

# GEOGRAPHY

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.

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

- ① 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
- ② 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
  - ③ are competent in the geographical skills needed to:
    - ④ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - ⑤ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - ⑥ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## KS1 Pupils should be taught:

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

- ① name and locate the world's seven continents and five oceans
- ② name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- ③ 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

- ④ 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:

## KS2 Pupils should be taught:

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

- ① 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
- ② 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
- ③ 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

- ☉ 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

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

#### Human and physical geography

describe and understand key aspects of:

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

#### Geographical skills and fieldwork

- ☉ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ☉ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- ☉ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Intent

At St James' our Geography curriculum is designed to develop children's curiosity and a fascination about the world and its people that will remain with them for the rest of their lives. Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Tunbridge Wells & Kent so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. We also developing the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences. Through high quality teaching, we develop the following essential characteristics of geographers:

- ☉ An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- ☉ A comprehensive understanding of the ways in which places are interdependent and interconnected;
- ☉ An extensive base of geographical knowledge and vocabulary;
- ☉ Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- ☉ The ability to reach clear conclusions and explain their findings;
- ☉ Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- ☉ The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
- ☉ A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

We aim to provide all pupils with a firm foundation of their place in the world and how they fit into the wider picture, acknowledging that our school community reflects a wider geographical context.

## Implementation

To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is generally taught as the lead focus for a termly topic, focusing on knowledge and skills stated in the National Curriculum. Pupils are encouraged to apply their geographical skills in all areas of the curriculum, seeing themselves as a part of a progressively wider, interconnected and more complex world, both physical and human. Teachers plan lessons for their class using our progression of knowledge and skills documents. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

## Impact

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. At St James' we measure the impact through regular assessment opportunities, discussions with the children and through evidencing the skills and knowledge within the children's written learning.

## Coverage of key concepts

|   | YR   | Y1  | Y2   | Y3   | Y4   | Y5  | Y6  |
|---|--|---|--|--|--|---|---|
| <p><b>Key Concept: Place</b></p> <p>Every place has a particular location and a unique set of physical and human characteristics. The same place can be represented differently.</p> <p>What it is like, what happens there and how and why it is changing?</p> | <p><i>Unique:</i> Pupils recognise that real places, with all their similarities and differences, are unique. No two places are exactly the same.</p> <p><i>Represented:</i> Pupils understand that places can be represented in different ways for different purposes e.g. a city could be an industrial heartland, a shopping haven or a tourist resort.</p> <p><i>Dynamic:</i> Pupils acknowledge that all places change. They have not always been like they are now and may not stay that way.</p> <p><i>Geographical Imaginations:</i> Pupils recognise that the ways individuals think about places depends on the knowledge and understanding they have at their disposal. How they are perceived by one person may contrast with another's view.</p> <p><i>Population:</i> Pupils identify how the population of a place can shape it as well as being limited by it.</p> <p><i>Location:</i> Pupils understand that a location is specific to that place – it cannot exist in the same way in a different location. Coordinates are specific to individual places.</p> |   |  |  |  |   |   |
|   | <p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>   | <p>All Creatures Great and Small/ Journey to Africa:</p> <p>Comparing a known location (TW) to a contrasting location (Africa) looking at human and physical features as well as population and location.</p> | <p>Once Upon a Time/What a Wonderful World:</p> <p>Comparing unfamiliar locations (UK cities) to a contrasting location (Amazon rainforest) looking at human and physical features as well as population and location.</p> | <p>Forces of Nature - Water:</p> <p>Understanding how places/river locations (within UK) have changed over time</p> <p>Compare a region of UK (London – River Thames) with a region of Europe (Budapest – River Danube). Look at the features of the areas and consider why they may differ.</p> | <p>Pole to Pole:</p> <p>Compare countries and cities in different tropics (along the meridian line)</p> <p>Consider how places studied have changed and developed – recognising the different pace of changes.</p> | <p>Extreme Earth:</p> <p>Compare locations of different environmental regions e.g. deserts,</p> <p>Consider the features of these places and compare with other known areas. Recognise how places can be influenced or shaped by their purpose.</p> | <p>Hola Mexico:</p> <p>Embed understanding of place in all geographical learning – recognising how places are individual and unique, how they have been shaped over time and how they can be perceived.</p> |
| <p><b>Key Concept: Space</b></p>  | <p><i>Location:</i> Pupils recognise that, if we can locate phenomena using their coordinates, we can also study their relative locations to understand how they interact within and across space.</p> <p><i>Flows:</i> Pupils explore and give reasons for the movement of phenomena through space (e.g. migration, trade)</p> <p><i>Spatially Aware:</i> Pupils develop the ability to recognise, interpret and understand spatial patterns, distributions and relationships. This is nurtured through geographical enquiry.</p>   |   |  |  |  |   |   |

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| <p>Most phenomena are located and distributed in space. They have relative locations to each other and often interact across space. Any flows or movements between these phenomena create patterns and networks.</p> <p>The location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.</p> | <p><i>Territory:</i> Pupils understand that when space is mapped it is commonplace to set boundaries. These seem fixed but more usually change.</p>                |   |  |   |  |  |  |
|   | <p>Look at space on a small scale – recognising space within school grounds. Identify how things interact e.g. trees provide shade, no grass in the woods etc.</p> | <p>All Creatures Great and Small/ Journey to Africa:</p> <p>How people and resources move between spaces: Transport – planes, sea, roads, train etc</p> <p>Territory – UK as an island with the sea as a boundary</p> | <p>Wonderful World: Once Upon a Time/What a Wonderful World:</p> <p>Recognising how space can be divided into territories – countries and continents.</p> <p>Exploring the features of particular spaces – Amazon Rainforest and recognising that spaces can extend beyond boundaries.</p> | <p>Forces of Nature – water:</p> <p>Settlement locations – rivers. Considering why people settle in certain spaces. Recognising how rivers can support movement and flows between phenomena.</p> <p>How River Danube has created country boundaries</p> | <p>Pole to Pole:</p> <p>Looking at the relationships between spaces along the Meridian Line. Recognising how territories can change such as during the Roman Empire.</p> | <p>Extreme Earth/Ancient Egypt:</p> <p>Recognising how contrasting spaces can make trade necessary and exploring migration</p> | <p>Hola Mexico:</p> <p>Exploring how events can impact space and affect key elements such as migration, trade and territories. Understanding the spaces remain but the places and phenomena within them can alter.</p> |

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| <p><b>Key Concept: Scale</b></p> <p>Scale influences the way we represent what we see or experience. The 'zoom lens' that enables us to view places from global to local levels</p> | <p>Pupils begin by using a 'zoom lens' to focus on their personal location and places and spaces that are familiar to them. They gradually build their understanding of how these contrast to other places, by zooming in to explore details. As pupils progress through the curriculum, they build on this understanding by widening their focus and exploring areas across a larger scale. They recognise how places and countries are dispersed and the impact this.</p> |  |   |   |  |  |  |
|   | <p>Personal – school, home</p>  | <p>Local – Tunbridge Wells<br/>National – UK Countries</p> | <p>National – UK cities<br/>Global - Continents</p> | <p>Regional – South East<br/>National – UK Rivers<br/>Global - Europe</p> | <p>National – Geographical Regions of the UK<br/>Global – Greenwich Meridian</p> | <p>Global: North America &amp; Tectonic plates</p> | <p>Regional: Kent/South East and Norfolk<br/>Global: South America</p> |

## Skills and Knowledge

|  | YR  | Y1  | Y2   | Y3  | Y4   | Y5  | Y6   |
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| <p><b>Geography Skills and Fieldwork</b></p> | <p>To explore their own immediate environment e.g classroom.</p> <p>To explore key features of surrounding environment e.g St James School</p> <p>To share experiences of immediate/local and surrounding environment</p> | <p>To know that a map is a representation of a location or place.</p> <p>To know that a map shows permanent features.</p> <p>To know how to recognise a feature of the environment. <i>e.g the trim trail and cabin</i></p> | <p>To explain that both a map and a globe show the same thing and use them to identify land and sea.</p> <p>To recognise landmarks/human and physical features on aerial photographs</p> | <p>To use maps, atlases, globes to identify coasts, seas, oceans and rivers</p> <p>To use 2 figure grid reference (maths co-ordinates).</p> <p>To identify basic map symbol (Ordnance</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries along the meridian and describe their contrasting features</p> <p>To use the eight points of a compass.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to identify earthquake zones, volcanoes &amp; boundaries between tectonic plates</p> | <p>Use maps, atlases, globes and digital/computer mapping to study and describe the features of coastlines (Norfolk)</p> <p>To identify a wide range of map symbols and use a key.</p> |

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|  | <p>e.g route to school, parks etc.</p> <p>To explore maps.</p> <p>To recognise the purpose of a map (to show a location or journey).</p> <p>To explore the globe.</p> <p>To share own country of origin.</p> <p>To recognise a map/globe shows both land and sea.</p> <p>To explore own ideas of making maps.</p> <p>To share own experiences of the world around them e.g. where you are going, where you have been.</p> <p>To explore local environment e.g vist to the park</p> | <p><i>are features as they are always there, the table is not as it can be moved.</i></p> <p>To identify key features of their surrounding environment and recognise how these are shown on a map.</p> <p>To know that an atlas is a book of maps.</p> <p>To use maps and atlases to find the UK, oceans and continents</p> <p>To know a globe is a representation of the world.</p> <p>To recognise land masses and seas on maps and globes.</p> <p>To draw picture maps of familiar or imaginary locations (classroom, bedroom, desert island)</p> <p>To identify features in their location and show these on a map.</p> <p>To make simple verbal and written observations about familiar environments from visits and maps e.g. my home is in a town, the park has a pond and a wood.</p> <p>To record simple features observed in their familiar</p> | <p>To begin to understand the need for a key on a map</p> <p>To use atlases to locate features <i>e.g. mountains, rivers, deserts, forests, cities</i></p> <p>To identify a familiar locality from its plan view (e.g. aerial view of school)</p> <p>To locate and name the UK major features <i>e.g. London, river Thames, home town</i></p> <p>To identify how maps can be used to follow a route.</p> <p>To physically follow a route around a familiar place using a map.</p> <p>To record features in a location by creating a plan view map looking down.</p> <p>To use agreed symbols or create own symbols to make a simple key</p> <p>To collect and communicate data about an area or location using simple graphs or charts e.g. number of houses on a street.</p> <p>To follow directions using simple compass directions (North, South, East and West)</p> | <p>Survey): rivers, roads, contours, key buildings</p> <p>To use fieldwork to observe and record the physical features of rivers using a range of methods, including sketch maps and plans</p> | <p>To understand the terms meridian, tropics and introduce terms longitude and latitude</p> <p>To use four-figure grid references.</p> <p>To use fieldwork to study and understand the meridian line, its path, history, conception and impact on human geography</p> | <p>To apply knowledge of the eight points of a compass</p> <p>To understand the impact of earthquakes and volcanoes on settlements and how humans have adapted to live alongside them</p> <p>To expand map skills to include non-UK countries.</p> <p>To use fieldwork to observe, measure and record weather over time (e.g. rain fall, temperature) and compare this to found information about weather in other parts of the world</p> | <p>To use 6 figure grid references</p> <p>To identify lines of longitude and latitude on maps</p> <p>To use fieldwork to observe, measure and record the human and physical features in the area of Norfolk using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> |
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|  |   | <p>environment by drawing</p> <p>To collect and communicate data using simple tally charts e.g. number of physical/human features within school grounds</p> <p>To use everyday language to describe features <i>e.g. bigger, smaller than</i></p> <p>To follow simple directions (up/down, forward/backward, left/right)</p> <p>To describe location using simple positional language (near/far, left/right)</p> | <p>To use simple compass directions (North, South, East and West) to describe the location of features on a map.</p> <p>To use simple compass directions (NSEW) to describe a route on a simple map.</p>   |  |   |  |  |
|  | YR  | Y1   | Y2   | Y3   | Y4  | Y5   | Y6   |
| <p><b>Locational Knowledge</b></p> <p>UK</p> | <p>To describe immediate environment (school)</p> <p>Explore and share observation, discussion of local environments.</p> <p>Explore stories, non-fiction texts and maps.</p> <p>To explore ideas of own experiences, e.g. visiting farms, local parks, walking by a river, lake</p> <p>To know some similarities and differences between the natural world around them and contrasting environments.</p> | <p>Focus: Local area and how it fits in wider picture (UK)</p> <p>To name the town that they live in.</p> <p>To name the country that they live in.</p> <p>To identify the UK (GB and NI).</p> <p>To name and locate the four countries of the UK.</p>   | <p>Focus: Our country and beginning to explore features of wider world.</p> <p>To identify the town they live in on a simple UK map.</p> <p>To recall the flags and learn emblems of the four countries of the UK.</p> <p>To name and locate the capital cities of the UK</p> <p>To name famous landmarks of the UK from pictures.</p> <p>To identify features and characteristics of each</p> | <p>Focus: Key rivers around the UK, in particular local rivers in SE England and their journey to the sea</p> <p>To name and locate the main rivers in the UK, the cities that sit alongside them</p> <p>To understand how the pathway of a river has changed over time and the impact this had on land use (River Ouse)</p> | <p>Focus: Counties/countries along the Greenwich Meridian line</p> <p>To identify key features of main counties and cities of the UK, specifically those which fall along the Greenwich Meridian</p> <p>To know the difference between the British Isles, Great Britain and the UK.</p> <p>To compare local maps of UK from past (Anglo Saxons) with the present, focusing on land use in Kent.</p> | <p>Focus: Areas in the world subject to earthquakes, volcanoes, drought, flooding</p> <p>To compare mountain regions in the UK and other countries</p> <p>To identify land use patterns in the UK and recognise how these have changed compared to the Middle Ages</p> | <p>Focus: South Eastern English counties, focussing on South America</p> <p>To make comparisons between Kent and Norfolk</p> <p>To name and locate features of coasts, erosion and hills</p> <p>To understand how these features have changed over time.</p> |

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|                        | <p>To draw on their experiences and what has been read/taught in class.</p> <p>Recognise similarities and differences between life in this country and life in other countries.</p> | <p>To name and locate the surrounding seas of the UK</p> <p>To identify the flags of the four countries of the UK.</p>  | <p>country of the UK – landmarks, buildings e.g. Lake District, Loch Ness, Edinburgh Castle, Giant’s Causeway</p>   |   | <p>Identify geographical regions in the UK</p>   |   |  |
| <b>Wider World</b>     | <p>To explore country of origin.</p> <p>To explore the globe e.g. Google Maps.</p> <p>To recognise the difference between land and sea.</p>   | <p>To recognise a continent is a group of countries</p> <p>To know there are seven continents in the world and begin to know their names</p> <p>To say what an ocean is.</p> <p>To know there are five oceans in the world and begin to know their names.</p> | <p>To name the seven continents</p> <p>To locate the seven continents on a map or globe</p> <p>To name the five oceans</p> <p>To locate the five oceans on a map or globe</p> | <p>To identify longest rivers in the world, largest deserts, highest mountains.</p> <p>To name and locate the main countries of Europe, including Russia.</p> <p>To identify the position and significance of Equator, N. and S. Hemisphere</p> | <p>To identify and locate countries and their capital cities that lie along the Greenwich Meridian in Europe</p> <p>To identify the Tropics of Cancer and Capricorn.</p> <p>To identify the Arctic and Antarctic Circle.</p> | <p>To identify countries/states in North America affected by earthquakes</p> <p>To know the key physical and human characteristics of major cities in Earthquake zones and near active volcanoes</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions</p> | <p>To use latitude and longitude to find locations on a map.</p> <p>To name and locate the main countries North or South America and their environmental regions</p> <p>To identify time zones</p> |
|                        | <b>YR</b>   | <b>Y1</b>   | <b>Y2</b>   | <b>Y3</b>   | <b>Y4</b>  | <b>Y5</b>   | <b>Y6</b>  |
| <b>Place Knowledge</b> | <p>To explore immediate environment and identify features within it e.g. classroom, school</p>  | <p>Focus: Area of the UK – Local (Tunbridge Wells, Kent, London)</p>  | <p>Areas of the UK – city and countryside. Non-European -</p>   | <p>To compare region of the UK with a region in Europe (River Thames with the Danube)</p>   | <p>To understand geographical similarities and differences through the study of human and</p>  | <p>To compare the area of Aswan, Egypt with Kielder, UK with significant similarities and</p>   | <p>To compare Kent with Yucatan region (Mexico) with significant similarities and differences</p>  |

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|                                     | <p>To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>To explore their understanding of their familiar world, such as where they live or the natural world e.g. have a garden, near a park</p> <p>To talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>To recognise some similarities and differences between life in this country and life in other countries.</p> | <p>To name familiar localities from photographs (town centre, parks, woodland, city, beach)</p> <p>To identify features of a locality from a visit or image using geographical terms (e.g. hill, field, woodland, pond, lake).</p> <p>To begin to ask geographical questions about a photograph or place they are visiting e.g. <i>What is there? What is it like to live in this place? How is this place similar/different to where I live?</i></p> <p>To make simple comparisons between two photographs or two familiar environments.</p> <p>To draw and label pictures to show how places are different.</p> | <p>To describe two differing localities in the UK using photographs and visits</p> <p>To compare and contrast two differing UK localities</p> <p>To ask comparative geographical questions when studying photographs of contrasting localities e.g. <i>What is it like to live in this place? Which place is...? How is the weather different?</i></p> <p>To describe two differing localities, (one in the UK, one abroad) using photographs and videos.</p> <p>To compare and contrast two contrasting places (one UK, one non-European)</p> <p>To consider why places are similar or different.</p> |                                     | <p>physical geography with Kent and an area in Spain</p> | <p>differences in the impact of the building of the dam..</p>                            | <p>To understand some of the reasons for these similarities and differences.</p> |
|                                     | YR   | Y1  | Y2   | Y3                                  | Y4   | Y5   | Y6   |
| <b>Human and Physical Geography</b> | In pretend play, imitate everyday actions from own family and cultural backgrounds.  | To say what the weather is like outside using more complex vocabulary e.g. cloudy, raining,   | To identify the location of the coldest areas in the world on maps and globes.   | To understand how rivers are formed | To know the climate zones, biomes and vegetation belts.  | To understand rivers and revisit the water cycle including transpiration ( <i>link</i> ) | To know how coasts are formed ( <i>link with Norfolk</i> )                       |



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|  | <p>To explore interests in different occupations and ways of life indoors and outdoors.</p> <p>To develop understanding of similarities and differences between themselves and others, among families, communities, cultures and traditions.</p> <p>To draw on own experiences.</p> <p>To recognise different types of weather.</p> <p>To explore the difference between weather through observation.</p> | <p>cool, warm, heatwave</p> <p>To identify common types of weather within each season.</p> <p>To observe and record weather patterns over a day.</p> <p>To observe and compare weather patterns over seasons <i>e.g. keep a record of how many times it rains in a week in the winter and a week in the summer.</i></p> <p>To identify what a physical geographical feature is.</p> <p>To identify what a human geographical feature is.</p> <p>To name common physical features <i>e.g. beach, coast, forest, mountain, sea, ocean, river, season and weather</i></p> <p>To name common human features: <i>e.g. city, town, village, factory,</i></p> | <p>To identify where the hottest places in the world are (i.e. central areas of the globe)</p> <p>To identify the Equator and the position in relation to temperatures (i.e. hot)</p> <p>To name all of the Y1 physical geographical features and also: <i>cliff, hill, soil, valley, lake, island, cave and vegetation.</i></p> <p>To name all of the Y1 human geographical features and also: <i>hotel, canal, centre, airport, office, port and harbour</i></p> <p>To give plausible suggestions as to how some physical geographical features may have formed.</p> <p>To give reasons for why some human geographical features were constructed.</p> | <p>To understand the water cycle (excluding transpiration)</p> <p>Begin to understand the distribution of natural resources: water</p> <p>To understand the features of settlements and trade links in the Pre-roman era and their links to access to water: Why did early people choose to settle there?</p> | <p>To identify types of settlements in modern Britain, around the South East: villages, towns, cities. (Local Study)</p> <p>To contrast settlements with the pre- Roman and Roman era.</p> <p>To begin to understand how volcanoes are formed and the impact they have on humans (Pompeii)</p> <p>Begin to understand the distribution of natural resources: minerals (link to Roman invasion, Anglo-Saxons)</p> | <p><i>to Extreme Earth topic)</i></p> <p>To understand how volcanoes and earthquakes are formed, looking at plate tectonics and the ring of fire.</p> <p>To know how mountains are formed</p> | <p>To understand about distribution of natural resources focussing on energy (<i>link with War and Peace</i>)</p> <p>To understand fair/unfair distribution of resources (<i>link with Mexico/cocoa trade</i>)</p> <p>To understand trade between UK and Europe and ROW (<i>link with War and Peace</i>)</p> |
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|  |  | <p><i>farm, house, flat, and shop.</i></p> <p>To identify key physical and human geographical features within local area.</p> <p>To begin to consider how some physical geographical features may have formed.</p> <p>To begin to consider why some human geographical features were constructed.</p> |  |  |  |  |  |
|--|--|---|--|--|--|--|--|

# Key Vocabulary

*Previously taught*

YR

Y1

Y2

Y3

Y4

Y5

Y6

|                                       |  |   |   |  |   |   |   |
|---------------------------------------|--|---|---|--|---|---|---|
| <b>Geography Skills and Fieldwork</b> | Map, labels, globe, visit,                                     | Building, junction, narrow, wide, long, short, atlas, journey, travel, directions, up, down, forward, backward, near, far, left, right, symbols, permanent, features, tally, collect, bigger, smaller | Location, route, aerial view, landscape, environment, North, South, East, West, compass, world map, evidence, metres, findings, graph, chart, conclusion, key, route  | Two-figure grid reference, fieldwork, sketch map, plan, observe, measure, record, coordinates, Ordnance Survey, contours, environment,   | Four-figure grid reference, data collection, digital mapping, 8 compass-points, South East, South West, North East, North West,   | Six-figure grid reference, annotations, relative                              | Geographical questions  |
| <b>Locational and Place Knowledge</b> | England<br><br>country/-es<br><br>similarity<br><br>difference | United Kingdom, England, Scotland, Wales, Northern Ireland<br><br>Island<br><br>North Sea, Irish Sea, English Channel<br><br>city/-es, continent, world, flag, Union Jack<br><br>Tunbridge Wells      | London, Belfast, Cardiff, Edinburgh, capital city/-ies, emblem<br><br>Europe, Africa, Asia, Australasia, North America, South America, Antarctica.<br><br>Rainforest, equator,<br><br>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean | Northern Hemisphere, Southern Hemisphere,<br><br>Ireland, Germany, France, Spain, Italy, Ukraine, Poland, Greece, Russia,<br><br>county, Kent, East Sussex,<br><br><i>Local rivers:</i> River Medway, River Arun, <i>Main UK rivers:</i> River Severn, River Thames, River Trent, River Wye, Great River Ouse<br><i>Longest rivers:</i> Nile, Amazon, Yangtze, Yellow, Mississippi River Danube<br><br>Aylesford, Hereford, Oxford, Cambridge, Nottingham, Stoke-on-Trent, Bristol, Gloucester | Meridian, Tropics, tropic of Cancer, tropic of Capricorn, Artic, Antarctic Circle, longitude, latitude, biomes, time zones, climate zone, vegetation belt, topographical, land-use, patterns, Great Britain, British Isles, locate, Pompeii, Italy, Mediterranean Sea, border, volcano/-es, | Earthquake zones, environmental regions, desert regions, temperate regions,   | onshore/offshore drift, beach, tides, USA, environmental regions, flora, fauna,                         |
| <b>Human and physical geography</b>   | Town, land, sea, lake, weather,                                | Human feature, physical feature, city, village, factory, farm, house, flat, shop, ocean, beach, coast, forest, mountain, river, address, church, hill,  | cliff, soil, valley, cave, vegetation, desert, port, coast, mountain range, river, desert, hotel, canal, centre, airport, harbour, office,  | settlement, trade, stream, source (to sea), meander, tributary, channel, dam, deposit/-tion, discharge, erosion, mouth, tidal bore,  | Geographical location, land use, legacy, impact, tourism, distribution, natural resources,  | Transpiration, ground run off, hydro-electric power<br><br>cumulonimbus cloud | criteria, population data, aspects, energy, renewable, non-renewable, turbine, import, conserve, solar, |

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|  |  | field, woodland, season, weather patterns, cloudy, raining, cool, warm, heatwave | port, local area, countryside, | course, oxbow lake, reservoir, undercutting, water cycle, water vapour, precipitation, evaporation, condensation, | lava, magma, erupt, tectonic plate, crust, mantle, outer core, inner core | tsunami, tornado, earthquake, ring of fire, <i>tectonic plate</i><br><br>altitude, avalanche, gorges, hypothermia, summit, ridge, slope, face, outcrop, foot, tree line, valley, plateau, dome, fault-block, fold, range, <i>contours</i><br><br>fertile land, irrigation, silt, delta, | Economy, economic/-al, fair trade, globalisation, global supply chain, multinational<br><br>Weathering, acidic, slumping, sliding, hydraulic power, attrition, abrasion, longshore drift, headland, bay, wave-cut platform, arches, stacks, stumps, dunes, spit, bar |
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