



**Barnburgh Primary  
Academy**

Progression Document  
Geography



# Barnburgh Primary Academy Vision

Learning To Shine Together

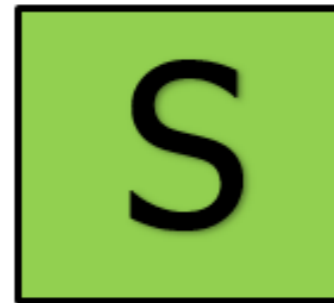
## Academy Core Values

Perseverance Courage Independence Respect Ambition

### Key Drivers



**Ambition**  
Risk takers,  
Goal setters,  
Believe in  
better,  
Courageous



**Support**  
Encouraging,  
Sympathetic,  
Helpful,  
Nurturing and  
kind



**Persistence**  
Determined,  
Stickability,  
Patience,  
Stamina



**Inspire**  
Motivate,  
Persuade,  
Encourage and  
Influence



**Resilience**  
Strength of  
character,  
Adapability,  
Bounceback-  
ability



**Effort**  
Strive,  
Endeavour,  
Stretch,  
Exertion

### PURPOSE OF STUDY

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### AIMS

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
  - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### EARLY LEARNING GOALS THAT LINK MOST CLOSELY TO THE GEOGRAPHY NATIONAL CURRICULUM

### KEY STAGE 1 SUBJECT CONTENT

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.

Pupils should be taught to:

#### Locational knowledge

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### Place knowledge

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

#### Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment



## KEY STAGE 2 SUBJECT CONTENT

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.

Pupils should be taught to:

### **Locational knowledge**

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### **Place knowledge**

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

### **Human and physical geography**

- Describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### **Geographical skills and fieldwork**

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OSmaps) 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



## GEOGRAPHY

*'The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents, and in the end, it's about using all that knowledge to help bridge divides and bring people together.'*

Barack Obama

## INTENT

At Barnburgh Primary Academy, we aim to enable pupils to become curious and reflective learners, who are able to produce thought provoking ideas and find answers to their own questions, through exploration and research. We want our pupils to investigate a wide range of places, both in Britain and across the world, which will help enhance their knowledge and understanding of the Earth's physical and human processes. Geography will clearly contribute towards this, developing a curiosity and fascination within the children, about the world around them and its people – including their local area of Barnburgh and South Yorkshire. This is a curiosity which we hope will stay with them for the rest of their lives.

Our Core Values provide the platform on which we have built our curriculum offer at Barnburgh Primary Academy. Our Geography curriculum is underpinned by our Core Values in the following ways;

### COURAGE

- To develop the ability to apply geographical skills and be able to confidently communicate their findings and a geographical understanding, to a range of audiences.

### PERSEVERANCE

- To develop the ability to stick with something, to continue working, to try harder, to not give up.

### AMBITION

- To develop a desire to gain a greater understanding and knowledge of the world and their place in it.

### RESPECT

- To respect equipment used in Geography lessons.
- To respect the geography work of others, including their peers.
- To develop an interest and an understanding of diverse places, people and resources.

### INDEPENDENCE

- To develop confident geographers, who are not afraid to 'have a go'.
- To develop geographers who have the confidence to think and work independently.
- To develop geographers who are able to independently interpret a range of sources of geographical information, including: maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

### BEYOND THE SUBJECT

We want our Geography curriculum to help children to;

- See the world from different perspectives
- Recognise the importance of outdoor learning and build a curiosity for learning
- Increase their empathy
- Observe and look closer at the world around them
- See connections in the world





## IMPLEMENTATION

Our Geography curriculum has been designed to cover all of the skills set out in the National Curriculum. The National Curriculum states that ‘pupils should develop knowledge about the world, the United Kingdom and their locality’ and ‘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.’

Our Geography curriculum has been structured in a cross-curricular way, to effectively facilitate this and to provide children with the opportunities to enhance their knowledge and understanding of their local area, and the world around them. For each year group, one term in the school year will have a ‘humanities’ focus, with Geography being at the forefront of the children’s learning during some of this time. Geography will also then be covered within class topics throughout the year, linking with other curriculum areas. When covering the ‘humanities’ topics, children will spend a large amount of time learning as geographers and will learn about significant places, people and events that link to Geography, as well as the aspects of the National Curriculum. During transition week at the end of each year, each year group will focus on a specific aspect of the history of the local area – linking in some areas, to the geography of their local area.

At Barnburgh Primary Academy, each of our geographers has their own geography book, in which they record ideas, practice new techniques and refine their skills in. These books give our geographers the opportunity to record their geographical skills and findings, and will show how they build on these skills throughout their time at primary school. School trips and residential are facilitated where appropriate to enhance the pupils’ understanding and skills further.

## IMPACT

Due to the nature of this curriculum area, Geography monitoring takes various forms. A key component of this is pupil voice. School leaders use pupil voice as an effective tool to ascertain the pupils’ ability to express themselves through a range of different mediums. Geography book monitoring throughout all year groups also takes place once a term to compliment this, allowing leaders to ensure our geographers have the opportunity to develop their skills fully and showcase their knowledge. Examples of our geographers’ work is exhibited throughout the school, both on classroom and communal displays

## Long Term Plan 2023-2024

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR 1</b>	<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 and its surrounding seas</p>		<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>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>Human and physical geography</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: *Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather *Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	
				<p><b>Geographical knowledge and fieldwork taught through OAA</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>		
<b>CROSS CURRICULAR LINKS</b>						
<b>ENRICHMENT</b>						
<b>YEAR 2</b>	<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 and its surrounding seas</p>		<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>Human and physical geography</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: *Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather *Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	
				<p><b>Geographical knowledge and fieldwork taught through OAA</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>		
<b>CROSS CURRICULAR LINKS</b>						
<b>ENRICHMENT</b>						

<b>YEAR 3</b>	<p><b>Geographical knowledge and fieldwork taught through OAA</b>            use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied            use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world            use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</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            Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time            Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</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>Human and physical geography</b>            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</p>
<b>CROSS CURRICULAR LINKS</b>					
<b>ENRICHMENT</b>					
<b>YEAR 4</b>	<p><b>Geographical knowledge and fieldwork taught through OAA</b>            use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied            use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world            use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</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            Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time            Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</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>Human and physical geography</b>            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</p>
<b>CROSS CURRICULAR LINKS</b>					
<b>ENRICHMENT</b>					



<p><b>YEAR 5</b></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          Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time          Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</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>Human and physical geography</b>          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</p>	<p><b>Geographical knowledge and fieldwork taught through OAA</b>          use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied          use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world          use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
<p><b>CROSS CURRICULAR LINKS</b></p>						
<p><b>ENRICHMENT</b></p>						
<p><b>YEAR 6</b></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          Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time          Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</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>Human and physical geography</b>          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</p>	
<p><b>CROSS CURRICULAR LINKS</b></p>					<p><b>Geographical knowledge and fieldwork taught through OAA</b>          use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied          use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world          use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
<p><b>ENRICHMENT</b></p>						

## LOCATIONAL KNOWLEDGE

STAGE	EYFS	KS1 Geography National Curriculum <i>Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i>		KS2 Geography National Curriculum <i>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</i>			
KNOWLEDGE	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<ul style="list-style-type: none"> <li>Children will know:</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That there are seven continents: Asia, Africa, North America, South America, Antarctica, Europe, and Australia</li> <li>That UK stands for United Kingdom</li> <li>That the United Kingdom is made up of England, Northern Island, Wales and Scotland</li> <li>That a map present information about the world in a simple, visual way</li> <li>That a globe is a 3D model of Earth</li> <li>That Spain in on the continent of Europe</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That the four oceans are called the Atlantic, Pacific, Indian and Arctic</li> <li>That the UK is bordered by four seas</li> <li>That the four seas are called the English Channel, the North Sea, the Irish Sea and the Atlantic Ocean</li> <li>That the Earth's equator is the imaginary line that runs around the centre of the globe</li> <li>That the hottest city is Death Valley in California, USA</li> <li>That the coldest city is Yakutsk in Russia</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That an index is an alphabetized list of words in the book with their corresponding page numbers</li> <li>That an atlas is a book that shows a variety of different maps at different scales</li> <li>That landmarks are features or structures around the world that are easily recognised or unique</li> <li>That the Tower of Hercules is an ancient Roman lighthouse in Spain</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That physical characteristics are things on Earth that have been formed naturally</li> <li>That human characteristics are things on Earth that are man made</li> <li>That a vegetation belt is an area with distinct plant types, determined by climate, soil, drainage and elevation.</li> <li>That climate zones are areas that have their own distinct climate</li> <li>The biomes are areas of the planet with a similar climate and landscape, where similar animals and plants live</li> <li>That Russia is in Northern Asia, bordering the Arctic Ocean, between Eastern Europe and the North Pacific Ocean</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That physical characteristics are things on Earth that have been formed naturally</li> <li>That human characteristics are things on Earth that are man made</li> <li>WaterAid is a charity that transforms lives by improving access to clean water, hygiene and sanitation in the world's poorest communities</li> <li>That many of the east coast regions in the UK are also prone to flooding, particularly areas such as Hull and Great Yarmouth. This is mainly due to storm surges caused by strong winds pushing the North Sea waters towards the coast.</li> <li>That Mexico takes up the southern part of North America. It shares borders with the United States, Guatemala, and Belize</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That there are 24 time zones</li> <li>That the globe is split into time zones using imaginary lines called meridians. They run from the North Pole to the South Pole, crossing lines of latitude</li> <li>That there is an imaginary line running through the UK called the Prime Meridian. It runs through a place in London called Greenwich</li> <li>That the Prime Meridian splits the world into eastern and western hemispheres</li> </ul>
<ul style="list-style-type: none"> <li>Children will be able to:</li> </ul> <ul style="list-style-type: none"> <li>Name and locate the 7 continents.</li> <li>Name and locate the four countries of the UK and their capital cities.</li> <li>Use maps and a globe to identify the continents and understand that both a map and a globe show the same thing</li> <li>Draw and label pictures to show location</li> <li>Name the continent Spain is in</li> <li>Identify where Spain in on a world map and globe</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Name and locate the 4 oceans using maps and globes</li> <li>Name and locate the seas that surround the UK</li> <li>Identify cities in the contrasting countries</li> <li>Use both maps and globes, identify the coldest places in the world – The North and South pole</li> <li>Make predictions about where the hottest places in the world are</li> <li>Identify the equator and locate the places on the Equator which are the hottest</li> <li>Name the hottest and coldest place in the world</li> <li>Identify the hottest and coldest place on a world map and globe</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Use an index</li> <li>Explain what a landmark is</li> <li>Locate countries, cities and landmarks using Google Maps</li> <li>Locate countries, cities and landmarks on a globe</li> <li>Locate countries, cities and landmarks in an atlas</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Locate world's countries (South America), environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map (compare sustainability levels between South America and England).</li> <li>Describe their location in relation to the equator, tropics, hemispheres and the poles</li> <li>Suggest reasons for their location</li> <li>Identify where Russia is on a world map and globe</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Locate physical geographical features on a map</li> <li>Describe their location in relation to land use and look for patterns in the locations</li> <li>Locate countries where there are dangerous waters which WaterAid help with</li> <li>Locate on a world map and identify key features and characteristics</li> <li>Locate the seas around the UK, and counties which suffer flooding</li> <li>Identify where North America, South America and Mexico are on a world map and a globe</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Compare maps over time.</li> <li>Understand how time zones are shown on a map.</li> <li>Identify a range of towns, cities, countries and continents using an atlas and other maps</li> </ul>		
VOCABULARY							
	Asia Africa North America South America Antarctica Europe Australia United Kingdom England/ Ireland/ Scotland/ Wales London Edinburgh Cardiff Belfast Map Globe Countries Capital Cities	Pacific Atlantic Indian Arctic English Channel North Sea. Irish Sea Map Globe North Pole South Pole Equator	Index Atlas Landmark Google maps	Environmental changes Physical characteristics Human characteristics Vegetation belts Climate zones Biomes Tropics Hemispheres	Physical geographical features Patters WaterAid flooding	Compare Time zones Meridiano	

PLACE KNOWLEDGE							
	KS1 Geography National Curriculum <i>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</i>			KS2 Geography National Curriculum <i>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</i>			
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE		Children will know: <ul style="list-style-type: none"> <li>That comparing means to look at things that are the same and things that are different</li> <li>That the capital of Spain is Madrid</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That comparing means to look at things that are the same and things that are different</li> <li>That questions can further their understanding</li> <li>That lifestyle is the interests, opinions and behaviours, of an individual, group, or culture</li> <li>That climate means the weather conditions</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That physical feature are things on Earth that have been formed naturally</li> <li>That human feature are things on Earth that are man made</li> <li>That similarities are things that are the same</li> <li>That differences are things that are different</li> <li>That an aerial photograph is one taken from above</li> <li>That a key is a guide which explains what the symbols on the map mean. It is usually at the side of the map</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That physical feature are things on Earth that have been formed naturally</li> <li>That human feature are things on Earth that are man made</li> <li>That similarities are things that are the same</li> <li>That differences are things that are different</li> <li>That lifestyle is the interests, opinions and behaviours, of an individual, group, or culture</li> <li>That the 2004 Boscastle flood occurred on Monday, 16 August 2004 in the two villages in Cornwall, England, United Kingdom. The villages suffered extensive damage after flash floods caused by an exceptional amount of rain that fell over eight hours that afternoon</li> <li>That Calgary is a dry climate, and can experience unpredictable swings in the weather from heavy rains leading to floods to many weeks of dry temperatures and little rain leading to droughts</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That Geography doesn't just determine whether humans can live in a certain area or not, it also determines people's lifestyles, as they adapt to the available food and climate patterns. As humans have migrated across the planet, they have had to adapt to all the changing conditions they were exposed to</li> <li>That physical feature are things on Earth that have been formed naturally</li> <li>That human feature are things on Earth that are man made</li> <li>That similarities are things that are the same</li> <li>That differences are things that are different</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That Geography doesn't just determine whether humans can live in a certain area or not, it also determines people's lifestyles, as they adapt to the available food and climate patterns. As humans have migrated across the planet, they have had to adapt to all the changing conditions they were exposed to</li> <li>That physical feature are things on Earth that have been formed naturally</li> <li>That human feature are things on Earth that are man made</li> <li>That local scale means is a specific place</li> <li>That national scale means an entire country</li> <li>That global scale means the whole world</li> </ul>
SKILLS		Children will be able to: <ul style="list-style-type: none"> <li>Retell what it is like in another country (Spain)</li> <li>Express their own views about a place, people and environment</li> <li>Compare food in contrasting countries (Spain)</li> <li>Identify the capital of Spain</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Make comparisons between the UK and life in another country (USA)</li> <li>Study pictures/videos of two differing localities, make comparisons, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? How does the climate impact lifestyle?</li> <li>Draw pictures to show how places are different and write comparatively to show the difference</li> <li>Express their own views about a place, people and environment</li> <li>Give detailed reasons to support own likes, dislikes and preferences</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Compare both physical and humans features of England and Egypt</li> <li>Describe how people can both improve and damage an environment</li> <li>Understand geographical similarities and differences through the study of human and physical differences between the river Thames and the river Nile</li> <li>Understand how some aspects have changed over time</li> <li>Identify features of a place using aerial photographs</li> <li>Make detailed maps using a key</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Identify geographical similarities and differences through the study of human and physical geography of a region of the UK and a region with South America.</li> <li>Compare and give reasons for the different lifestyles within a country or area of a country</li> <li>Compare the Boscastle flooding with Calgary in Canada</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Identify how physical geography influences the day-to-day life of inhabitants of an area</li> <li>Identify Some geographical similarities and differences through the study of human and physical geography of a region of the UK and Mexico</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Identify how people are influenced by both physical and human geography on a local, national and global scale.</li> </ul>
VOCABULARY							
		Country Own view Place People Environment Compare	Comparison Geographical questions Weather Lifestyle Climate Preferences	Physical features Human features Improve Damage Aspects Aerial photographs key	Similarities Differences Human geography Physical geography Compare Lifestyles	Similarities Differences Boscastle river Thailand Calgary Inhabitants	Influence Local National global

## HUMAN AND PHYSICAL GEOGRAPHY

		<b>KS1 Geography National Curriculum</b> <i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i> <i>Use basic geographical vocabulary to refer to:</i> <i>*key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> <i>*key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i>		<b>KS2 Geography National Curriculum</b> <i>Describe and understand key aspects of:</i> <i>*physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i> <i>*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</i>			
		<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>KNOWLEDGE</b>	<b>EYFS</b>	Children will know: <ul style="list-style-type: none"> <li>That some common types of weather include sunny and clear, cloudy or overcast, snow, fog, rain, hail, and storms</li> <li>That the four seasons are spring, summer, autumn and winter</li> <li>That a beach is found next to a stretch of water, such as a lake or the sea and are made of sand or gravel</li> <li>That a coast is where the land and the sea meet</li> <li>That a forest is an area where there are mostly trees</li> <li>That a mountain is a high area of land that is higher and steeper than a hill</li> <li>That a sea is a body of saltwater, smaller than an ocean</li> <li>That a river is the path that water takes as it flows downhill towards the ocean</li> <li>That a factory is a building where workers use machines to make things for sale</li> <li>That a farm is a piece of land used to grow crops and/or raise animals for produce</li> <li>That trade is when you buy and sell things</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That a cliff is rock that rises very high and is almost vertical, like a wall</li> <li>That a hill is a piece of land that rises higher than everything surrounding it</li> <li>That an ocean is a large body of saltwater</li> <li>That soil is a mixture of tiny particles of rock, dead plants and animals, air and water</li> <li>That a valley is a long, low area that can be found between hills and mountains</li> <li>That a climate is a weather condition of an area</li> <li>That vegetation is the plants and trees in a specific area</li> <li>That a city is a place where many people live together</li> <li>That a town is built-up area that is larger than a village and generally smaller than a city</li> <li>That a village is a place where less than 5000 people live</li> <li>That a port is a place where boats can come and go to load and unload their supplies/people</li> <li>That a harbour is a port with shelter</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That all rivers follow a similar journey, beginning at their source and ending at their mouth, or delta, where they reach the sea or the ocean.</li> <li>That a rivers source is a place where the river begins</li> <li>That a rivers mouth or delta is where the river meets the sea</li> <li>That a volcano is a very deep hole in the Earth's top layer that can let out hot gasses, ash and lava</li> <li>That an earthquake is where the ground shakes. They are a natural part of our environment, but earthquakes can be terrifying and destructive events</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That climate zones are areas with distinct climates</li> <li>That a vegetation belt is an area with distinct plant types, determined by climate, soil, drainage and elevation</li> <li>That trade links is when someone trades one thing for another or if two people trade things, they agree to exchange one thing for the other thing</li> <li>That the four main types of settlements are urban, rural, compact, and dispersed</li> <li>That the water cycle is the process by which the world's water moves between lakes, rivers, the atmosphere, oceans and land.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That a positive impact is something good happening</li> <li>That a negative impact is something bad happening</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That the four main types of settlements are urban, rural, compact, and dispersed</li> <li>That economic activity is the amount of money a country sells and makes</li> <li>That a positive impact is something good happening</li> <li>That a negative impact is something bad happening</li> </ul>
	<b>SKILLS</b>	Children will be able to: <ul style="list-style-type: none"> <li>Name some types of weather</li> <li>Name the four seasons</li> <li>Understand that different countries have different types of food</li> <li>Use basic geographical vocab to refer to key physical and human features</li> <li>Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer</li> <li>Express their opinions about the seasons and relate the changes to changes in clothing and activities</li> <li>Use these terms to explain trade</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Recognise and briefly describe the following: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley</li> <li>Understand that different countries have different climates</li> <li>Use basic geographical vocab to refer to key physical and human features</li> <li>Recognise that humans have a choice in their lifestyle</li> <li>Use the terms to compare different lifestyles</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Locate rivers in UK and Italy</li> <li>Draw diagrams using the correct vocabulary for rivers</li> <li>Ask and answer questions about rivers</li> <li>Describe the journey of a river from source to sea</li> <li>Describe how a volcano is formed</li> <li>Describe how an earthquake happens</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Describe the different climate zones and Vegetation belts on a global scale.</li> <li>Describe economic activity within a small area outside of the UK and the trade links between that area and the UK. (South America and trade links around the world)</li> <li>Compare different types of settlements and land use</li> <li>Recognise that our choices impact the lives of other people.</li> <li>Explain the water cycle using scientific terminology and explain the changes of state</li> <li>Describe how geographical features change over time</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Describe how physical geographical features are formed</li> <li>Describe how humans are impacted both positively and negatively by physical features</li> <li>Recognise that humans can have some control over physical features</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>Analyse the positive and negative impact of a human change on both a local and global scale</li> </ul>
<b>VOCABULARY</b>							
	Weather Seasons Physical – coast, forest, mountain, sea, river Human – factory, farm Trade	Physical – hill, cliff, ocean, soil, valley Climate Vegetation Human – city, town, village, port, Harbour Lifestyle	Rivers Sources Mouth Earthquake Volcano	Climate zones Vegetation belt Trade links Settlements Water cycle	Positive Negative Impact Control	Settlement Economic activity Positive Negative Analyse	



## GEOGRAPHICAL SKILLS AND FIELDWORK

GEOGRAPHICAL SKILLS AND FIELDWORK						
		<b>KS1 Geography National Curriculum</b> <i>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</i> <i>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</i> <i>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</i> <i>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</i>	<b>KS2 Geography National Curriculum</b> <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OSmaps) to build their knowledge of the United Kingdom and the wider world</i> <i>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</i>			
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	Children will know: <ul style="list-style-type: none"> <li>That symbols on a map help to find important places</li> <li>That directions can be up, down, left, right, forwards and backwards</li> <li>That a map is about a place</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That a compass is a tool which points out directions, such as North, South, East and West</li> <li>That a key is a guide which explains what the symbols on the map mean. It is usually at the side of the map</li> <li>That a plan view is a 2D map</li> <li>That an atlas is a book of maps</li> <li>That OS stands for Ordnance Survey</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That a digital map is a map found online</li> <li>That satellite images are images taken of Earth by satellites</li> <li>That coordinates are values on a map which show the position of a shape or space</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That they can use laptops and iPads to research geographical information</li> <li>That the eight compass points are north, south, east, west, north-east, north-west, south-east and south-west</li> <li>That a scale drawing is an enlarged or reduced drawing</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That Ordnance Survey is Britain's mapping agency. OS create up to date and accurate maps depicting the landscape's human and physical features</li> <li>That they can use laptops and iPads to research geographical information</li> <li>That the eight compass points are north, south, east, west, north-east, north-west, south-east and south-west</li> <li>That the index is found at the back of the atlas and lists towns, cities, countries and continents in alphabetical order</li> <li>That table of contents is found at the front of the atlas and lists the main sections included in the atlas in order of page number</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That they can use laptops and iPads to research geographical information</li> <li>That the eight compass points are north, south, east, west, north-east, north-west, south-east and south-west</li> <li>That Four-figure grid references are used to locate a particular grid square on a map</li> <li>That a 6-figure grid reference contains 6 numbers which gives us an even more precise location inside the box given by the 4-figure number</li> <li>That lines of latitude are used to find out how far north or south a place is</li> <li>That lines of longitude are used to find out how far east or west a place is</li> </ul>
SKILLS	Children will be able to: <ul style="list-style-type: none"> <li>Use a range of sources such as simple maps, globes, atlases and images</li> <li>Explain what symbols are used for</li> <li>Use maps and other images to talk about where they live, journeys to school etc</li> <li>Draw, speak or write about simple geographical concepts such as what they can see and where</li> <li>Follow directions</li> <li>Draw picture maps of imaginary places and places from stories</li> <li>Use their own symbols on imaginary map</li> <li>Use a simple picture map to locate landmarks and the capital city of England</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes</li> <li>Use simple compass directions as well as locational and directional language when describing features and routes</li> <li>Create their own simple maps and symbols</li> <li>Follow directions</li> <li>Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photograph)</li> <li>Follow a route on a map</li> <li>Use a plan view</li> <li>Use an infant atlas to locate places</li> <li>Find land/sea on globe</li> <li>Use large scale OS maps with support</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Use a range of sources including: digital maps, atlases, globes and satellite images to research and present geographical information</li> <li>Use the four compass points and recognise some OS symbols on maps</li> <li>Use four compass points to follow and give directions</li> <li>Use letter and number coordinates to locate features on a map</li> <li>Create a map of a short route with support</li> <li>Locate places on larger scale maps</li> <li>Follow a route on a map with some accuracy</li> <li>Use large scale OS maps</li> <li>Use map sites on the internet, with support</li> <li>Use junior atlases</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Use a range of sources to research geographical information</li> <li>Recognise OS symbols on maps and locate features using four-figure grid references</li> <li>Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations</li> <li>Use 4 compass points accurately</li> <li>Use 8 compass points, with support</li> <li>Use letter and number coordinates to locate features on a map confidently</li> <li>Create a map of a short route experienced, with features in correct order</li> <li>Create a simple scale drawing</li> <li>Locate places on large scale maps</li> <li>Use junior atlases confidently</li> <li>Use map sites on the internet confidently</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Use a range of maps and other sources of geographical information and select the most appropriate for a task</li> <li>Identify the difference between OS and other maps and when it is most appropriate to use each</li> <li>Use 8 compass points</li> <li>Use 4 figure coordinates to locate features on a map</li> <li>Draw a sketch map using symbols and a key</li> <li>Use and recognise OS map symbols</li> <li>Compare maps with aerial photographs</li> <li>Use atlases to find out about other features of places</li> <li>Use index and contents page within atlases confidently</li> <li>Use medium scale land ranger OS maps</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Interpret a wider range of geographical information and maps including scale and digital maps</li> <li>Recognise an increasing range of OS symbols on maps and locate features using six-figure grid references</li> <li>Use 8 compass points confidently and accurately</li> <li>Use 4 figure co-ordinates confidently to locate features on a map</li> <li>Use 6 figure grid references</li> <li>Use latitude and longitude on atlas maps</li> <li>Use and recognise OS map symbols</li> <li>Use atlas symbols</li> <li>Follow a short route on an OS map</li> <li>Describe features shown on an OS map</li> <li>Use atlases to find out about other features of places</li> </ul>
VOCABULARY						
	Symbol Direction – up, down, left, right, forwards, backwards map	Compass Directions – north, south, east, west Plan view Route Atlas	Digital map Satellite images Coordinates	Directions - north, south, east, west, north-east, north-west, south-east and south-west Scale drawing	OS map Compass points Index contents	OS map Compass points Grid references Longitude Latitude



GEOGRAPHY							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CROSS CURRICULAR LINKS							
ENRICHMENT:							
APSIRE		<p>Children will present their geography learning at the APSIRE event. They will be able to talk about their learning process. Prompt questions for parents to include:</p> <p><b>Locational Knowledge</b></p> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <p><b>Geographical Skills and Fieldwork</b></p>	<p>Children will present their geography learning at the APSIRE event. They will be able to talk about their learning process. Prompt questions for parents to include:</p> <p><b>Locational Knowledge</b></p> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <p><b>Geographical Skills and Fieldwork</b></p>	<p>Children will present their geography learning at the APSIRE event. They will be able to talk about their learning process. Prompt questions for parents to include:</p> <p><b>Locational Knowledge</b></p> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <p><b>Geographical Skills and Fieldwork</b></p>	<p>Children will present their geography learning at the APSIRE event. They will be able to talk about their learning process. Prompt questions for parents to include:</p> <p><b>Locational Knowledge</b></p> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <p><b>Geographical Skills and Fieldwork</b></p>	<p>Children will present their geography learning at the APSIRE event. They will be able to talk about their learning process. Prompt questions for parents to include:</p> <p><b>Locational Knowledge</b></p> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <p><b>Geographical Skills and Fieldwork</b></p>	<p>Children will present their geography learning at the APSIRE event. They will be able to talk about their learning process. Prompt questions for parents to include:</p> <p><b>Locational Knowledge</b></p> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <p><b>Geographical Skills and Fieldwork</b></p>