affected by human settlement both in the past and in modern day. • Understand the impact of human activity on the environment and why people seek to manage and sustain their environment 	<ul style="list-style-type: none"> • Interpret maps and aerial/ satellite photographs to identify land use pattern and reasoning • Explain and present knowledge and in a variety of ways e.g. writing at length, creation of own maps, numerical and quantitative skills. 	<ul style="list-style-type: none"> • Settlement, transport, trade, aerial, satellite, land use • Quantitative, sustain, impact, 	<ul style="list-style-type: none"> • Extraordinary Earth • North & South America • India

4. Physical Geography

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> • How mountains are created using tectonic plates and how their creation differs • The impact of mountains on the weather, vegetation, wild-life etc. 	<ul style="list-style-type: none"> • Use acquired knowledge to describe features of a mountainous environment using maps etc. 	<ul style="list-style-type: none"> • Vegetation, tectonic, upwarped, volcanic, fault-block, and folded (complex) 	<ul style="list-style-type: none"> • Extraordinary Earth • North & South America • India

5. Geographical Skills and Fieldwork

Core knowledge	Core skills	Core vocabulary	Taught through
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<ul style="list-style-type: none"> ● To use a compass and grid references to read and interpret a range of maps 	<ul style="list-style-type: none"> ● To use 8 points of a compass to describe location and direction ● To be able to read and write a 6 figure grid reference to locate a specific point on a map. 	<ul style="list-style-type: none"> ● Orientate, orienteering, NW, NE, SW, SE, 6 figure grid reference, contour, trig point, elevation, 	<ul style="list-style-type: none"> ● Extraordinary Earth ● North & South America
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Extended Skills	Extended Vocabulary
<p>Examine global trade and economic activity (e.g., imports and exports). Explore the impacts of urbanisation, migration, and tourism. Interpret and use Ordnance Survey (OS) maps with four-figure and six-figure grid references. Identify contour lines to understand elevation and relief.</p>	<p>Biodiversity Desertification Infrastructure Population Density Resources (renewable, non-renewable) Economic Activity Industry (primary, secondary, tertiary, quaternary)</p>

GEOGRAPHY: CORE STUDY FOR YEAR 6

1. Locational Knowledge			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Location of countries in European and around the world who were involved in WW2 ● Locate counties & cities in the UK affected most deeply by the war 	<ul style="list-style-type: none"> ● Using a variety of media including atlases, globes, aerial photographs, road and OS maps and digital mapping services to locate countries and major cities and features 	<ul style="list-style-type: none"> ● Latitude, longitude, equator, hemisphere, tropic 	<ul style="list-style-type: none"> ● UK & Europe during the World Wars ● China & Japan ● Geographical fieldwork ● UK Castles

<ul style="list-style-type: none"> ● Location of China & Japan within the continent of Asia ● Location of the Forest of Dean and Walton on Thames ● Identify the significance and position of latitude, longitude, equator and hemispheres and tropics and time zones 	<ul style="list-style-type: none"> ● Describing locations and places with reference to position of latitude, longitude, equator and hemispheres and tropics and time zones 		
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2. Place Knowledge

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Comparing London with Beijing ● Compare rural and urban areas within UK and China & Japan ● Comparing WOT with the Forest of Dean 	<ul style="list-style-type: none"> ● Compare similarities and differences of different places in both human and physical geography, using maps and photographs 	<ul style="list-style-type: none"> ● Urban, rural, population, industry, climate, environment 	<ul style="list-style-type: none"> ● UK & Europe during the World Wars ● China & Japan

3. Human Geography

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Know that populations differ in different locations and that there are reasons for this ● Know principal economic activities in WOT and the Forest of Dean and why they occur there 	<ul style="list-style-type: none"> ● Investigate how natural resources and topographical features impact on population and trade 	<ul style="list-style-type: none"> ● Economy, population, trade, 	<ul style="list-style-type: none"> ● UK & Europe during the World Wars ● China & Japan ● UK Castles

<ul style="list-style-type: none"> ● Economic activity and trade links with China – why so many of goods we buy here come from China ● Know why particular cities were targeted in WW2 – link to industry 			
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4. Physical Geography

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Climate, environment, natural resources and land use in China ● Natural resources in the Forest of Dean 	<ul style="list-style-type: none"> ● Recognising topographical features (hills, mountains, coasts, rivers) 	<ul style="list-style-type: none"> ● Natural resources 	<ul style="list-style-type: none"> ● UK & Europe during the World Wars ● China & Japan ● UK Castles

5. Geographical Skills and Fieldwork

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Comparing old and new maps of Walton on Thames ● Using OS maps including familiarity with symbols (comparison between WOT and Forest of Dean) 	<ul style="list-style-type: none"> ● Make own map using keys and symbols ● Using a variety of media including atlases, globes, road and OS maps and digital mapping services to locate countries and major cities and features 	<ul style="list-style-type: none"> ● Grid reference, names of symbols, ordnance survey, scale 	<ul style="list-style-type: none"> ● UK & Europe during the World Wars ● China & Japan ● UK Castles

Extended Skills	Extended Vocabulary
<ul style="list-style-type: none">● Understand how geographical processes interact to create distinctive human and physical landscapes that change over time● Analysing and interpreting different data sources.● Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs	<ul style="list-style-type: none">● Infrastructure● Population Density● Resources (renewable, non-renewable)● Economic Activity● Industry (primary, secondary, tertiary, quaternary)