

## Geography Curriculum Overview

### The Outcome – To create Geographers

#### What will our geographers be able to do when they leave us?

Our geographers will have a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children will be equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. They use the correct geographical terms and vocabulary to communicate geographical ideas effectively. As children progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. This will be taught through inspirational learning experiences, which will enable them to put key geographical skills into place by means of fieldwork, computing and developed geographical skills. Through this, the pupils will gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time. From this, the pupils can continue their education with the geographical knowledge and skills to understanding how humans impact and influence the physical geography of the world around us. This knowledge will help to influence their life choices in making it a better place for all of earth's inhabitants.

### Threads

<b>One World</b> Diversity & Mutual Respect Democracy & Individual Liberty	<b>Human Impact</b> Sustainability & Ecology	<b>Human Endeavour</b> The spirit of adventure, innovation and inspiration
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### Starting Points – Area of Study

EYFS	Our Local Area	Links to the Wider World
Year 1	Where we live - The UK	Weather patterns in the UK
Year 2	<b>The Wider World</b> 7 Continents and 5 Oceans – Focus Antarctica / UK	<b>Hot and Cold</b> India, Pakistan, Iceland, Antarctica
Year 3	Mountains of the UK	Natural Disasters
Year 4	Rivers and The Water Cycle within the UK	Italy

Year 5	North America in comparison to the UK	Sustainability
Year 6	South America and Central America	Sustainability

Curriculum Coverage – NC						
The minimum requirements as detailed within the National Curriculum						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Early Years Goals</b></p> <p>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. The children can make observations of animals and plants and explain why some things occur. They can talk about how these changes over time and place.</p>	<p><b>Key stage 1</b></p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas</li> </ul>	<p><b>Key stage 2</b></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> </ul>				

	<p>of the world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"><li>▪ 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</li></ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"><li>▪ 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</li><li>▪ 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</li><li>▪ 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</li><li>▪ 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.</li></ul>	<ul style="list-style-type: none"><li>▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>▪ 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</li></ul>
	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"><li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li></ul>	

- 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.

### Process Skills and Process Knowledge – Knowing How?

	Locational and place knowledge	Fieldwork	Use of Vocabulary	Using globes, maps and plans	Map work skills
EYFS	.	*I can use simple fieldwork and observational skills to study the geography of my school and its grounds.	*I use and understand basic geographical vocabulary	*I use a world maps and globe to identify the UK	*I can use basic locational and directional language
Year 1	*I can name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas	*I can use simple fieldwork and observational skills to study the geography of my school and its grounds. *I can complete a chart to express opinions during Fieldwork. *I use first hand observation to investigate places – the school grounds, the streets around and the local area. *I can recognise and record different types of land use, buildings and environments	*I use and understand basic geographical specific vocabulary relating to human and physical geography *I can use these specific key vocabulary to describe physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather key human features: city, town, village, factory, farm, house, office, port, harbour, shop, address *I can use maths vocab to describe position and location	*I use world maps, atlases and globes to identify UK & its countries *I can identify the countries, continents and oceans studied. *I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. *I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	*I can follow a route on prepared maps (left/right) & find information. *I can use simple compass directions (NSEW) *I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. *I can make a simple map (e.g. from a story). *I can use & construct basic symbols in a key.
Year 2	*I can name & locate world's 7 continents and 5 oceans *I understand geog. similarities and differences through studying the human & physical geography of a small area of the UK & a non-European country.	*I can complete a chart to express opinions during Fieldwork. *I use first hand observation to investigate places – the school grounds, the streets around and the local area.	*I use and understand basic geographical specific vocabulary relating to human and physical geography *I can use these specific key vocabulary to describe physical features: beach, cliff, coast,	*I can identify the countries, continents and oceans studied. *I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	*I can follow a route on prepared maps (left/right) & find information. *I can use simple compass directions (NSEW) *I can use locational and directional language (e.g. near

		<p>*I can recognise and record different types of land use, buildings and environments.</p>	<p>forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p> <p>key human features: city, town, village, factory, farm, house, office, port, harbour, shop, address</p> <p>*I can use maths vocab to describe position and location</p>	<p>*I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	<p>and far; left and right) to describe the location of features and routes on a map.</p> <p>*I can make a simple map (e.g. from a story).</p> <p>*I can use &amp; construct basic symbols in a key.</p>
Year 3	<p>* I can locate the world's countries, using maps to focus on Europe: environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>* I can name and locate geographical regions of the UK &amp; their identifying physical and human characteristics, including <i>some</i> cities and <i>some</i> key topographical features including hills, mountains, coasts and rivers.</p> <p>* I understand how some aspects have changed over time.</p> <p>* I can understand geographical similarities and differences of human &amp; physical geography of a region of the UK and in a European country</p>	<p>* I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs</p> <p>* I can conduct surveys.</p> <p>* I can carry out a simple questionnaire.</p> <p>* I am able to use simple equipment to measure and record.</p> <p>*I can investigate the local area, looking at types of shops, services and houses.</p> <p>*I apply mathematical skills in data handling to Geography fieldwork.</p>	<p>* I continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall, key, urban, rural, human, physical, to describe places or geographical features in different ways.</p> <p>* I am beginning to apply the vocabulary of other subjects such as maths and science when describing geographical features and processes.</p>	<p>* I can locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>*I can use a globe &amp; maps &amp; some OS symbols on maps to name geographical regions &amp; identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns.</p> <p>*I can use atlases to find places using index/ contents.</p> <p>* I can understand need for a key.</p> <p>* I understand the purpose of maps.</p> <p>*I am beginning to understand scale and distance on a map, using and applying mathematical skills.</p>	<p>* I can use the 8 points of a compass.</p> <p>* I can use simple grids with letters and numbers and 4-figure coordinates to locate features.</p> <p>* I can use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world.</p> <p>*I can map evidence from fieldwork e.g. sketch annotated views.</p> <p>* I can use plans.</p> <p>* I can use aerial photos and satellite images.</p> <p>* I can begin to use smaller scale aerial views.</p> <p>* I can use oblique aerial views.</p>
Year 4	<p>* I can locate the world's countries, using maps to focus on Europe: environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>* I can name and locate geographical regions of the UK &amp;</p>	<p>* I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs</p> <p>* I can conduct surveys.</p> <p>* I can carry out a simple questionnaire.</p>	<p>* I continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall, key, urban, rural, human, physical, to describe places or geographical features in different ways.</p>	<p>* I can locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>*I can use a globe &amp; maps &amp;</p>	<p>* I can use the 8 points of a compass.</p> <p>* I can use simple grids with letters and numbers and 4-figure coordinates to locate features.</p> <p>* I can use and understand Ordnance Survey symbols and</p>

	<p>their identifying physical and human characteristics, including <i>some</i> cities and <i>some</i> key topographical features including hills, mountains, coasts and rivers.</p> <p>* I understand how some aspects have changed over time.</p> <p>* I can understand geographical similarities and differences of human &amp; physical geography of a region of the UK and in a European country</p>	<p>* I am able to use simple equipment to measure and record.</p> <p>* I can investigate the local area, looking at types of shops, services and houses.</p> <p>* I apply mathematical skills in data handling to Geography fieldwork.</p>	<p>* I am beginning to apply the vocabulary of other subjects such as maths and science when describing geographical features and processes.</p>	<p>some OS symbols on maps to name geographical regions &amp; identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns.</p> <p>* I can use atlases to find places using index/ contents.</p> <p>* I can understand need for a key.</p> <p>* I understand the purpose of maps.</p> <p>* I am beginning to understand scale and distance on a map, using and applying mathematical skills.</p>	<p>keys to build up my knowledge of a local place, the UK and the wider world.</p> <p>* I can map evidence from fieldwork e.g. sketch annotated views.</p> <p>* I can use plans.</p> <p>* I can use aerial photos and satellite images.</p> <p>* I can begin to use smaller scale aerial views.</p> <p>* I can use oblique aerial views</p>
Year 5	<p>I use fieldwork to observe, measure &amp; record human &amp; physical features in the local area using a range of methods, including sketch maps, plans, graphs &amp; digital technologies.</p> <p>* I can collect, analyse &amp; communicate with range of data gathered in experiences of fieldwork.</p> <p>* I can carry out a focused in-depth study, looking at issues/changes in an area.</p> <p>* I can imagine how &amp; why area may change in future.</p>	<p>* I introduce precise geographical words when describing geographical places features &amp; processes.</p> <p>* I confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or how processes have changed.</p> <p>* I can provide greater detail of places and cities within the UK, North America and South America and describe their identifying physical and human characteristics using specific geographical vocabulary.</p> <p>* Apply mathematical skills in data handling to Geography fieldwork.</p>	<p>I can use 1:10.000 and 1:25.000 Ordnance Survey maps.</p> <p>* I can use a globe &amp; maps &amp; some OS symbols on maps to name and locate UK counties &amp; cities.</p> <p>* I can locate the world's countries, using maps to focus on North &amp; South America.</p> <p>* I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>* I can use maps, atlases, globes and digital/computer mapping to locate countries&amp; describe features studied.</p> <p>* I can understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps</p>	<p>* I can use Ordnance Survey maps at different scales.</p> <p>* I can draw a sketch map using symbols and a key.</p> <p>* I can use the eight points of a compass, symbols and key to show my knowledge of the United Kingdom and the wider world.</p> <p>* I can understand and use 6 figure grid references to interpret OS maps.</p>	<p>I know some of the world's countries, focusing on North America concentrating on environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>* I can name/ locate cities &amp; counties of the UK</p> <p>* I know more about the geographical regions of the UK &amp; their identifying physical and human characteristics, including <i>more</i> cities and detail of the key topographical features including naming some UK hills, mountains &amp; rivers or types of coasts</p> <p>* I can explain how aspects have changed over time.</p> <p>* I can understand geographical similarities and differences through the study of human and physical geography of a region</p>

					<p>of the UK and a region within North America.</p> <p>* I can identify the position of latitude, longitude, equator, N &amp; S Hemisphere, Tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic Circle &amp; time zones (incl. day &amp; night).</p>
Year 6	<p>* I know some of the world's countries, focusing on South and Central America, concentrating on environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>* I know more about the geographical regions of the South and Central America &amp; their identifying physical and human characteristics, including cities and detail of the key topographical features including naming some UK hills, mountains &amp; rivers or types of coasts</p> <p>* I can explain how aspects have changed over time.</p> <p>* I can identify the position of latitude, longitude, equator, N &amp; S Hemisphere, Tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic Circle &amp; time zones (incl. day &amp; night).</p>	<p>* I use fieldwork to observe, measure &amp; record human &amp; physical features in the local area using a range of methods, including sketch maps, plans, graphs &amp; digital technologies.</p> <p>* I can collect, analyse &amp; communicate with range of data gathered in experiences of fieldwork.</p> <p>* I can carry out a focused in-depth study, looking at issues/changes in an area.</p> <p>* I can imagine how &amp; why area may change in future.</p>	<p>* I introduce precise geographical words when describing geographical places features &amp; processes.</p> <p>* I confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or how processes have changed.</p> <p>* I can provide greater detail of places and cities within South and Central America and describe their identifying physical and human characteristics using specific geographical vocabulary.</p> <p>* Apply mathematical skills in data handling to Geography fieldwork.</p>	<p>* I can use 1:10.000 and 1:25.000 Ordnance Survey maps.</p> <p>* I can use a globe &amp; maps &amp; some OS symbols on maps to name and locate UK counties &amp; cities.</p> <p>* I can locate the world's countries, using maps to focus on South and Central America.</p> <p>* I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>* I can use maps, atlases, globes and digital/computer mapping to locate countries &amp; describe features studied.</p> <p>* I can understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps</p>	<p>* I can use Ordnance Survey maps at different scales.</p> <p>* I can draw a sketch map using symbols and a key.</p> <p>* I can use the eight points of a compass, symbols and key to show my knowledge of the United Kingdom and the wider world.</p> <p>* I can understand and use 6 figure grid references to interpret OS maps.</p>
	Place	Space	Scale	Physical and Human processes	Cultural understanding and diversity
EYFS	*Begin to identify the human and physical features of the local area.	*Identify seasonal and daily weather patterns in the local area.		* Begin to use basic geographical vocabulary to describe land use	* Understand that people live in different types of houses
Year 1	*Identify the human and physical features of the local area.	* Use maps and aerial photographs to identify familiar places in the local area.	*Use scale to explore the local area on a personal, local and global level.	* Use basic geographical vocabulary to describe land use e.g. housing/shops, the park.	* Understand that people live in different types of houses and begin to explore why.

		<ul style="list-style-type: none"> <li>*Identify ways in which the landscape is changing and begin to explain why?</li> <li>*Identify seasonal and daily weather patterns in the local area and UK.</li> <li>*Use simple fieldwork and observational skills to identify the effect of human activity on the local area.</li> <li>*I can study the key human and physical features of the surrounding environment of my school</li> </ul>		<p>Identify ways in which the landscape is changing and begin to explain why?</p> <ul style="list-style-type: none"> <li>* Identify seasonal and daily weather patterns in the local area and UK.</li> <li>* Use simple fieldwork and observational skills to identify the effect of human activity on the local area.</li> <li>* I can study the key human and physical features of the surrounding environment of my school</li> </ul>	<ul style="list-style-type: none"> <li>* Describe how land use and landscapes can be changed by humans.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>* Understand the geographical similarities and of England and a non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>*Identify ways in which the landscape is changing and begin to explain why?</li> <li>*Identify seasonal and daily weather patterns in the local area and UK.</li> <li>*Use simple fieldwork and observational skills to identify the effect of human activity on the local area.</li> <li>*I can study the key human and physical features of the surrounding environment of my school</li> </ul>	<ul style="list-style-type: none"> <li>* Use scale to explore the place of the England and a non-European country on a national and international level</li> </ul>	<ul style="list-style-type: none"> <li>* Use basic geographical vocabulary to describe land use e.g. housing/shops, the park.</li> </ul> <p>Identify ways in which the landscape is changing and begin to explain why?</p> <ul style="list-style-type: none"> <li>* Use simple fieldwork and observational skills to identify the effect of human activity on the local area.</li> </ul>	<ul style="list-style-type: none"> <li>* Understand that people live in different types of houses and begin to explore why.</li> <li>* Describe how land use and landscapes can be changed by humans.</li> <li>* Explore the similarities and differences in how people live in contrasting global environments</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>* Describe the key features of places in the world that experience volcanoes and earthquakes.</li> <li>* Describe the key geographical characteristics of mountains of the UK.</li> <li>* Understand the key geographical similarities and differences between the local region and a region in a European country</li> </ul>	<ul style="list-style-type: none"> <li>* Locate mountains in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>* To study mountains in the UK and Europe on a local, national and international scale</li> </ul>	<ul style="list-style-type: none"> <li>* Explain how humans and other animals adapt to survive in extreme climates.</li> <li>* Describe how places and landscapes are changed by extreme physical events.</li> <li>* I can describe &amp; under-stand key aspects of physical geography, including rivers and mountains.</li> <li>* I can explain volcanoes/ earthquakes in simple terms.</li> <li>* I can describe key aspects of human geography including</li> </ul>	<ul style="list-style-type: none"> <li>* Explore the similarities and differences in how people and places are represented.</li> </ul>



	* Use maps, globes, atlases and aerial photographs to locate countries and features studied			types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.	
Year 4	<ul style="list-style-type: none"> <li>* Describe the key characteristics of rivers in the UK and Europe.</li> <li>* Understand the key geographical similarities and differences between the local region and a region in a European country</li> <li>* Use maps, globes, atlases and aerial photographs to locate countries and features studied</li> </ul>	<ul style="list-style-type: none"> <li>* Locate rivers and canals.</li> <li>* Understand how local waterways are interlinked.</li> </ul>	* Describe how rivers change from their source to their mouth.	<ul style="list-style-type: none"> <li>* Describe and explain how the landscape and land use changes along the course of rivers.</li> <li>* I can describe the water cycle using a diagram.</li> <li>* I can describe &amp; under-stand key aspects of physical geography, including rivers and mountains.</li> <li>* I can describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.</li> </ul>	* Explore the similarities and differences in how people and places are represented
Year 5	<ul style="list-style-type: none"> <li>* Describe the key physical and human features of cities in the UK and North America.</li> <li>* Compare the physical and human of the characteristics two American cities.</li> <li>* Describe the key physical and human features of places in the UK and identify how it compares to other place studied (North America)</li> </ul>	<ul style="list-style-type: none"> <li>* Use maps, atlases and globes to identify and locate places in USA.</li> <li>* Use aerial photographs, maps and the internet to identify key human and physical features of North America and the UK.</li> </ul>	* Identify cities in North America and the UK on a local, national and international scale.	<ul style="list-style-type: none"> <li>* To compare the climates in the UK and North America.</li> <li>* Explore the effect human activity is having in cities in North America and the UK.</li> <li>* I can describe in detail types of settlement, land use, economic activity including trade links.</li> <li>* I can describe the distribution of natural resources including energy, food, minerals &amp; water in the UK and North America.</li> <li>* I can describe processes that give rise to key physical &amp; human geographical features of the world.</li> <li>* I can understand key aspects of: physical geography e.g. climate zones and biomes.</li> </ul>	* Identify the cultural difference between cities in the UK and North America
Year 6	* Describe the key physical and human features of cities in the	* Use maps, atlases and globes to identify and locate places in South and Central America.	* Identify cities in South and Central America on a local, national and international scale.	* Understand how human activity is changing the Amazon rainforest and imagine what	* Explore the lives of people native to the amazon rainforest.

	South and Central America.	<p>*Locate the Amazon rainforest using atlases maps and a globe.</p> <p>*Use aerial photographs, maps and the internet to identify key human and physical features of South and Central America.</p>	<p>* Identify the uses of the Amazon rainforest on a local, national and international scale</p>	<p>changes might happen in the future.</p> <p>* I can describe in detail types of settlement, land use, economic activity including trade links.</p> <p>* I can describe processes that give rise to key physical &amp; human geographical features of the world.</p> <p>* I can understand key aspects of: physical geography e.g. climate zones and biomes.</p>	<p>* Explore the different uses of the amazon rainforest for people in South and Central America</p>
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### Propositional Knowledge – Knowing What?

EYFS	<p>Understand and use positional and directional language, as well as simple maps and drawings.</p> <p>Be aware of the local natural and built environment and their place in it.</p> <p>Use everyday language to talk about size, distance and time.</p> <p>Begin to use simple fieldwork and observational skills. Use basic geographical vocabulary to describe land use e.g. housing/shops, the park.</p> <p>Be aware of different lifestyles</p> <p>Begin to explore the similarities and differences in how people live in contrasting global environments that link to our school community.</p>
Year 1	<p style="text-align: center;"><b>The UK</b></p> <p><b>Enquiry Question</b> Where do I live?</p> <p><b>Propositional Knowledge</b> To identify the countries of the UK (England, Wales, Scotland, Northern Ireland) To know the capital cities of the UK. To name the seas which surround the UK. To identify Manchester on a map of the UK. - To identify features of the locality. - Understand the sense of place in relation to home and school.</p> <p style="text-align: center;"><b>Weather patterns</b></p>

	<p><b>Enquiry Question</b> Where are the hottest/coldest places in the UK?</p> <p><b>Propositional Knowledge</b> Identify daily weather patterns of the UK Understand seasonal weather patterns of the weather of the UK Identify daily weather patterns in the UK including weather forecasting. To identify daily weather patterns including dangerous weather in the UK.</p>
Year 2	<p style="text-align: center;"><b>7 Continents, 5 Oceans and an in Depth Study of Africa</b></p>
	<p><b>Enquiry Question</b> Where is the best place to live?</p> <p><b>Propositional Knowledge</b> To name the 7 continents of the world and identify them on a map. To name the 5 oceans of the world and identify them on a map. To identify where Africa and Kenya is located in the world. To identify key physical and human features of Africa. To name some animals that live in Kenya. TO compare the life of the Africa group Maasai Mara to our own lives.</p>
	<p style="text-align: center;"><b>India, Pakistan, Iceland, Antarctica</b></p>
	<p><b>Enquiry Question</b> Why is the weather different across the world?</p> <p><b>Propositional Knowledge</b> - To describe the weather in India, Pakistan, Iceland and Antarctic. - To compare the weather in two of the countries. - To identify hot and cold places in the world in relation to the equator.</p>
Year 3	<p style="text-align: center;"><b>Mountains</b></p>
	<p><b>Enquiry Question</b> Why are mountains so important?</p> <p><b>Propositional Knowledge</b> To identify mountain ranges on a map. To name different mountain ranges in the UK, then the world e.g. the Pennines, the Rockies, the Andes, the Himalayas To name different mountains in the UK, then the world e.g. Ben Nevis, Snowden, Mt Everest Describe the features of a mountain. To describe how mountains are formed.</p>

	<p>To identify features of a volcano. To understand how volcanos erupt.</p>
	<p><b>Natural Disasters – A Short Project on Natural Disasters</b></p>
	<p><b>Enquiry Question</b> What is the impact of a natural disaster?</p> <p><b>Propositional Knowledge</b> To understand what a natural disaster is. To name some natural disasters e.g. earthquakes, tsunamis, hurricanes To identify the causes of natural disasters. To understand the impact of natural disasters. To understand how countries prepare for natural disasters.</p>
Year 4	<p><b>Rivers and the water cycle</b></p>
	<p><b>Enquiry Question</b> Why are rivers important?</p> <p><b>Propositional Knowledge</b> Describe and understand key aspects the water cycle by creating a model. Locate the major rivers of the world using maps focusing on Europe. To identify the features of a river. Describe and understand the key aspects of how rivers evolve over time. Understand the physical geography of rivers. Understand the impact of flooding on the physical and human geography of an area.</p>
	<p><b>Italy – A Short Project on Italy</b></p>
	<p><b>Enquiry Question</b> Would you rather live in the UK or Italy?</p> <p><b>Propositional Knowledge</b> To identify where Italy is. What are the major cities? Name the physical features of the country Identify human features of Italy. Compare life in Italy to the UK.</p>

Year 5	<b>Sustainability</b>
	<p><b>Sustainability – What are our goals?</b>  A short project on Sustainability (linked to RRSA)  I know what the 17 sustainability goals are – no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace justice and strong institutions, partnerships for the goals.</p> <p>Children to carry out their own projects to explore at least one of these goals. To consider how we as individuals and a school community can act.</p>
	<b>United Kingdom vs North America (focus on cities)</b>
	<p><b>Enquiry Question</b>  Where is the best place to build a settlement?</p> <p><b>Propositional Knowledge</b></p> <ul style="list-style-type: none"> <li>- Identify the UK and North America on a world map.</li> <li>- Name some cities in The UK and North America.</li> <li>- To compare the human features of some cities in the UK and North America</li> <li>- To compare the physical features of some cities in the UK and North America including mountains/hills, types of coasts, rivers</li> <li>- Describe the climates in some cities in the UK and North America.</li> <li>- Describe trade links between the UK and North America.</li> </ul>
Year 6	<b>South and Central America</b>
	<p><b>Enquiry Question</b>  Where is the best place to build a settlement?</p> <p><b>Propositional Knowledge</b></p> <ul style="list-style-type: none"> <li>- Identify the South and Central America on a world map.</li> <li>- Name the countries in South and Central America</li> <li>- Explore the lives of people living and working in South and Central America including the Amazon Rainforest.</li> <li>- Identify human features of South and Central America</li> <li>- Identify physical features of South and Central America including mountains/hills, types of coasts, rivers</li> <li>- Investigate the UK's trade links with South America e.g. El Salvador.</li> <li>- To complete an in depth study of the Amazon Rainforest (layers, wildlife, deforestation, indigenous tribes, fair trade)</li> </ul>
	<b>Sustainability</b>
	<p><b>Sustainability – What are our goals?</b>  A short project on Sustainability (linked to RRSA)</p>

I know what the 17 sustainability goals are – no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace justice and strong institutions, partnerships for the goals.

Children to carry out their own projects to explore at least one of these goals. To consider how we as individuals and a school community can act.

### Key Subject Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Local</b> , far, near,  <b>Content specific vocab</b> - up, down, left and right  <b>Geography skills Vocab</b> – Map, globe, directions, key,  <b>General</b> Order, compare	<b>physical features:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <b>human features:</b> city, town, village, factory, farm, house, office, port, harbour and shop  Content specific vocab- <b>Weather</b> Sunny, windy, rainy, snowy, cloudy, stormy, hot, cold, winter, spring, summer, autumn.  <b>Local Study</b> local, village, town, city, county, country, continent, school, home, house, fieldwork, north, east, south, east, compass, locate, route, map, aerial view, caravan, terrace, detached, semi- detached, terrace.	<b>physical features:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, continent and ocean names <b>human features:</b> city, town, village, factory, farm, house, office, port, harbour and shop  <b>India, Pakistan, Iceland, Antarctica</b> India, New Delhi, Pakistan, Islamabad, Iceland, Reykjavik, Antarctica  <b>7 Continents 5 Oceans</b> – Asia, Africa, North America, South America, Antarctica, Europe, Australasia, Arctic Ocean, Southern Ocean, Indian Ocean, Atlantic Ocean, Pacific Ocean	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones  <b>physical geography:</b> climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  <b>human geography:</b> types of settlement and land use, economic activity, trade links, the distribution of natural resources, energy, food, minerals and water  <b>Natural disasters</b> – earthquake, flood, hurricane, volcanic eruptions, tsunamis, tornadoes, storms.	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones  <b>physical geography:</b> climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  <b>human geography:</b> types of settlement and land use, economic activity, trade links, the distribution of natural resources, energy, food, minerals and water  <b>Italy</b> – Rome, Milan, Venice, Naples, Po river, Alps, Dolomites, Adriatic Sea, Ionian Sea, Mediterranean Sea.	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones  <b>physical geography:</b> climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  <b>human geography:</b> types of settlement and land use, economic activity, trade links, the distribution of natural resources, energy, food, minerals and water  <b>Sustainability:</b> Globalisation, trade, economy, industry, fair trade, import, export, products, resources, business, freight, goods, industry, world commerce,	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones  <b>physical geography:</b> climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  <b>human geography:</b> types of settlement and land use, economic activity, trade links, the distribution of natural resources, energy, food, minerals and water  <b>Sustainability:</b> Globalisation, trade, economy, industry, fair trade, import, export,



				<p><b>Rivers</b> - upper, middle and lower course, riverbank, channel, floodplain, mouth, tributaries, source.</p> <p><b>The water cycle</b> – condensation, precipitation, evaporation, collection.</p>	<p>migration, global supply chain, acid rain, atmosphere, biodegradable, biodiversity, carbon, carbon dioxide, carbon monoxide, catalytic converter, catastrophe, climate, climate change, contaminate, deforestation, desertification, destroy, destruction, ecosystem, emission, endangered, energy conservation, energy source, energy-efficient, environmentalist, exhaust fumes, extinct, geothermal energy, global warming, greenhouse effect, insulation, oxygen, ozone layer, reusable</p> <p><b>North America- 23</b> countries in North America- key countries – Canada, United States of America, Mexico, Cuba, Nicaragua, panama, Barbados, Jamaica United Kingdom, England, Scotland, Wales, Northern Ireland</p>	<p>products, resources, business, freight, goods, industry, world commerce, migration, global supply chain, acid rain, atmosphere, biodegradable, biodiversity, carbon, carbon dioxide, carbon monoxide, catalytic converter, catastrophe, climate, climate change, contaminate, deforestation, desertification, destroy, destruction, ecosystem, emission, endangered, energy conservation, energy source, energy-efficient, environmentalist, exhaust fumes, extinct, geothermal energy, global warming, greenhouse effect, insulation, oxygen, ozone layer, reusable</p> <p><b>South America - 12</b> countries – key countries – Brazil, Argentina, Bolivia, Chile, Columbia, Ecuador, Peru, Paraguay, Venezuela, Uruguay, United Kingdom, Scotland, England, Wales, Northern Ireland.</p>
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## Experiences and Wider Purpose

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To go out and look at the area around school.	To build a weather station at forest school then gather and present findings	To have experts on India and Pakistan visit from the school community	To build and erupt a volcano	To visit a river	To present the findings of their sustainability project to the school community	To present the findings of their sustainability project to the school community