



# Geography

Place and Location								
World and UK; Significant places								
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
National Curriculum		<p><b>Place knowledge</b> 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</p> <p><b>Locational knowledge</b> 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 &amp; its surrounding areas</p> <p>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour or shop</p>		<p><b>Place knowledge:</b> 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><b>Locational knowledge</b> 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</p> <p><b>Locational knowledge</b> 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</p>				
Skills	<p>Looks closely at similarities, differences, patterns and change in nature.</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another. Makes observations of animals and plants and explains why some things occur, and talks about changes</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another</p>	<p>Name and locate the world's seven continents and five oceans on a world map.</p> <p>Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>Name important buildings and places and explain their importance.</p>	<p>Name and locate seas surrounding the UK, as well as some seas and oceans around the world on a world map or globe.</p> <p>Identify characteristics of the four countries and major cities of the UK.</p> <p>Name, locate and explain the significance of a place.</p>	<p>Locate counties, cities, towns, villages and hamlets in the UK on a variety of maps</p> <p>Name, locate and describe some major cities in the UK</p> <p>Create a detailed study of geographical features, such as a significant river or mountainous region of the UK.</p> <p>Name, locate and explain the importance of rivers</p>	<p>Locate countries and major cities in Europe (including Russia) on a world map.</p> <p>Locate countries in Asia on a world map.</p> <p>Identify the topography of an area of the UK using contour lines on a map.</p> <p>Name, locate and explain the distribution of significant industrial regions around the world</p> <p>Name, locate and explain the importance of significant mountains and volcanoes</p>	<p>Name, locate and describe major world cities on a world map.</p> <p>Describe the relative location of a place of geographical feature in the UK in relation to another place or geographical feature.</p>	<p>Locate countries and major cities of North, Central and South America on a world map, atlas or globe</p> <p>Explain interconnections between two areas of the world</p> <p>Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or wider world</p> <p>Name and locate significant plate boundaries, and explain why they are important</p>	



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>	<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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.</p>	<p>A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>An ocean is a large sea. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.</p> <p>A country is a large territory that is part of a continent along with other countries (UK is made up of England, Wales, Scotland and Northern Ireland; Great Britain is the UK without Northern Ireland; British Isles is the addition of the Republic of Ireland to the UK).</p> <p>A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales.</p> <p>A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past.</p>	<p>Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea.</p> <p>The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom</p> <p>A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.</p>	<p>A country can be split into counties (smaller areas) that have their own councils to run them – they contain city/cities, towns, villages etc.</p> <p>A city is the largest type of settlement with many buildings, people and facilities</p> <p>A town has lots of houses, schools and some shopping facilities</p> <p>A village is a group of houses, larger than a hamlet and smaller than a town, usually rurally situated.</p> <p>A hamlet is a small village, usually without a church.</p> <p>Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines</p> <p>Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambeki, Mekong, Ganges, Danube and Yangtze</p>	<p>Countries in Europe include UK, France, Spain, Germany, Italy and Belgium, among others.</p> <p>Russia is part of both Europe and Asia.</p> <p>Countries in Asia including India.</p> <p>Topography is the arrangement of the natural and artificial physical features of an area.</p> <p>Specific mountain ranges include the Himalayas. Urals, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant volcanoes include Mt Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia.</p>	<p>Specific major cities include London (UK), New York (USA), Shanghai (China), Istanbul (Turkey), Moscow (Russia), Manila (Philippines), Lagos (Nigeria), Nairobi (Kenya), Baghdad (Iraq), Damascus (Syria), Mecca (Saudi Arabia)</p>	<p>North American continent = countries of the USA + Canada + Mexico, as well as Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama.</p> <p>South American continent = Brazil + Argentina + Chile + Colombia + Peru + Venezuela + Uruguay + Ecuador + Bolivia + Paraguay</p> <p>Geographical interconnections are the ways in which people and things are connected.</p> <p>A geographical pattern is the arrangement of objects on the Earth's surface in relation to one another</p> <p>North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply)</p> <p>Significant earthquake-prone areas include the San Andreas Fault in North America.</p>
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Vocabulary				country, city, town, village, hamlet, river, mountain, mountain range, facilities, council, settlement	topography, relief, volcano, mountain range	Names of cities	Names of countries
Topic / Coverage	Me and my community Winter Wonderland Puddles Big, Wide, World	Dinosaur Planet 1 lesson (locating animals at risk of extinction, using a map of the Continents) Stand-alone lessons.  Bright lights, Big Cities (Draw and label a map of the UK with countries and capitals)	Stand-alone lessons (as taught in previous years) or link to Beachcombers topic.  Stand-alone lessons within Tunnel, Turrets and Towers	H2Woah  I do like to be beside the seaside	Amasia	Eureka	Names of countries  earthquake, tectonic plate, plate boundary: destructive/convergent, constructive/divergent, transform, seismic, epicentre, Richter scale  May the Norse Be With You  Tiempo de Fiesta  Peace in our Time?
<b>Position and Location</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		Human and physical geography: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Geographical skills and fieldwork: 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		Locational knowledge: 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)  Geographical skills and fieldwork: 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			
Skills	Talks about the features of their own immediate environment and how environments might vary from one another.	Locate the equator and hot and cold areas of the world in relation to it.  Locate the North and South Poles on a world map or globe.  Use simple directional and positional language to give directions (including North and South), describe the location of features and discuss where things are in relation to each other.	<del>Locate the equator</del>  Use simple compass directions (N, S, E, W) to describe the location of features or a route on a map.	Locate significant places using latitude and longitude.  Use the eight points of a compass to locate a geographical feature or place on a map	Identify the location of the Tropics of Cancer and Capricorn on a world map.  Use the eight points of a compass, four figure grid references and a key to locate and plot geographical places and features on a map	Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).  Use six figure grid references and compass points to interpret maps including OS maps, with accuracy	Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, The Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones including day and night.  Use lines of longitude and latitude or grid references to find the position of different geographical areas and features



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Knowledge	<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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.</p>	<p>The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p> <p>Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.</p>	<p>The four cardinal points on a compass are north, south, east and west and are at 90 degrees to each other. A route is a set of directions that can be used to get from one place to another.</p>	<p>Latitude is the distance north or south of the equator, and longitude is the distance east or west of the Prime Meridian.</p> <p>Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.</p> <p>The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east, north-west, south-east and south-west.</p>	<p>The Tropic of Cancer is 23.4 degrees north of the equator and the Tropic of Capricorn is 23.4 degrees south of the equator.</p> <p>Accurate grid references identify the position of key physical and human features.</p>	<p>The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT) and time zones change east and west of this line.</p> <p>Compass points can be used to describe the relationship of features to each other or describe the direction of travel.</p>	<p>The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0 degrees longitude, from which all other longitudes are measured. Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT (east of GMT is another hour later).</p>
Vocabulary				<p>latitude, longitude, Prime Meridian, cardinal/intercardinal, north, south, east, west, compass</p>	<p>Tropic of Cancer/Capricorn, equator, four figure grid reference, compass,</p>	<p>Greenwich Mean Time (GMT), hemisphere, six figured grid reference,</p>	<p>degrees, time zones</p>
Topic / Coverage	<p>Me and my community</p> <p>Winter Wonderland</p> <p>Puddles</p> <p>Big, Wide, World</p>	<p>Bright Lights, Big City (using directions for getting around London) Moon Zoom!</p>	<p>The Scented Garden</p> <p>Tunnel, Turrets and Towers</p> <p>Stand-alone lesson but can be incorporated in</p>	<p>Yabba Dabba Do</p> <p>I do like to be beside the seaside</p>	<p>Amasia</p>	<p>Egypt</p>	<p>May the Norse be with you</p>



# Geography

Physical Geography: Processes							
Climate and Weather, Physical Processes, Geographical change							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		Human and physical geography: Identify seasonal and daily weather patterns in the United Kingdom; Use basic geographical vocabulary to refer to seasons and weather  <u>Geographical skills and fieldwork:</u> 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		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			
Skills	Looks closely at similarities, differences, patterns and change in nature. observations of animals and plants and explains why some things occur, and talks about changes Explore the natural world around them	Identify patterns in daily and seasonal weather.  Describe in simple terms how a physical process has affected an area, place or human activity.  Describe how a place or geographical feature has changed over time.	Describe simple weather patterns of hot and cold places.  Describe, in simple terms, the effects of erosion.  Describe how an environment has or might change over time.	Explain how the weather affects the use of urban and rural environments  Use specific geographical vocabulary and diagrams to explain the water cycle  Explain how the physical processes of a river, sea or ocean have changed a landscape over time	Explain the climate of a river, country or continent  Describe the physical processes, including weather, that affect two different locations  Describe how a significant geographical activity has changed a landscape in the short or long term	Explain how the climate affects land use  Describe how soil fertility, drainage and climate affect agricultural land use.  Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy)	Describe the climatic similarities and differences between two regions  Explain the physical processes that cause earthquakes and volcanic eruptions  Present a detailed account of how an industry, including tourism, has changed a place or landscape over time



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Knowledge	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather.</p> <p>Weather is a physical process.</p> <p>Geographical features can change over time.</p>	<p>A weather pattern is a type of weather that is repeated.</p>	<p>Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms</p> <p>Water cannot be made. It is constantly recycled through a process called The Water Cycle. the four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling</p> <p>Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.</p>	<p>Climate is the long term pattern of weather conditions found in a particular place.</p> <p>Creation of mountains – basic plate tectonics for a mountain/volcano to form (NO MENTION OF EARTHQUAKES)</p> <p>Significant geographical activity includes volcanic eruptions. They are known as natural disasters because they are created by nature, affect many people and cause widespread damage.</p> <p>The Ring of Fire runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over ¾ of the world's earthquakes and volcanic eruptions happen along the Ring of Fire.</p>	<p>Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.</p> <p>Soil fertility, drainage and climate influence the placement and success of agricultural land</p> <p>Settlements come in many different sizes and can be ranked according to their population and the level of services available. A settlement hierarchy include hamlet, village, town, city and large city</p>	<p>Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent</p> <p>Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.</p> <p>Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement such as landslides and tectonic activity, such as earthquakes or volcanic activity. Earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside one another. The centre of an earthquake is called the epicentre.</p> <p>Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental impact on many regions and countries.</p>
Vocabulary				<p>precipitation, cyclones, blizzards, water cycle, evaporation, condensation, transportation, collection, erosion, deposition, solution, source, meander, mouth, tributary, flood plain, weathering,</p>	<p>climate, fold mountain, volcano, magma, lava, ash, pyroclastic flow, natural disaster, tectonic plates, crater, caldera, cinder cone, shield volcano, crust, dormant, extinct, active, molten, vent. mantle, Ring of Fire,</p>	<p>terrain, arable, pastoral, soil disease/fertility, practices, drainage, hierarchy,</p>	<p>climatic variation, averages, earthquake, tremor, epicenter, convergent/destructive, divergent/constructive, transform,</p>



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Topic / Coverage	Me and my community Winter Wonderland Puddles Big, Wide, World	Bright Lights, Big City Discrete lessons on weather and link to learning on Seasons and months of the year.  Could be covered by discrete lessons outside topics linked to the school and its environment. Growth Milton Keynes.	Wiggle and Crawl (Life Cycles/hibernation),  Scented gardens (plant life cycles linked to weather patterns) Linked with Science unit and Tunnel, Turrets and Tower  Could be covered by discrete lessons outside topics linked to the school and its environment. Growth Milton Keynes.	H2Woah I do like to be beside the seaside	Amasia When In Rome	Circles of life	Tiempo de Fiesta
	<b>Nature and the Environment</b>						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		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  Geographical skills and fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of the surrounding environment		Describe and understand key aspects of: Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle			
Skills	Talks about the features of their own immediate environment and how environments might vary from one another.  Looks closely at similarities, differences, patterns and change in nature  Makes observations of animals and plants and explains why some things occur, and talks about changes  Explore the natural world around them, making observations and drawing pictures of animals and plants	Use basic geographical vocabulary to identify and describe physical features.  Describe how pollution and litter affect the local environment and school grounds.	Describe the size, location and position of a physical feature.  Describe ways to improve the local environment	Describe and explain the changing shape of coastlines.  Describe and explain the changing shapes of rivers.	Identify the five major climate zones on Earth. Name and describe properties of the Earth's four layers.  Identify, describe and explain the formation of different mountain types and volcanoes.	Explain how key physical features along with climate zones and soil types, can affect land use.  Identify some of the problems of farming in a developing country and report on the ways in which these can be supported  Explore how vegetation belts affect land use.	Name and locate the world's biomes and climate zones and explain their common characteristics.  Explain how climate change affects climate zones and biomes across the world Identify and describe some key physical features & environmental regions of N&S America. Describe the parts of an earthquake.



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Knowledge	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>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.</p>	<p>Physical features are naturally-created features of the Earth.</p> <p>Litter and pollution have a harmful effect on the areas where we live, work and play.</p>	<p>A physical feature is one that forms naturally, and can change over time due to weather and other forces.</p> <p>The local environment can be improved by picking up litter, planting flowers and improving amenities.</p>	<p>Coastal erosion occurs when the sea wears away the land. A great deal of coastal erosion has taken place in the Holderness area on the east coast of England. Erosion is so dramatic here because the cliffs along the coast are made from boulder clay, which is soft and crumbly rock. Heavy rains and sea storms make the erosion worse.</p> <p>Begin to explore ways that coasts are protected. Rivers transport material in four ways. Solution (when minerals are dissolved and carried in the water), Suspension (fine light material is carried), Saltation (small pebbles and stones are carried along the riverbed), Traction (large boulders and rocks are rolled around the riverbed).</p>	<p>The Earth has five climate zones: desert, equatorial, polar, temperate and tropical.</p> <p>The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.</p> <p>Mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma under the Earth's crust pushes large areas of land upwards.</p> <p>A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage.</p>	<p>A climate zone is an area that has its own distinct climate, vegetation and wildlife.</p> <p>Vegetation belts are areas with distinct plant types that are defined by the climate, soil, drainage and elevation.</p>	<p>A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.</p> <p>North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest.</p> <p>South America has a vast variety of biomes, including desert, alpine rainforest and grasslands.</p> <p>Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.</p> <p>Earthquakes are the movement of the earth's surface along fault lines between tectonic plates. They can have devastating impact on both the physical and human geography of an area.</p>
Vocabulary				<p>solution, suspension, saltation, traction, erosion, coastal erosion, protected, sea defences, groynes, sea wall</p>	<p>desert, equatorial, polar, temperate, tropical, inner core, outer core, mantle, crust,</p>	<p>climate zone, vegetation, vegetation belt, drainage, elevation,</p>	<p>biome, grassland, tundra, aquatic, geology, deciduous, coniferous, global warming, climate change, indigenous, subterranean, conservation, native, canopy</p>



# Geography

<p>Topic / Coverage</p>	<p>Me and my community Big, Wide, World</p> <p>Me and my community Winter Wonderland Puddles Big, Wide, World</p>	<p>Physical features are naturally-created features of the Earth</p> <p>Stand- alone but can be included in Enchanted Woodland</p>	<p>. A physical feature is one that forms naturally, and can change over time due to weather and other forces.</p> <p>Secret Garden Wiggle and Crawl</p>	<p>Oh I do like to be beside the seaside</p> <p>H2Woah</p>	<p>Amasia</p> <p>When In Rome</p>	<p>Circles of life</p>	<p>Tiempo de Fiesta</p>
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# Geography

Human Geography							
Settlement and Land use							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		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			
Skills	Talks about the features of their own immediate environment and how environments might vary from one another	Identify the characteristics of a settlement.  Name and describe the purpose of human features and landmarks.	Use geographical vocabulary to describe how and why people use a range of human features.  Describe the size, location and function of a local industry.	Describe the type and characteristics of settlement of land use in an area or region  Describe the type and purpose of different buildings, monuments, services and land, and identify reasons for their location	Explain ways that settlements, land use or water systems are used in different parts of the world Describe and explain the location and purpose of transport networks across the UK and other parts of the world	Describe in detail the different types of agricultural land use in the UK (and compare to another place)	Describe the distribution of natural resources in an area or country  Explain how humans function in the place they live
Knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  Knows about similarities and differences in relation to places, objects, materials and living things.	A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.  Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops.  Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.	Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.  Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these	Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.  Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.  Tourism is an industry that involves people travelling for recreation and leisure.	Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power.  Human features can be interconnected by function, type and transport links.  Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish.	Agricultural land use in the UK can be divided into three main types: arable – growing crops; pastoral – rearing livestock; mixed – arable and pastoral. An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK such as wheat, barley, oats, potatoes, other vegetables, fruits and oil seed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs.  Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways these challenges can be reduced	The distribution of and access to natural resources, cultural influences and economic activity are significant factors in a community life in a settlement.  Natural resources include food, minerals (aluminium, sandstone and oil), energy sources (water, coal and gas), and water.



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Vocabulary				services, rural, urban, suburb, recreation, leisure, tourism, residential,	networks, transport, agricultural, recreational, industry, housing, connected, population, export, import,	arable, pastoral, livestock, allotment, crops, drought, fair trade, rearing, humid, peat, loam, renewable,	natural resources, cultural influences, deforestation, logging, mining,
Topic / Coverage	Me and my community Big, Wide, World	Bright Lights, Big City Discrete local studies of Olney)	Towers, Tunnels and Turrets - Including why people use tunnels	I do like to be beside the seaside	Incredible Industries When In Rome	Circles of Life	Tiempo de Fiesta





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National Curriculum	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			Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use 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			
	Skills	Draw or read a simple picture map.	Draw or read a range of simple maps that use symbols and a key.	Use simple grid references to describe the location of objects and places on a simple map	Use four figure grid references and keys to describe the location of objects and places on a map Identify areas of elevation on a map	Identify elevated areas, depressions and river basins on a relief map. Use 6 figure grid references	Use grid references, lines of longitude and latitude, contour lines and symbols in maps and on globes to understand and record the geography of an area
Knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and — when appropriate — maps.	A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.	<del>A map is a picture or drawing of an area of land or sea that can show human and physical features.</del> Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.	A grid reference uses a vertical and a horizontal value to give the position of something.	A four figure grid reference contains four numbers. The first two numbers are called the easting and are found along the bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four figure grid references give specific information about locations on a map. Relief of the land describes the height of the land and is demonstrated by contour lines and colours.  The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the shape of land based on shape and height	A six figure grid reference contains six numbers and is more precise than a four figure grid reference. The first three figures are called the easting (found top and bottom of a map). The second three figures are called the northing (found down the sides of a map). Six figure grid references give detailed information about locations on a map.  Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat.	A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.  Symbols are used on maps to ensure ease of understanding. Map symbols can include those for churches, picnic areas, toilets, parking, bridges, roads, footpaths etc
Vocabulary				horizontal, vertical, grid reference	four figure grid reference, easting, northing, relief, topography/topographical	six figure grid reference, contour, steep, sloping, depression, basin,	Map symbols
Topic / Coverage		Bright lights, Big Cities (Draw & label map of UK) Enchanted Woodland	Beachcombers Secret Garden Towers, Tunnels, Turrets Wiggle and Crawl	I do like to be beside the seaside	Amasia	Egypt	May the Norse be with you Peace in our time?
<b>Investigation: Geographical Resources</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



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National Curriculum		Geographical skills and fieldwork: 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		Geography skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			
Skills	Makes observations of animals and plants and explains why some things occur, and talks about changes Explore the natural world around them, making observations and drawing pictures of animals and plants	Identify features and landmarks on an aerial photograph or plan perspective.	Study aerial photographs to describe the features and characteristics of an area of land.	Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied	Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping	Analyse and compare a place or places using aerial photographs, atlases and maps	Use satellite imaging and maps of different scales to find out geographical information about a place
Knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	An aerial photograph or plan perspective shows an area of land from above.	An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).	Maps, globes and digital mapping tools can help to locate and describe significant geographical features  An atlas is a collection of maps and information that shows geographical features and statistics of an area	An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area	Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place or places.	Satellite images are photographs taken of Earth by imaging satellites.
Vocabulary				border, boundary, statistic	social, economic	cartography	satellite
Topic / Coverage	Me and my community Winter Wonderland Puddles Big, Wide, World	Bright Lights, Big City (including identifying landmarks and features of London) Moon Zoom! Enchanted Woodland	The Scented Garden Towers, Tunnels and Turrets	H2Woah Yabba Dabba Do	When In Rome	Eureka To infinity and beyond	Tiempo de Fiesta
<b>Fieldwork and Data Analysis</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		Geographical skills and fieldwork: 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		Geographical skills and fieldwork: 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			



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Skills	<p>Looks closely at similarities, differences, patterns and change in nature</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>Collect simple data during fieldwork activities.</p> <p>Carry out fieldwork tasks to identify characteristics of the school grounds or locality.</p>	<p>Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books)</p> <p>Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p>	<p>Analyse primary data, identifying any patterns observed</p> <p>Gather evidence to answer geographical question or enquiry</p>	<p>Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them</p> <p>Investigate a geographical hypothesis using a range of field techniques</p>	<p>Summarise geographical data to draw conclusions</p> <p>Construct or carry out a geographical enquiry by gathering and analysing a range of sources</p>	<p>Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary</p> <p>Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques</p>
Knowledge	<p>Describe their immediate environment using knowledge from observation, discussion, stories,</p>	<p>Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.</p> <p>Data is information that can be collected and used to answer a geographical question.</p>	<p>Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.</p> <p>Data can be recorded in different ways, including tables, charts and pictograms.</p>	<p>The term geographical evidence relates to facts, information and numerical data</p> <p>Primary data includes information gathered by observation and investigation</p>	<p>Fieldwork techniques such as sketch maps, data collection, and digital technologies can provide evidence to support and answer a geographical hypothesis</p> <p>Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet</p>	<p>A geographical enquiry can help us to understand the physical geography rivers, coasts, weather and rocks)</p> <p>Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions.</p>	<p>Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions</p> <p>A geographical enquiry can help us understand the human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment</p> <p>Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies)</p>



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Vocabulary				data, primary data, evidence, facts,	fieldwork, secondary data, reports, surveys,	enquiry, demographic, economics,	migration,
Topic / Coverage	Me and my community Big, Wide, World	Bright Light, Big City 1 x optional Could include in Enchanted Woodland	Links to science, maths and can be covered in any topic  Secret Garden Wiggle and Crawl (discrete lessons on school environment and locality)	H2Woah	Incredible Industries	Eureka	Peace in our time