

Gresham Primary School's Geography Curriculum

Mission Statement

Inspiring children's natural curiosity and fascination about the world, from the highest mountain to the largest ocean.

Intent

- Pupils prepare for the world in which they live now and into their adult life in a complex and multicultural society.
- Pupils learn to investigate the physical and human aspects of their local and wider environment.
- Pupils learn to undertake fieldwork activities of various kinds and be able to communicate what they have found out.
- Pupils develop the skills to interpret maps, diagrams, globes, and aerial photographs.
- Pupils develop a geographical vocabulary and can communicate geographical information in a variety of ways, including maps and writing.
- Pupils learn to carry out in depth studies of a variety of physical features and localities.
- Pupils develop the enquiry skills needed to use secondary sources, including ICT, to gain a deeper understanding of the world in which they live.
- Pupils gain an understanding of the nature of places: how they may be like other places and may differ also, how physical features and human activities influence them and how they are set in a wider geographical context.
- Pupils learn to formulate geographical questions and to make informed judgments.

Implementation

- The curriculum map ensures teachers know what children have encountered before and can make links to previous learning to support children making connections and building schema.
- Key concepts have been identified and are regularly returned to, gradually developing pupils' understanding of the most important ideas.
- Teachers will teach the key areas of Geography; locational knowledge, place knowledge, human and physical geography, geographical skills and field work through the respective units, thus allowing children the opportunity to build incrementally on previously learned knowledge and skills.
- Our Gresham Learning Superheroes are integrated into everyday learning, helping children to become skilled, life-long learners.
- Children's books show cohesion between taught sessions with clear end points reached.
- Key vocabulary is explicitly taught to children as part of quality-first teaching.
- Retrieval opportunities are planned for by teachers, to ensure children have opportunity to secure new knowledge.

Impact

Books, pupil voice, display, and collection of work to show the following:

- Pupils' natural curiosity to develop a geographical awareness of their surroundings but also what is in the wider world.
- Pupils making links between geography and other subjects.
- Instilling and understanding the values of our society and how we can protect our environment and world for years to come.
- Pupils will retain knowledge that is pertinent to geography with a real-life context.
- Most pupils will achieve age related expectations in Geography.
- Pupils will know more, remember more, and understand more.
- Pupils with SEND will be fully included and will progress well related to their starting points.
- Pupils from disadvantaged backgrounds will benefit from the rich diversity that is offered through our geography curriculum.

The Essential Elements

Children will focus on locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork will run throughout these as appropriate. Through our concepts of aspirations, sense of place and sustainability, children will develop an awareness of how people connect to different areas and a sense of collective responsibility for the future of our planet. Their intellectual, spiritual, moral and emotional development will be promoted and will link to other curriculum areas. Geography is everywhere, in our everyday lives, on our journeys to school, in the places we live. It therefore offers many opportunities for children of all ages to experience learning beyond the classroom. This allows them to enrich their knowledge by, for example, visiting places they may not normally consider, places of geographical interest or conducting geographical surveys within the local area to gain relevant information that will contribute to the learning journey. We can introduce pupils to how and when geographical skills and knowledge is used within the wider world, and the importance of these skills in making decisions for the future of our planet – both on a local and on an international scale.

Key Concepts

Big Ideas Revisited Across Units

CONCEPT	DEFINITION
Space	The location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them. Where is this place? Are there any spatial patterns, such as land use, flooding, socio-economic...? How is the space structured, organised and managed for different purposes? How does it connect to other places? How can it be mapped? What is unique about its location? How is it perceived?
Place	A construct that is defined in terms of what it is like, what happens there and how and why it is changing. What is it like there? Describe & explain. What kind of features does it have? • Human i.e., Population, economy, cultures, buildings, recreational... • physical i.e., climate, landforms, soils, vegetation, water... How and why is it changing? What do people do here? How do I feel about it? How does it compare to other places?
Scale	The 'zoom lens' that enables us to view places from global to local levels. How does my view of this place change when I zoom in or out? How and why are places connected at different scales? How do local decisions and events have global consequences?
Interdependence	People and organisations in places are interconnected with other places in a variety of ways. This has significant influences on the characteristics of places and on changes in these characteristics. Environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places.
Physical and Human Processes	his concept is about the significance of the environment in human life, and the important interrelationships between humans and the environment. Culture, population density, economy, technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments
Physical and Human Processes	The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future. Sustainability encourages the formation of evaluations or judgements about current situations and their potential change into the future. It involves environmental, social, economic and political considerations.
Cultural Awareness and Diversity	Cultural geography is how the physical geography is going to impact the humans that live there. Cultural geography compares various cultures and how their lifestyles and customs are affected by their geographical locations, climate, etc., as well as how they interact with their environment

EYFS & KEY STAGE 1

EYFS: Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities, and traditions.

EYFS: Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

NC Statutory Programme of Study KS1**Locational Knowledge**

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

	Unit being taught...	Learners will be finding out...	Key Vocabulary...	Curriculum Coverage...
EYFS	China	<ul style="list-style-type: none"> • Looking at where China is on a world map. • Comparing China and England 	Map, globe, sea, ocean, Great wall, terracotta army	<ul style="list-style-type: none"> • Be able to locate China and England on a world map. • Be able to name some similarities and differences between China and England. • Be able to identify the Chinese flag.
	St David, George, Andrew Day	<ul style="list-style-type: none"> • Looking at where each country is on a map of the United Kingdom 	Wales, England, Scotland, Northern Ireland	<ul style="list-style-type: none"> • Be able to locate and name the countries that make up the UK. • Recognise the flags for each country and the flag of the UK
	Climate	<ul style="list-style-type: none"> • Hot and cold countries • Seasons • UK weather 	Weather terminology e.g., sunny, snow, rain, clouds etc Desert, ice, Arctic, Antarctic, rainforest Autumn, Winter, Spring, Summer	<ul style="list-style-type: none"> • Be able to talk about the different kinds of weather in the UK and how it can affect us e.g., coats when it is cold. • Name some countries where you find hot weather or cold weather. • Name the four seasons.

	Location	<ul style="list-style-type: none"> Looking at their immediate locality 	Directional vocabulary e.g. left, right, straight ahead etc	<ul style="list-style-type: none"> Be able to create a simple map of the school, local area through pictorial representation.
	Recycling	<ul style="list-style-type: none"> Looking at how recycling can help our planet. 	Recycling, oceans, environment	<ul style="list-style-type: none"> Be able to talk about how recycling can help the oceans.
	Countries around the world	<ul style="list-style-type: none"> Looking at where the children have been on holiday or countries they have read about. 	Aeroplane, beach, sand, abroad, train, boat etc	<ul style="list-style-type: none"> Be able to talk about a country they have visited. Be able to talk about and ask questions about a country they have read about in books/stories.
Year 1	Wonderful Weather	Children will learn about the different types of weather in their immediate environment. The children will then have the opportunity to build on this and knowledge of the four seasons. They will be introduced to hot and cold areas of the world and the impact of different weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts and make valuable links with Science, Computing, Numeracy and Literacy from across the curriculum.	rain, sleet, snow, wind, cloud, sunshine, fog, thunderstorm, spring, summer, autumn, winter, hot, cold, forecast	<p>To identify daily weather patterns in the context of the weather of the UK.</p> <p>To understand seasonal weather patterns in the context of the weather of The UK.</p> <p>To identify daily weather patterns in the UK (Weather Forecasting).</p> <p>To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.</p> <p>To understand the human/physical geography of a cold area of the world in the context of the Arctic.</p>
	Our Local Area	Children will learn about their locality beyond the school gate. Children will explore their local area using first hand observation to enhance their locational awareness along with developing essential map and fieldwork skills.	Locate, map, aerial view, fieldwork, school house/home, terraced, semi-detached, detached, cottage, caravan, flats, village, town, city, county, country, continent, work, job, route, compass, north, south, east, west, local area	<p>To recognise human & physical features in the context of children's own locality.</p> <p>To use simple fieldwork & observational skills to study the surrounding environment in the context of children's own locality</p> <p>To use simple fieldwork & observational skills to study the surrounding environment in the context of children's own locality.</p> <p>To understand basic geographical features: houses (human features).</p> <p>To develop knowledge about children's locality – jobs (human features).</p> <p>To use basic geographical vocabulary to refer to key human/ physical features.</p>

	Our Country	Children will learn about the countries of the UK developing learning beyond children's immediate environment and own locality to the UK in general. Children will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and Brasilia in detail.	England, Scotland, Wales, Northern Ireland, United Kingdom, Europe, English Channel, Irish Sea, North Sea, Atlantic Ocean, London, Edinburgh, Cardiff, Belfast, Capital city.	To understand geographical similarities and differences through studying the human and physical geography in the context of the UK. To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. To 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 in the context of comparing Brasilia with London.
Year 2	Magical Mapping	Children will develop key map skills through a range of engaging geographical skill based activities. Children will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit.	map, route, key, journey, map symbol, aerial view, title, globe, atlas, city, countryside, town, farm, compass, sketch map, country, ocean, sea, factory, harbour	To devise simple maps; and use and construct basic symbols in a key in the context of the school/local area. To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of the school environment. To devise simple maps and use & construct basic symbols in a key. To use atlases and globes to identify the UK and its countries in the context of using an atlas/ developing atlas skills. To name and locate the world's seven continents and five oceans in the context of the developing atlas skills. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. To 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 in the context of aerial photographs.
	Sensational Safari	Children will learn about the geography of Kenya through focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. Children will learn about the similarities and differences between Kenya and the UK along with continuing to develop their geographical skills through a variety of fun and interactive activities.	Africa, Kenya, Nairobi, Indian Ocean, mountains, Mount Kilimanjaro, Mount Kenya, Lake Turkana, Lake Victoria, wildlife reserve, national park, endangered species, savannah, migration, tourist, safari, forests, agriculture, vegetation, Maasai	To name and locate the world's seven continents and five oceans in the context of Africa (Kenya). To use world maps, atlases and globes to identify the countries studied at this key stage in the context of Africa (Kenya) To devise simple maps in the context of Africa (Kenya). To 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 in the context of Kenya. To use basic geographical vocabulary to refer to key physical and human features in the context of Africa (national parks). To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of national park/ safari maps. To use basic geographical vocabulary to refer to key physical and human features in the context of Kenya (national parks/ reserves). To 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 in the context of Kenya (Maasai). To use basic geographical vocabulary to refer to key human and physical features in the context of observing geographical images/photographs. To 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 in the context of Kenya and the UK (my locality).

	<p>Beside the Seaside</p>	<p>Children will learn about geographical features of the seaside, both human and physical. Children will learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps, aerial photograph, webcams and developing their key vocabulary. Children will learn about the similarities and differences between seaside resorts and their own locality, looking at how resorts have changed over time. Children develop their geographical skills through fieldwork, inquiry and map-based activities throughout the lessons in this unit.</p>	<p>sea, ocean, coast, sand, seaside, town, tourists, weather, port, harbour, shop, shore, water, resort, map, holiday, natural, island,</p>	<p>To use basic geographical vocabulary, in the context of coastal/ seaside locations and locations relevant to the children themselves. To 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, in the context of coastal/ seaside locations. To use basic geographical vocabulary to refer to human and physical features, in the context of coastal/seaside locations. To use aerial photographs and to recognise landmarks and basic human and physical features, in the context of coastal/seaside locations. To name, locate and identify characteristics of the four countries and capital cities of the UK, in the context of the seaside resorts in the four countries of the UK. To use basic geographical vocabulary to refer to key human and physical features, in the context of coastal/seaside locations in the past and present day. To use basic geographical vocabulary to refer to human and physical features, in the context of seaside localities and the seaside town of St. Ives, Cornwall. To use simple compass directions and locational and directional language to describe the location of features and routes on a map, in the context of the seaside town of St. Ives, Cornwall. To use world maps, atlases and globes to identify the United Kingdom and its countries, in the context of coastal/island locations To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world, in the context of island locations. To use simple fieldwork and observational skills, in the context of visiting a seaside locality. To use simple compass directions and locational and directional language to describe the location of features and routes on a map, in the context of visiting a seaside locality.</p>
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Key Stage 2

NC Statutory Programme of Study KS2

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

	Unit being taught...	Learners will be finding out...	Key Vocabulary...	Curriculum Coverage...
Year 3	Land Use	<p>This unit on land use provides children with the chance to take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK.</p>	<p>sketch map, aerial view, feature, annotation, landmark, distance, key, symbol, cartographer, scale, protected land, rural, urban, population, agriculture, forestry, coastal, freshwater, land use</p>	<p>To describe and understand key aspects of human geography including land use in the context of using sketch maps.</p> <p>To 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 in the context of drawing a sketch map.</p> <p>Describe and understand key aspects of human geography including land use in the context of using keys and legends.</p> <p>Use fieldwork to observe, measure, record and present the human features in the local area in the context of creating sketch maps.</p> <p>Use fieldwork to observe, measure, record and present the human features in the local area in the context of drawing a map.</p> <p>Use maps and atlases to describe land use in the context of thinking about urban and rural areas.</p> <p>Use maps and atlases to describe land use in the context of thinking about agriculture.</p>

	Rainforests	Children take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They compare a British forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats.	rainforest, climate, tropics, tropical, forecast, forest floor, understory, canopy, emergent, diet, habitat, Amazon River, deforestation, soil erosion, impact, toucan, tree frog, species, natives, tribe	<p>To 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 in the context of rainforests.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests.</p> <p>To 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) in the context of rainforests.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the layers of a tropical climate, a rainforest and rainforest inhabitants.</p> <p>To 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 by comparing the Amazon rainforest and Sherwood Forest.</p> <p>To describe and understand key aspects of 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 in the context of rainforest conservation.</p>
	The UK	Children will take a look at the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history.	United Kingdom, Great Britain, England, Scotland, Wales, Northern Ireland, mountain range, mountain, peak, height, population, suburbs, counties, capital cities, Belfast, Edinburgh, Cardiff, London, City of London, Greater London	<p>To 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 in the context of maps of the UK, UK rivers and seas, UK counties, UK hills and mountains, London's growth and the changing population of the UK.</p> <p>To 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 in the context of describing the position of UK cities.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the UK's rivers and seas, counties of the UK, and UK hills and mountains.</p> <p>To 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) in the context of London's history.</p>
Year 4	Somewhere to Settle	Children head back in time to find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning about settlements to design their own new settlement!	settlements, settlers, shelter, food, defence, water, fuel, agriculture, transport, invader, village, town, city, land use, retail, leisure, business, industrial, housing, agricultural	<p>To describe and understand key aspects of 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 in the context of the needs of early settlers, comparing land use in different settlements and designing a settlement.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements.</p> <p>To 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 in the context of identifying links between settlements.</p>
	All Around the World	Children take a closer look at where the countries of the world are located, and some of the ways	The Equator, Northern	To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres.

		<p>geographers describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones.</p>	<p>Hemisphere, Southern Hemisphere, co-ordinates, latitude, longitude, North Pole, South Pole, polar region, Arctic Circle, Antarctica, tropic, Tropic of Cancer, Tropic of Capricorn, climate, time zone, Greenwich Mean Time, International Date Line, Prime Meridian</p>	<p>To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps. To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations. To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK. To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK. To identify the position and significance of the Prime/ Greenwich Meridian by exploring countries on the Meridian Line. To identify the position and significance of time zones (including day and night) by comparing times in different countries.</p>
	<p>Water</p>	<p>This unit on Water introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.</p>	<p>solid, liquid, vapour, melt, boiling, freezing, cooling, evaporation, condensation, precipitation, groundwater, runoff, closed cycle, filter, flood plain, pollution</p>	<p>Describe and understand key aspects of the water cycle in the context of learning about the changing states of matter. Describe and understand key aspects of the water cycle in the context of explaining the water cycle. Describe and understand key aspects of the water cycle in the context of learning about clouds and rain. Describe and understand key aspects of the water cycle in the context of learning about the water treating process. Describe and understand key aspects of the water cycle in the context of learning about flooding. Describe and understand key aspects of the water cycle in the context of learning about water pollution.</p>
<p>Year 5</p>	<p>Exploring Eastern Europe</p>	<p>In this unit, children have the opportunity to explore Eastern Europe. Firstly, they will learn about the countries of Europe. They will then look in more detail at some of the contrasting areas of eastern Europe, finding out about the landscape, climate and locations in each area. Children will bring together their learning about one area of eastern Europe and create information booklets to share what they have found out. In the final lesson of the unit, children will find out more about Chernobyl and its impact on eastern Europe and the rest of the world.</p>	<p>Itinerary, passport, tourist attractions, nuclear power, human geography, physical geography, land use, radioactive, Europe, Easter Europe, continent, Russia, Belarus, Poland, Ukraine, Turkey, retail, business, industrial, residential</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries. To 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 in the context of places in Europe. To 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 in the context of comparing landscapes, climates, comparing towns, and planning a trip to eastern Europe. To describe and understand key aspects of 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 in the context of nuclear power generation at Chernobyl.</p>

	Marvellous Maps	Marvellous Maps allows children to further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time.	atlas, index, compass, key, symbol, Ordnance Survey, grid reference, co-ordinates, north, east, south, west, north east, south east, south west north west, easting, northing	<p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas.</p> <p>To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the index and co-ordinates.</p> <p>To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map.</p> <p>To use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map.</p> <p>To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map.</p> <p>To 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 by planning a journey.</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places.</p>
	Magnificent Mountains	Children find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region.	mountain, range, valley, height, contour, foot, slope, summit, snow line, tree line, out crop, face, ridge, peak, plateau, volcanic mountain, climate	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of hills and mountain ranges.</p> <p>To 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 in the context of mountain ranges.</p> <p>To 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) in the context of hills and mountain ranges.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of hills and mountain ranges.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains and mountain climates.</p> <p>To describe and understand key aspects of 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 in the context of mountain tourism.</p>
Year 6	Trade and Economics	Children find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in a global market.	Globalisation, Tudor, Victorian, British Empire, trade, import, key, El Salvador, Fairtrade, trading, global supply chain, export	<p>To describe and understand key aspects of 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 in the context of UK imports and exports.</p> <p>To 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 in the context of UK imports and exports.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of UK trade links.</p> <p>To 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 in the context of exports from El Salvador.</p> <p>To describe and understand key aspects of 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 in the context of fair trade, the global food chain and changing trade links.</p>

<p>Our Changing World</p>	<p>In this unit, children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Using an online database of photographs, children can explore how landscapes change. In the final lesson of this unit, children have the chance to predict the future and look at which might change again in their lifetimes.</p>	<p>physical weathering, chemical weathering, acid, dissolve, minerals biological weathering, erosion, border, invasion, empire, union, political, colony, development, regeneration, protection, physical changes, human changes</p>	<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering, coastal erosion, coastal features.</p> <p>To 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 in the context of coastal features, the changing make-up of the United Kingdom.</p> <p>To 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 in the context of the changing international borders of Europe.</p> <p>To describe and understand key aspects of 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 by looking at how landscapes change over time and coastal erosion.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering.</p>
<p>Raging Rivers</p>	<p>The children will find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, children will explore the life stories of rivers. Children will learn the names and locations of the major rivers of the UK and the world</p>	<p>source, mouth, tributary, reservoir, pollution, hydroelectrical power, estuary, valley, dam, waterfall, rapids, gorge, meander, confluence, floodplain, levee, delta, leisure, industry, conservation</p>	<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the water cycle.</p> <p>To 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 in the context of rivers.</p> <p>To 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 in the context of rivers of the world.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers.</p> <p>To describe and understand key aspects of 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 in the context of rivers and dams.</p>

Curriculum Expectations and Guidance

What pupils should know, be able to do and understand

	Years 1 and 2	Years 3 and 4	Years 5 and 6
Locational Knowledge	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ol style="list-style-type: none"> a name and locate the world's seven continents and five oceans; b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; c use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. 	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ol style="list-style-type: none"> a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; c 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; d use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p>KS2 Geography National Curriculum</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ol style="list-style-type: none"> a use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; b name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.
Place Knowledge	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum</p>	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p>	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p>

	<p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> a compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country; c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. 	<p>KS2 Geography National Curriculum</p> <p>Children can 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; e use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. 	<p>KS2 Geography National Curriculum</p> <p>Children can 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; c use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.
<p>Human and Physical Geography</p>	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>KS1 Geography National Curriculum</p> <p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> a 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; b 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; c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>KS2 Geography National Curriculum</p> <p>Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.</p> <p>Explain the impact of hums on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; 	<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p>KS2 Geography National Curriculum</p> <p>Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;

		<ul style="list-style-type: none"> b human geography, including: types of settlement and land use; c use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. 	<ul style="list-style-type: none"> b 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; c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.
Geographical Skills and Fieldwork	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p>KS1 Geography National Curriculum</p> <p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; b use simple compass directions and locational and directional to describe the location of features and routes on a map; c devise a simple map; and use and construct basic symbols in a key; d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. 	<p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p>KS2 Geography National Curriculum</p> <p>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <ul style="list-style-type: none"> a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. 	<p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.</p> <p>KS2 Geography National Curriculum</p> <p>Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use maps, atlases, globes and digital/computer mapping to locate countries and describe features; b 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; c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

Cultural Capital Opportunities and Resources

What extra curricula experiences and opportunities will further enhance the curriculum and our pupils' future life success?

General						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6