Primary School
Geography Curriculum Plan

Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes.

The study of geography will inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. It needs to promote the children's interest and understanding of diverse places, people, resources and natural and human environments. We use an enquiry-based approach for teaching Geography because we know it makes the learning focused for children. Questions are carefully selected to ensure that children are excited by their learning whilst ensuring National Curriculum coverage is achieved.

Key geographical skills such as mapwork, directional language and fieldwork are taught and revisited throughout the curriculum and links are made with other subjects to ensure the relevance of these skills is clear. The study of the wider world develops an understanding of what being part of a global community means. It encourages children to be more aware of other cultures around the world and the impact they can have as an individual.

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

EYFS Geography Vocabulary – This is a starting point and can be added to as necessary based on class requirements

Cartographic: photo, birds-eye view, features, globe, label, map, photo, plan, route, sketch, title
Enquiry: change, compare, different, distance, far, near, order, position, sequence, similar, what, when, where, who, why
Key Concepts: buildings, country, countryside, environment, farm, job, local, migration, place, religion, sea, season, town, transport, weather

KS1 Vocabulary List - This is a starting point and can be added to as necessary based on class requirements

Cartographic: aerial photo, atlas, birds-eye view, compass, direction, east, features, globe, key, label, location, map, north, photo, place, plan, represent, route, scale, sketch, space, south, symbol, title, west
Enquiry: effect, change, characteristics, compare, differences, distance, far, fieldwork, geography, human geography, measure, near, observation, order, physical geography,

position, sequence, similarities, what, when, where, who, why

Key Concepts: buildings, capital city, city, continent, country, countryside, environment, farm, farming (agriculture), holidays (tourism), interconnection, job, local, migration, ocean, place, population, religion, river, rural, sea, season, similarities, sustainability, temperature, town, transport, urban, village, weather

	Autumn 2			Spring 2			Summer 2		
Year A	How does weather affect our lives?			What is the geography of where I live? (local study)			Why do we love being beside the seaside so much?		
	aid atmosphere blizzard bush fire city climate climate change compass	continent disaster drought environment equator flood hurricane natural disaster rain gauge	rainfall season temperature thermometer tornado tourism weather weather-vane	Africa Asia Australasia Antarctica capital city Cardiff cathedral compass east Edinburgh	England Europe Human features key London North Nort America Northern Ireland	ocean physical features scale Scotland south South America symbol Wales west	beach capital cliff coast compass country fishing habitat environment	ocean harbour island map mountain ocean pier port pollution	region river rural sand dune seaside shore tourism traffic urban
Year B	Why don't penguins need to fly?			How does Kampong Ayer compare with where I live? (small area in a contrasting non-European country)			Why does it matter where our food comes from?		
	adaptation Africa Antarctica Arctic blizzard carnivore cliff continent country desert	environment food chain gorge habitat iceberg ice sheet jungle krill landscape	mountain ocean predator river sand dune shore Southern Ocean temperature valley waterfall	agriculture/farm city cliff coast continent environment Equator Europe factory	habitat harbour mountain office pollution population port poverty river	season tourism transport tropical rainforest valley vegetation village weather wealthy	business butcher county crop dairy factory farm/agriculture free-range	harvest industry landscape local organic plantation produced	process rainfall seasonal supermarket temperature transport tropical United Kingdom

Lower KS2 Vocabulary List

Cartographic: aerial photo, atlas, biome, birds-eye view, compass, coordinates, direction, east, Equator, features, globe, key, label, location, map, north, north-east, Northern Hemisphere, north-west, Ordnance-Survey maps, photo, place, plan, represent, route, scale, sketch, south, south-east, Southern Hemisphere, south-west, space, symbol, title, Tropic of Cancer, Tropic of Capricorn, west

Enquiry: effect, change, characteristics, classification, compare, differences, distance, distribution, far, fieldwork, geography, human geography, measure, near, observation,

order, physical geography, position, record, sequence, similarities, what, when, where, who, why

Key Concepts: buildings, capital city, city, climate, continent, country, countryside, culture, deforestation, development, disaster, economy, employment, environment, farm, farming (agriculture), hazard, interconnection, landscape, land-use, local, migration, natural disaster, ocean, place, population, religion, river, rural, sea, season, settlement, sustainability, technology, temperature, tourism, town, transport, urban, village, weather

	Autumn 2			Spring 2			Summer 2		
Year A	Beyond the Magic Kingdom: what is the Sunshine State really like? (region within North or South America)			Why do some earthquakes cause more damage than others?			How can we live more sustainably?		
	atmosphere city climate conservation drought environment Equator evacuation hazard	human features hurricane latitude leisure location National Park physical features pollution	population scale species tourist tropical rainforest weather	core continent crust dormant extinct earthquake epicentre eruption evacuation fault	human features latitude longitude magma magnitude mantle natural disaster Northern Hemisphere physical features	plate Richter Scale Ring of Fire Southern Hemisphere transport tsunami vent volcano	agriculture Artic Circle Antarctic Circle atmosphere behaviour biodiversity community conservation	deforestation development energy finite/infinite fossil fuels global warming greenhouse effect mineral	pollution recycle resource reusable settlement solar sustainable transport unsustainable
Year B	Why do so many people live in megacities?			Why are jungles so wet and deserts so dry?			How and why is my local environment changing?		
	architecture city culture continent economy employment human geography	megacity migration physical geography pollution population Prime / Greenwich Meridian	rural scale settlement town transport urban urbanisation village	adaptation basin biome climate condensation deciduous evergreen desert drought environment	Equator humid inhabited landscape location mouth Northern Hemisphere source	Southern Hemisphere temperate Tropic of Cancer Tropic of Capricorn tropical rainforest tundra vegetation belt	census commercial costs & benefits distribution fieldwork Geographical Information System (GIS) irrigation	deforestation land use location mountain natural disaster pollution population recreation redevelopment	residential scale settlement town transport valley vegetation village

Upper KS2 Vocabulary List

Cartographic: aerial photo, atlas, biome, birds-eye view, compass, coordinates, direction, elevation, east, Equator, features, Geographic Information Systems (GIS), globe, key, label, latitude, location, longitude, map, north, north-east, Northern Hemisphere, north-west, Ordnance-Survey maps, photo, place, plan, Prime/Greenwich Meridian, represent, route, scale, sketch, Southern Hemisphere, south, south-east, south-west, space, symbol, time zone, title, Tropic of Cancer, Tropic of Capricorn, west

Enquiry: effect, change, characteristics, classification, compare, differences, distance, distribution, far, fieldwork, geography, human-geography, measure, near, observation, order, physical-geography, position, record, sequence, similarities, survey, what, when, where, who, why

Key Concepts: agriculture/farming, buildings, capital city, city, climate, conservation, continent, country, countryside, culture, deforestation, development, disaster, economy, eco-system, employment, energy, environment, hazard, interconnection, landscape, land-use, leisure, local, management, manufacture, migration, natural disaster, natural resource, ocean, place, population, protection, religion, resource, river, rural, sea, season, settlement, sustainability, technology, temperature, tourism, town, trade, transport, urban, village, water-cycle, weather

	Autumn 2			Spring 2			Summer 2		
Year A	Why are mountains so important?			How is climate change affecting the world? (a region of the United Kingdom)			What is a river? (a region of the United Kingdom)		
	atmosphere	magma	sea level	aid	global warming	petroleum	agriculture	flood plain	relief
	business	mantle	sedimentary	biofuel	greenhouse	renewable	aquifer	habitat	runoff
	contour	metamorphic	settlement	climate change	hydroelectric	solar power	channel	leisure	settlement
	co-ordinates	mountain	summit	desertification	infrastructure	sustainability	course	meander	sewage works
	crust	Ordnance Survey	sustainability	drought	management	tourists	economic	monsoon	source
	economic	political	tectonic plate	energy	natural disaster	transport	ecosystem	mouth	stream
	elevation	precipitation	temperature	flood defence	non-renewable	weather	erosion	pollution	trade
	erosion	range	tourists	fossil fuel		wildfire	evaporation	precipitation	transportation
	glacier	relief	urban	geothermal heat		wind power	famine	recreation	water cycle
	igneous	ridge	volcano				flood	refugee	
Year B	How do volcanoes affect the lives of people living on Hiemaey? (a region in a European country)			Why is fair trade fair?			Who are Britain's National Parks for? (a region of the United Kingdom)		
	continent	latitude	refugees	commodities	fairtrade	quay	agriculture	deciduous	National Park
	core	lava	relief	company	import	retailer	city	diversify	protection
	crust	longitude	rural	development	international	rural	community	economic	quarry
	earthquake	magma	tectonic plates	dock	irrigation	sustainable	coniferous	activity	rural
	economic	mantle	tourism	domestic	manufacture	technology	conservation	environment	species
	Equator	metamorphic	trade	ethical	merchant	trade	country	habitat	tourists
	eruption	natural	transport	export	plantation	transport	countryside	heritage site	tradition
	evacuation	N/S Hemisphere	urban	factory	port	urban	culture	landscape	urban
	geothermal	resources	volcano		profit	wholesaler	Dartmoor	lifestyle	wildlife

Curriculum Organisation and Information

The Early Years Foundation Stage (EYFS)

Children in Reception develop an early understanding of geography principally through the knowledge and skills outlined in the EYFS's area of learning called 'Understanding the World' – 'People, Cultures and Communities' and 'The Natural World'. However, as with all learning in the early years, children's understanding of place, their immediate environment and the World more broadly, permeates into all areas of the EYFS curriculum (such as UtW 'Past & Present' and Mathematics where children learn about positional language, spatial reasoning and mapping). Learning involves a combination of adult-led, adult-initiated and play-based activities with the sharing of books being

integral to this. Continuous provision for independent learning, memorable experiences and broader classroom practises support children's learning and we take time to develop those wonderful, spontaneous child-led learning moments that can't be planned for!

Children in Reception have provision and trips, that allow them to explore the natural world around them through hands-on experiences, witnessing seasonal change as it happens! During these sessions children develop emergent field-work skills by learning to make careful observations, recoding simple data, taking photographs and by drawing pictures. They are encouraged to use all of their senses to better understand their local environment and develop a rich vocabulary for describing what they hear, feel and see whilst outside. Reception teachers also plan engaging lessons that link to their half-termly topics and 'big questions', to further develop children's place knowledge, understanding of maps and to develop children's awareness of countries and environments that are different to their own.

'Understanding the World' learning introduces new vocabulary, includes both adult-led and play-based learning activities and nurture the 'characteristics of effective learning'. Reception teachers share stories, non-fiction texts and simple maps to develop children's 'global awareness' and to further children's knowledge of different environments and understanding of life in a variety of countries. Children explore the meaning of new vocabulary, use language to imagine and recreate roles and experiences in play situations and learn to use positional, directional and distance terminology accurately. The language rich learning environment is purposefully provisioned to further learning and provides opportunities for children to explore and compare different places. Children learn to draw comparisons by identifying similarities and differences between places and, using our 'Oracy' approach, children develop a confidence to clearly articulate their ideas and explaining their thinking. At all times, children are encouraged to be curious, to observe closely and to discover for themselves – key skills that are fundamental to the development of our little geographers!

Key Stage One and Two

Children in Key Stage One and Key Stage Two must receive the full entitlement of the National Curriculum (NC) and we ensure this is delivered through our enquiry-led geography curriculum. Our geography curriculum is based on the expertise of the Connected Geography units, which we have carefully crafted into two-year rolling programmes to meet the needs of our mixed-age classes. We have purposefully selected and sequenced topics, through and across key stages, to build cumulatively on prior learning and to progressively further knowledge and skills development. Geography learning is organised into half-termly topics (that alternate with history), which allows children to 'dive deeper' into their learning and limits the time between geography topics - helping children to retain their learning. Opportunities for cross-curricular learning are made whenever appropriate, for example in geography lessons age-appropriate mathematics is used to collect and present information. Within other subjects, children are encouraged to make links to their previous geography learning – be it key concepts, a particular case study or utilising map skills. This is particularly important during half-terms where geography is not discretely taught, as in doing so our children are developing their understanding of key concepts, recalling key knowledge and applying their skills.

Our enquiry-based geography topics are based around an engaging 'big question' which captures children's interests and gives purpose to learning. Rather than giving children all the answers, through their topic learning children embark on a journey of exploration! Each enquiry has a clear learning journey, with an 'elicitation task' at the start of a topic to identify a child's prior knowledge and any misconceptions. Our children are invited to share what they would like to find out during the enquiry – with teachers understanding that asking questions is central to geographical enquiry. Teachers use the Link Academy agreed Medium Term planning document to plan a sequence of learning based on this 'big question', referring to the Connected Geography guidance, the Progression in Learning document and the word banks above. Children are then taught the knowledge and skills they need to answer the over-arching 'big question' in small manageable steps. Each lesson builds on the next and has a clear, curriculum linked learning objectives which is shared with the children - making it clear what and how children are expected to learn! New concepts are carefully introduced and taught

through meaningful contexts and examples, so children have a grounded understanding before being asked to apply this learning. Progression in field-work skills is ensured as our children use age appropriate precision when recording, presenting and analysing data, including the use of ICT. Geography lessons include a range of teaching approaches, provide opportunities for children to work independently, with a partner or in a group and are differentiated to challenge pupils appropriately to their age and ability. Supported by our whole-school Oracy approach, children learn to articulate their ideas and to justify their thinking with opportunities for partner, group and whole-class discussion being carefully planned into each topic. Studying geography in this way inspires children's curiosity, it encourages children to see themselves as active in their learning and develops further their characteristics of effective learning. Lessons are tailored to the needs of each child, with teachers using 'assessment for learning' strategies, such as 'low stakes quizzes' and 'questioning' to swiftly pinpoint children's next steps in learning to identify those who require more support and those who can be challenged to 'dig deeper' - maximising progress. Learning is personalised to ensure children with SEND or EAL are able to access the full curriculum and have an equal opportunity to take part in every aspect of the geography learning. A topic ends with a 'time to shine' activity, which concludes, showcases and celebrates children's learning.

Teachers capture fieldwork, practical and 'creative' learning using a SWAY document and promptly mark recorded learning in line with our marking policy, ensuring feedback is purposeful, furthering geography learning and addressing misconceptions. Each classroom has a topic display (which includes key vocabulary), book corners including topic linked books and a map displayed (or globe accessible) to support children's geographical knowledge. Topics always include inspiring 'hooks' to provide memorable learning opportunities, with teachers making the most of our wonderful outdoor learning environment in lessons, organising purposeful field-work opportunities and ensuring geographical equipment, ICT and a variety of sources (maps at different scales, globes, aerial photographs, etc) are utilised in lessons.

At Bearnes, our children's geography learning is enriched and complimented by: weekly Lyfta assemblies, by participating in the 'Eco-Award' initiatives, by our links with the local community and our rich and diverse cohort of pupils/families and through our deliberate sharing of stories and non-fiction books from different countries, environments and cultures. Teachers, and the geography subject-lead, also ensure important and topical geography linked news and events are shared and acknowledged in an age-appropriate way throughout the school, for example the Climate Change Conference - COP27.

The subject leader monitors standards through work scrutiny, pupil conferencing, learning walks and discussions with staff, and supports teachers with subject knowledge and continued professional development.

OAKS (Early Years)

Below is a short overview of geography in EYFS – please see the EYFS Curriculum area for more information

Examples – What might you see?	Early Learning Goal – Understanding the World : People, Culture and Communities
• Using programmable toys and planning a route • Role playing places they have visited e.g. fire station, doctors • Talking about similarities and differences between themselves and others • Exploring the local area and talking about meaningful buildings • Following instructions which include positional language • Sharing books about our world, the environment and the weather • Treasure hunts using simple maps	As part of the Early Years Framework, hildren at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • 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.

CHESTNUTS

	Autumn 2	Spring 2	Summer 2
Year A	**How does weather affect our lives?** • What is the weather? • How do great artists paint the weather? • How does the weather change through the four seasons of the year? • Why isn't the weather the same everywhere in the world? • How can Antarctica be a desert when it's the coldest place on earth? • Why do we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar?	**What is the geography of where I live? (local study)** • What is geography all about? • Whereabouts in the United Kingdom do I live? • What does the Geographical Information System (GIS) on Google Earth tell me about the geography of the local area? • What are the main land uses within my local area? • How can we introduce people to the physical and human geography of our local area?	**Why do we love being beside the seaside so much?** • How is the seaside different from other places? • How do people enjoy themselves at the seaside? • What else did Sally find living in the rock pools at Wembury? • How do people affect the beach at Wembury? • Whereabouts in the world is Wembury? • How have our seaside holidays changed since the 1970s?
Year B	**Why don't penguins need to fly?** • Where is Pip's home and what do we find there? • How are penguins able to survive in Antarctica? • How does Antarctica compare with the Sahara Desert? • How is the Arctic different from the Antarctic? • Why are there no Polar Bears in Antarctica? • Why do Marco and Polo find visiting each other so difficult? • So why don't penguins need to fly?	**How does Kampong Ayer compare with where I live? (small area in a contrasting non-European country)** • How does the location of Kampong Ayer compare with where I live? • How do people's homes at Kampong Ayer compare with mine? • How does the weather at Kampong Ayer compare with the weather where I live? • How do people in Kampong Ayer travel around compared with how people travel around where I live? • How does going to school in Kampong Ayer compare with my school? • How does the natural environment around Kampong Ayer compare with the natural environment around where I live? • How does Geographic Information System (GIS) imagery of Kampong Ayer compare with GIS imagery of where I live?	**Why does it matter where our food comes from?** • Where do dairy products come from? • Why are there so many dairy farms in Devon? How does Quicke's Dairy Farm in Devon make cheese? • How does our list of favourite fruit and vegetables compare with the favourites of other people? • Why is it important to know all about sugar? • Why do John and Rob have so many happy customers at their shops?

SYCAMORES

	Autumn 2	Spring 2	Summer 2
Year A	**Beyond the Magic Kingdom: what is the Sunshine State really like? (region within North or South America)**	**Why do some earthquakes cause more damage than others?**	**How can we live more sustainably?**
	• Why is the Magic Kingdom the most popular theme park in the world? • Where is the Magic Kingdom? • Why did the great Maya civilisation of Central America come to an end? • Why do tourists come to the Magic Kingdom from some countries and not others? • Why is the Kennedy Space Centre in Florida? • Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them? • How and why is the climate of the Sunshine State different from where I live? • How do Floridians cope with hurricanes?	• Why won't Paula and Richard forget 22 February 2011? • How has New Zealand been affected by earthquakes in the past? • Why does New Zealand have so many earthquakes? • Why don't the largest earthquakes always cause the most death and destruction? • Why do most volcanoes happen in the same places as earthquakes?	• What does being sustainable actually mean? • How can we help to make our school more sustainable? • Why are we seeing more wind and solar farms in the countryside? • How is sustainable development helping the lapwing out of the red? • How are solar cookers helping Sunita and her family to live more sustainably?
Year B	**Why do so many people live in megacities?**	**Why are jungles so wet and deserts so dry?**	**How and why is my local environment changing?**
	• What are megacities and where are they located? • Why did Baghdad become the first city in the world with one million people? • Why is Milton Keynes the United Kingdom's fastest-growing city? • Why is Brasília the fastest-growing city in Brazil? • How do the advantages of living in cities compare with the disadvantages?	• Why is climate different across the United Kingdom? • What are the world's climates? • How do climate graphs help geographers compare the climate of one place with another? • How does the climate affect the plants and animals living in a place? • Why is the jungle of the Amazon Rainforest so wet and humid? • Why is Arica the driest inhabited place on Earth?	• Why do places change? • How has my local area changed in the past? • How did my local area change as a result of World War I? • How and why does the quality of the environment change in my local area? • How do NASA satellite images inform us of environmental change on a global scale?

REDWOODS

	Autumn 2	Spring 2	Summer 2
Year A	**Why are mountains so important?**	**How is climate change affecting the world? (a region of the United Kingdom)**	**What is a river? (a region of the United Kingdom)**
	• Why are the three mountains of Olympus, Mauna Kea and Everest so famous? • How were the world's greatest mountain ranges formed? • Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering? • Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest? • How are the Cambrian Mountains different from the Himalaya Mountains? • Why is the climate at Tynohir such a challenge for Roy? • Why do tourists visit the Cambrian Mountains? • How else is the precious resource of water used in the Cambrian Mountains?	• Why is Elhaji cleaning shoes on the streets of Banjul? • Why can't Olivia afford to insure her home? • Why are people living in Starcross making flood plans? • Why do Lars and Sofie disagree about how nice the weather is? • Why are people all over the world noticing that the weather their used to is changing? • What have the countries of the world agreed to do about global warming?	• How does the course of the River Axe change from source to mouth? • How does the course of my local river change from source to mouth? • Why are river estuaries such important places for wildlife? • Why are rivers such an important part of the water cycle? • How has the Isle of Dogs changed since the reign of Henry VIII? • How did Bedrich use music to describe the course of his beloved national river?
Year B	**How do volcanoes affect the lives of people living on Heimaey? (a region in a European country)**	**Why is fair trade fair?**	**Who are Britain's National Parks for? (a region of the United Kingdom)**
	• Where does Saethor take his dog Tiry for a walk every day? • Where do Saethor and Tiry live? • How do geographers describe the Westman Islands? • How does the physical and human geography of Heimaey compare with the area in which I live? • Why are there so few trees on Heimaey? • Why are there volcanoes on Heimaey? • How were the people of Heimaey affected when Eldfell erupted? • Why do the people of Heimaey go on living next to an active volcano?	• Why was this road so important two thousand years ago? • Why does Marco Polo visit the United Kingdom every eleven weeks? • What does the United Kingdom export to the people of China? • Why isn't trade always fair on some people such as Melvin? • Why is fair trade fair?	• Why are National Parks described as Britain's 'breathing spaces'? • What else makes National Parks so important? • Why do National Parks welcome visitors? • Why is protected land so important in South West England? • Why are so many people attracted to The Valley of Rocks? • Why is Merrivale such an important prehistoric site? • Why are farmers so important in our National Parks?

The National Curriculum

Key Stage 1 - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational Knowledge

• name and locate the world's seven continents and five oceans

• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and Physical Geography

• 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

• use basic geographical vocabulary to refer to

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Skills and Fieldwork

• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational Knowledge

• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place Knowledge

• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and Physical Geography - 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water geographical skills and fieldwork

• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Progression of Key Skills

Key skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	**Name and locate the world's seven continents and five oceans.** **Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.**		**Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.** **Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.** **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).**			
	Can I name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?	Can I name and locate the world's seven continents and five oceans?	Can I locate and name the countries making up the British Isles, with their capital cities? Can I suggest reasons for the location of towns and settlements in a particular place? *For example, next to a river, on a hill top.* Can I locate and name the main counties and cities in/around the South West? Can I compare two different regions in the United Kingdom (York and North Yorkshire) and discuss the geographical difference to Plymouth? Can I locate and name the main counties and cities in England? Can I compare land-use maps of the United Kingdom from the past with the present, focusing on land use and tourism impact?	Can I locate the main countries of Europe, including the location of Russia, and identify the capital cities? Can I name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers and understand how these features have changed over time? Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones? Can I locate the main countries in Europe, North and South America and name principle cities?	Can I locate the main countries of Europe, including the location of Russia, and identify the capital cities? On a world map, Can I locate the main countries in Africa, Asia and Australasia/Oceania and identify their main environmental regions, key physical and human characteristics, and major cities? Can I map how land use has changed over time?	Can I identify the longest rivers in the world, largest deserts, and highest mountains and compare these with the United Kingdom? Can I identify the position and significance the Northern and Southern Hemisphere and the Arctic and Antarctic circles? On a world map, Can I locate areas of similar environmental regions, either desert, rainforest or temperature regions? Can I identify the position and significance of Equator and the Tropics of Cancer and Capricorn? Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones?
Place Knowledge	**Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.**		**Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.**			
	Can I talk about and describe people and places where I live? Can I talk about similarities and differences between places? *For example, the school playground and the town park.* Can I talk about the different ways to travel, on foot, by car, train, bus? Can I understand geographical similarities and differences through studying the human and physical geography of small area of the United Kingdom?	Can I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country concentrating on islands and sea sides using Barnaby Bear (or similar)?	Can I compare a region in the United Kingdom with a region in Europe?	Can I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom? Can I compare a region in the United Kingdom with a region in North America with significant differences and similarities and understand some of the reasons for the similarities and differences? Can I compare a region in the United Kingdom with a region in North or South America with significant differences and similarities?		Can I understand geographical similarities and differences through the study of human and physical geography of a region within South America?

Human and Physical Geography	**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.** **Use basic geographical vocabulary to refer to:** • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		**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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			
	Can I identify seasonal and daily weather patterns in the United Kingdom? Can I use the basic geographical vocabulary to refer to: **Key Physical Features** including; forest, hill, mountain, soil, valley, vegetation? **Key Human Features** including; city, town, village, factory, farm, house, office?	Can I identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles? Can I use the basic geographical vocabulary to refer to/and sort: **Key Physical Features** including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather? **Key Human Features** including; city, town, village, factory, farm, house, office, port, harbour, shop?	Can I describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water? Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (*link to work on the Rainforest*)? Can I describe and understand key aspects of human geography, including: types of settlements in Viking, Saxon Britain?	Can I describe and understand key aspects of physical geography, including: rivers and the water cycle? Can I describe and understand key aspects of human geography, including: trade between the United Kingdom and Europe and the rest of the world?	Can I describe and understand key aspects of physical geography, including: volcanoes and earthquakes, focussing on plate tectonics and the ring of fire? Can I identify and describe in detail the impact of change on the lives of people after a natural disaster? Can I describe and understand key aspects of physical geography, including: coasts, rivers, and the water cycle including transpiration; climate zones, biomes and vegetation belts? *For example, the Plym and Tamar.* Can I consider the impact of a river on people and the landscape? Can I discuss the issues relating to water supply and the impact on people? Can I begin to describe and understand key aspects of physical geography, including: volcanoes and earthquakes? Can I describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water?	Can I discuss the distribution of natural resources, focussing on energy? i.e. power station visit Can I discuss the fair/unfair distribution of resource (Fairtrade), economic activity and trade? Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (*link to work on the Rainforest*)? Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (*link to work on the Rainforest*)?
Geographical Skills and Field Work	**Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.** **Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.** **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.** **Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.**		**Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.** **Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.** **Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**			

	Can I understand that maps give information about the world *(Where? What?)?* Can I use world maps, atlases and globes to identify the United Kingdom and its countries? Can I use locational and directional language (*for example, near and far; left and right)*, to describe the location of features and routes on a map? Can I talk about and describe where I live from photographs and leaflets etc? Can I label photographs and pictures of the local environment? *For example the church, shops etc?* Can I use photographs to recognise landmarks and basic human and physical features and use these to devise a simple picture map?	Can I use world maps, atlases and globes to identify the continents and oceans studied at this key stage? Can I use simple compass directions (North, South, East and West), to describe the location of features and routes on a map? Can I look down on objects and make a plan? Can I find information on an aerial photograph? Can I use aerial photographs and plan persepectives to recognise landmarks and basic human and physical features and use these to devise a simple map? Can I realise why maps need a key and contruct basic symbols in a key? Can I use simple fieldwork and observational skills to study the key human and physical features of my schools surrounding environment?	Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied? Can I recognise that there are eight points of a compass? Can I use two-figure grid references? Can I show some understanding of basic symbols and the key (including the use of a simplified Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world? Can I use fieldwork to observe and record the human and physical features in the local area? *For example, surveys, drawings and photographs.*	Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied? Can I give direction instructions up to eight cardinal points? Can I follow a route using two-figure grid references but know that four-figure grid references can help you find a place more accurately than two? Can I use fieldwork to observe, measure 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? Can I make a simple scale plan of an area with whole numbers?	Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied? Can I use the eight points of a compass to give and receive direction? Can I map a route using four-figure grid references but know that six-figure grid references can help you find a place more accurately than four? Can I use basic symbols and the key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world? Can I use fieldwork to observe, measure and record the human and physical features in the local area? *For example, questionnaires and colour coded keys.* Can I measure straight-line distances on large-scale maps using a scale bar and draw scaled maps?	Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied? Can I locate a city in the UK using six-figure grid references, with some emphasis placed on latitude and longitude? Can I extend my map skills to include non-United Kingdom countries? Can I use fieldwork to observe, measure, record and present the human and physical features in the local area? *For example, data logging.*

In order to assess impact - a guide

Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in Geography. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task, either individual or whole class, to judge prior knowledge.

Children's progress is monitored against National Curriculum expectations and key skills. Judgement is informed through use of children's books, dialogue, evidence on Sway and Tapestry, and AFL pieces. Teachers need to be clear on how the children will show their learning, through a presentation, art work or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.

There is an expectation that Geography learning in books will be the same quality as that in English books. Marking and feedback in Geography should be the same standard as marking/feedback within other learning across the curriculum, including English. The focus for spelling corrections is on Geography vocabulary and the expectation is that children who are ARE will spell these correctly throughout their Geographical writing.