



Lyppard Lock-Ins Geography



Lyppard Lock-ins represent the key disciplinary knowledge and substantive skills which we target for retrieval and assessment purposes. They are drawn from the full progression documents provided in Kapow Geography. In addition to the lock-ins, all pupils are also working on further objectives from Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical skills and fieldwork strands of the National Curriculum which also build progressively.

EYFS

Geography is taught through the **Understanding the World** area of learning of the EYFS curriculum. Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

This area of learning is split into three Early Learning Goals, each with their own objectives. In addition to this, Development Matters provides guidance on what reception children should be learning for them to reach their early learning goals. The Development Matters guidance relevant to the geography aspects of Understanding the World are:

Children in reception will be learning to:

- Draw information from a single map
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

The Early Learning Goals on which the National Curriculum for Geography builds are

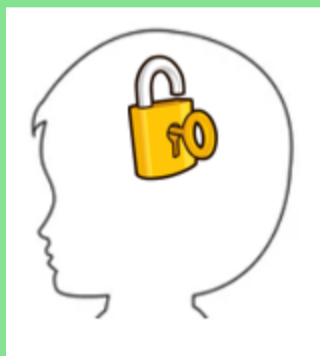
People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons

Year 1



Unit 1 **What is the weather like in the UK?**

What do we want pupils to know?

- To know that they live in the continent of Europe
- To know that the UK is made up of four countries and their names
- To know that a weather forecast is when someone tries to predict what the weather will be like in the near future
- To know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards)

Unit 2 **Would you prefer to live in a hot or cold place?**

What do we want pupils to know?

- To know that the Equator is an imaginary line around the middle of the Earth
- To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth
- To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place

Unit 3 **What is it like to live by the coast?**

What do we want pupils to know?

- To know that there are four bodies of water surrounding the UK and to be able to name them
- To know some key human and physical features of the UK
- To know that coasts change over time

Unit 1 **What is the weather like in the UK?**

What do we want pupils to know how to do?

- Locating the four countries of the United Kingdom (UK) on a map of this area
- Describing how the weather changes with each season in the UK
- Using an atlas to locate the four countries in the UK

Unit 2 **Would you prefer to live in a hot or cold place?**

What do we want pupils to know how to do?

- Begin to describe key similarities and differences between their local area and a small area of a contrasting non-European country
- Describe what physical features may occur in a hot place in comparison to a cold place
- Locating the Equator and North and South Poles on a map

Unit 3 **What is it like to live by the coast?**

What do we want pupils to know how to do?

- Locating the surrounding seas of the UK on a map of this area
- Describe the key physical features of a coast using subject specific vocabulary
- Describe the key human features of a coastal town using subject specific vocabulary
- Begin to use compass points (N, S, E, W) to describe the location of features on a map

Key Vocabulary:

- continent
- Europe
- England
- Northern Ireland
- Scotland
- Wales

Key Vocabulary:

- Equator
- climate
- arid

Key Vocabulary:

- sea
- ocean
- coastline
- island
- harbour
- arch
- cliff
- stack

Linked learning:

EYFS Understanding the World

- The Natural World - understand some important processes and changes in the natural world around them, including the seasons

EYFS Daily weather and seasonal changes observed throughout the year

- People, Culture and Communities - describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

EYFS The Ugly Five – learning that the African savannah is a landscape in Africa; that Africa is a continent and Uganda is a country on that continent.

EYFS Dinosaurs – identifying the UK on Google Earth

Linked learning:

EYFS The Ugly Five – identifying Africa as a continent, and Uganda as a country on that continent. Recognising that the African savannah is a hot place.

EYFS Jonty Gentoo – exploring the Polar Regions, understanding they are cold places and learning about the animals that live there.

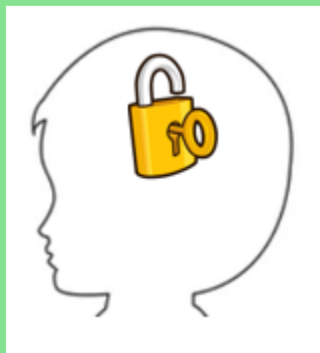
EYFS Understanding the world

- The Natural World - know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

Linked learning:

What is the weather like in the UK? Building upon locating the four countries of the UK, to now locating the surrounding seas.

Year 2



Unit 1 **What is it like to live in Sydney?**

What do we want pupils to know?

- To know that a continent is a group of countries
- To know that life elsewhere in the world can be similar or different to ours
- To know that physical features means any feature of an area that is on the Earth naturally
- To know that human features means any feature of an area that was made or built by humans

Unit 2 **Why is our world wonderful?**

What do we want pupils to know?

- To name the seven continents of the world
- To name the five oceans of the world
- To know that maps need a key to explain what the symbols and colours represent

Unit 1 **What is it like to live in Sydney?**



What do we want pupils to know how to do?

- Locate 2 or more continents on a map

Unit 2 **Why is our world wonderful?**

What do we want pupils to know how to do?

- Locate the capital cities of the four countries of the UK on a map of this area

	<ul style="list-style-type: none"> Describe and begin to explain some key similarities and differences between their local area and a small area of a contrasting non-European country Recognise basic human and physical features on aerial photographs 	<ul style="list-style-type: none"> Recognising landmarks of a city studied on aerial photographs and plan perspectives Presenting data in simple tally charts, pictograms or bar charts and commenting on what the data shows Ask and answer simple questions about data 		
	Key Vocabulary: <ul style="list-style-type: none"> human feature physical feature aerial 	Key Vocabulary: <ul style="list-style-type: none"> landmark fieldwork data collection 		
	Linked learning: Y1 What is the weather like in the UK? Locating countries of the UK now building to locate different continents.	Linked learning: Y1 What is the weather like in the UK? Locating countries of the UK built upon to now locating capital cities. Y2 What is it like to live in Sydney? Locating and naming more continents.		
Year 3		Unit 1 Where does our food come from? What do we want pupils to know? <ul style="list-style-type: none"> To know that climates can influence the foods able to grow To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality To know the UK grows food locally and imports food from other countries 	Unit 2 Why do people live near volcanoes? What do we want pupils to know? <ul style="list-style-type: none"> To know that volcanoes and earthquakes largely occur at plate boundaries To know the positive and negative effects of living near a volcano To know how volcanoes are formed 	Unit 3 Are all settlements the same? What do we want pupils to know? <ul style="list-style-type: none"> To know the main types of land use To know the different types of settlement To know an urban place is somewhere near a town or city To know a rural place is somewhere near the countryside
	Unit 1 Where does our food come from? What do we want pupils to know how to do? <ul style="list-style-type: none"> Identify the position of the Tropics of Cancer and Capricorn and their significance Discuss climates and the impact on trade, land use and settlement Describe how humans can impact the environment both positively and negatively, using examples 	Unit 2 Why do people live near volcanoes? What do we want pupils to know how to do? <ul style="list-style-type: none"> Locate where the world's volcanoes are on a map Describe how volcanoes are formed and why they occur Describe and explain how physical features such as volcanoes have had an impact upon the surrounding landscape and communities 	Unit 3 Are all settlements the same? What do we want pupils to know how to do? <ul style="list-style-type: none"> Describe and understand types of settlement and land use Explain why a settlement and community has grown in a particular location Explain why people might prefer to live in an urban or rural place Map land use in a small local area using maps and plans 	
	Key Vocabulary: <ul style="list-style-type: none"> import export fair trade food miles 	Key Vocabulary: <ul style="list-style-type: none"> plate boundary magma earthquake mantle tectonic plate 	Key Vocabulary: <ul style="list-style-type: none"> urban rural commercial residential land use dispersed linear 	
	Linked learning: Y1 Would you prefer to live in a hot or cold place? Identifying the position of the Equator, being built upon to locate the Tropics of Cancer and Capricorn.	Linked learning: Y1 What is it like to live near the coast? Y2 What is it like to live in Sydney? Building on knowledge of what human and physical features are to understanding how physical features can impact the surrounding landscape and communities.	Linked learning:	
Year 4		Unit 1 What is life like in the Alps? What do we want pupils to know? <ul style="list-style-type: none"> To know how mountains are formed To know the name of many different countries and cities in Europe To know some similarities and differences between the UK and a European mountain region To know why tourists visit mountain regions 	Unit 2 What are rivers and how are they used? What do we want pupils to know? <ul style="list-style-type: none"> To know the names of some of the world's most significant rivers To know the courses and key features of a river To know that an OS map shows human and physical features as symbols 	Unit 3 Why do oceans matter? What do we want pupils to know? <ul style="list-style-type: none"> To know why the ocean is important To know some positive impacts of humans on the environment To know some negative impacts of humans on the environment
	Unit 1 What is life like in the Alps? What do we want pupils to know how to do? <ul style="list-style-type: none"> Identify significant environmental regions on a map Describe and explain similarities and differences between two regions studied Recognise geographical issues affecting people in different places and environments 	Unit 2 What are rivers and how are they used? What do we want pupils to know how to do? <ul style="list-style-type: none"> Describe how physical features, such as rivers, are formed Begin to use the key on an OS map to name and recognise key physical and human features in regions studied Use 4 figure grid references to locate features on a map in a region studied 	Unit 3 Why do oceans matter? What do we want pupils to know how to do? <ul style="list-style-type: none"> Use maps to explore wider global trading routes Understand some of the impacts and causes of climate change Give examples of alternative viewpoints and solutions used in regard to an environmental issue and beginning to explain how this is linked to climate change 	
	Key Vocabulary: <ul style="list-style-type: none"> mountain range tourism sea level glacier 	Key Vocabulary: <ul style="list-style-type: none"> source river mouth tributary floodplain oxbow lake 	Key Vocabulary: <ul style="list-style-type: none"> coral bleaching ecosystem microplastics water cycle 	
	Linked learning: Y3 Why do people live near volcanoes?	Linked learning: Y3 Where does our food come from?	Linked learning: Y4 What are rivers and how are they used? Building upon knowledge of river ecosystems to ocean ecosystems and humans' impact on it.	
Year 5	Unit 1 Why are rainforests important to us? What do we want pupils to know? <ul style="list-style-type: none"> To know that climate zones are areas of the world with similar climates To know the world's biomes To know vegetation belts are areas of the world which are home to similar plant species To know the threats to the rainforest both on a local and global scale 	Unit 2 Who lives in Antarctica? What do we want pupils to know? <ul style="list-style-type: none"> To know the boundaries of the polar regions are marked by the Arctic and Antarctic Circle To know the patterns of daylight in the Arctic and Antarctic Circle and Equatorial regions To know the eight points of a compass are north, south, east, west, north-east, north-west, south-east, south-west 		



Unit 1 Why are rainforests important to us?
 What do we want pupils to know how to do?

- Finding lines of latitude and longitude on a globe and explaining why these are important
- Describe and explain how people who live in a contrasting physical area have different lives to people in the UK
- Mapping and labelling the six biomes on a world map

Key Vocabulary:

- biome
- deforestation
- lines of latitude
- Tropic of Cancer
- Tropic of Capricorn
- vegetation belts
- canopy layer
- emergent layer

Linked learning:
Y3 Are all settlements the same?
Y3 Where does our food come from? Building on understanding of the Tropics of Cancer and Capricorn to understanding lines of latitude and their significance in understanding climate zones, vegetation belts and biomes.
 Knowledge of different continents

Unit 2 Who lives in Antarctica?
 What do we want pupils to know how to do?

- Explain what measures humans have taken in order to adapt to survive in cold places
- Use maps, atlases, globes, satellite images, and digital mapping to locate countries studied
- Locate features using the eight points of a compass

Key Vocabulary:

- hemisphere
- drifting ice
- ice sheet
- ice shelf

Linked learning:
Y1 Would you prefer to live in a hot or cold place?
Y1 What is it like to live by the coast? 4-point compass points building onto 8-points.

Year 6



Unit 1 Would you like to live in the desert?
 What do we want pupils to know?

- To know the location of key physical features in countries studied
- To know which factors are considered before people build settlements
- To know a line graph can represent variables over time

Unit 1 Would you like to live in the desert?
 What do we want pupils to know how to do?

- Explain how humans have used desert environments
- Recognise geographical issues affecting people in different places and environments
- Interpret and use real-time/live data

Key Vocabulary:

- flash flood
- desertification
- climate
- drought

Linked learning:

Unit 2 Where does our energy come from?
 What do we want pupils to know?

- To know that natural resources can be used to make energy
- To know some positive and negatives impacts of humans on the environment
- To know that contours on a map show height and slope
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective

Unit 2 Where does our energy come from?
 What do we want pupils to know how to do?

- Understanding the distribution of natural resources both globally and within a specific region or country studied
- Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references
- Making sketch maps of areas studied including labels and keys where necessary
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question
- Designing and conducting interviews/questionnaires to collect qualitative data

Key Vocabulary:

- energy source
- renewable
- non-renewable
- solar power
- wind power
- hydropower
- crude oil
- coal
- consumption
- six-figure grid reference
- contour line
- qualitative

Linked learning:
Y4 What are rivers and how are they used? Four-figure grid references building to six-figure grid references

Unit 3 Why do populations change?
 What do we want pupils to know?

- To know that London and the South East regions have the largest population in the UK
- To know that the global population has grown significantly since the 1950s
- To know migration is the movement of people from one country to another

Unit 3 Why do populations change?
 What do we want pupils to know how to do?

- Suggest reasons why the global population has grown significantly in the last 70 years.
- Describe the 'push' and 'pull' factors that people may consider when migrating
- Describe and explain how humans can impact the environment both positively and negatively, using examples
- Use a simplified Likert Scale to record their judgements of environmental quality

Key Vocabulary:

- birth rate
- death rate
- population density
- pull factors
- push factors
- migration
- Likert Scale
- climate change

Linked learning:
Y6 Would you like to live in the desert?
Y6 Where does our energy come from? Building on how humans can impact different environments both positively and negatively.