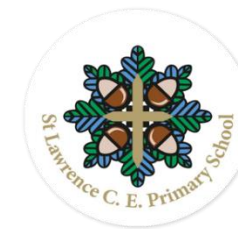



Curriculum Subject: Geography

Subject Working Group: Alison Moore and Elizabeth Fisher



Curriculum Overview and Statement of Intent, Implementation, and Impact.

<p style="text-align: center;">Motto</p> <p style="text-align: center;">“Being the best we can be, because with God all things are possible”</p> <p>‘For I know the plans for you,’ declares God, ‘plans to prosper you and not harm you, plans to give you hope and a future.’ Jeremiah 29:11</p>	<p style="text-align: center;">Our Core Christian Values</p> <p style="text-align: center;">Compassion Courage Respect Honesty Thankfulness Forgiveness</p> 
<p style="text-align: center;">Vision & Intent</p> <p>Together, through ‘The St Lawrence Way’ we will embrace the love of learning, be curious of, and be inspired by the endless possibilities that our wonderful world can offer.</p>	
<p style="text-align: center;">Mission/Implementation Through the ‘St. Lawrence Way’ we will.....</p> <ul style="list-style-type: none"> ➤ Design a curriculum that: recognises children’s prior learning, providing first-hand learning experiences, allowing the children to build resilience and become creative, critical thinkers who have the courage to become lifelong learners fulfil their aspirations. ➤ Recognise every child as a unique individual. We teach the children to be tolerant of one another whilst understanding and respecting difference and diversity, knowing that all have been created in the image of God. ➤ Help pupils and adults to develop lifelong learning habits so that they can contribute successfully to their local community and navigate an increasingly complex national and global community so that they recognise their place in the world and show thankfulness for what they have. ➤ Foster a Christian community whereby everyone feels valued and has a strong sense of belonging building upon strong, caring relationships that are based on mutual respect; demonstrated through courtesy, forgiveness and reconciliation. ➤ Value the community to which we belong by listening, being honest with each other whilst showing compassion, and creating opportunities for the pupil voice to be heard, which will support good mental health and the wellbeing for all. 	



Intent, Implementation and Impact

Intent	Implementation	Impact
<p>Here at St Lawrence, Geography is a valued part of the curriculum as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people. Geography stimulates curiosity and imagination, and we aim to build upon the child's "personal Geography" by developing geographical skills, understanding and knowledge through studying places and themes. By revisiting areas of previous learning, children will gain a bank of new knowledge that will evolve with them as they move through the years at St Lawrence CE School. We encourage children to learn by experience and we value fieldwork as an integral part of the Geography Curriculum. The skills children acquire will be valuable and transferable to cross-curricular areas promoting their spiritual, moral, social and cultural development.</p>	<p>Our curriculum is organised into 2 Cycles: Cycle A and B over a two-year period. Each yearly cycle has 6 half termly units which have either a geography or history curriculum driver question. The National Curriculum for geography is covered through all of the geography curriculum driver units. At the beginning of topics, children are given the opportunity to discuss what they already know as well as what they would like to find out. 'Talk Time' opportunities are planned carefully as part of a unit to allow pupils to discuss the learning and gather idea. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson. Cross curricular links are well embedded within the school with strong links often being seen through Literacy. The local area is fully utilised and many opportunities for learning outside the classroom are embedded into practice. Before the theme is taught, we will always revisit the children's understanding of their place in the world and how their locality fits in the larger picture.</p> <p>Odizzi planning are used as a framework to support teaching planning.</p>	<p>Outcomes in topic and English books evidence a broad and balanced curriculum in geography. They demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas. As children progress through the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Children are able to use their current and previous learning to discuss what this means for the future. Alongside this, they gain specialist skills and knowledge ensuring that they are well prepared for the next steps of their education.</p>



Our Curriculum Journey for Geography

"Where can the St. Lawrence Journey take you?"

Learners study Geography themes from both Cycle A & B during their Learning Journey at Tibberton

Cycle A
Our
Journey
Starts
Cycle B

Early
Years

How and why do we celebrate?

Where is that Bear?

Why does the lion roar?

Single cohort so the same themes for both cycles.

Key
Stage
1

Year
1/2

Why am I proud to be British?

What lurks beneath the ocean?

What do we know about the Wrekin?

What are the hidden gems in my garden and in Mugurameno?

Why couldn't a penguin live in Antarctica?

Are all parts of the UK the same?

Year
3/4

Key
Stage
2

Why is the Amazon amazing?

Can you hear the rhythm of the rain?

Why travel to a European country?

How far from Lands End to John O'Groats?

Why are rivers so important?

Why is it the the United States of America? Comparative Study

Why are there so many castles in the UK?

Extreme Earth: What is a natural disaster?

North and South America: Countries or continents?

Year
5/6

End of
KS2

How did Shackleton survive in Antarctica?

Are all birds the same?

What happens to a country in crisis?

Yearly Geography Overview Cycle A



Cycle A	Autumn	Spring	Summer
Class 1 Reception	<p>Why do we celebrate? (Autumn 2) <i>Links to EYFS framework – Understanding the World</i> ELG People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Where is that bear? (Spring 2) <i>Links to EYFS framework – Understanding the World</i> ELG The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Why does the lion roar? (Summer2) Links to EYFS framework – Understanding the World ELG People, Culture and Communities 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>Geography is entwined across the Early Years curriculum, with specific links being made across the curriculum units: Why do we celebrate? Where is that bear? Why does the Lion Roar? Knowledge and skills are accessed through direct teaching and areas of provision. Continuous Provision focuses on the curriculum unit being taught alongside literacy vehicle texts. Children have access to research equipment such as information books, globes, magnifying glasses, maps, iPads, and photos within their play. Use of these is modelled and discussed during Continuous Provision sessions and use of these skills is celebrated. They explore the outdoor environment in all weathers and resources are provided for children to explore the different weathers and how the environment is different (e.g., paints/chalks in the rain, exploring ice, making kites and bubbles in the wind, shadow drawing in the sun, planting and growing).</p>		
Class 2 Y1/2	<p>Why am I proud to be British? Our Locality and the UK Autumn NC: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>What are the hidden gems in our garden and gems in Mugurameno? (Spring 1) NC: 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 NC: 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>	<p>Why is the Amazon amazing? (Summer 1) NC: 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</p>



Class 3 Y3/4	How far is it from Lands End to John O'Groats? (Autumn 2) NC: 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	Why travel to a European country? (Spring 2) NC: locate the world's countries, using maps to focus on Europe (including the location of Russia)	Why are rivers so important? The Water Cycle NC: locate the world's countries, using maps to focus on Europe (e,g France) NC: describe and understand key aspects of physical geography, including rivers, mountains and the water cycle Local Geography – The River Severn
Class 4 Y5/6	America - Comparative Study (Autumn) NC: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Why are there so many castles in the UK? – Local Settlement and Land use (Spring 1) NC: describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Extreme Earth: what is a natural disaster? (Summer 2) NC: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes


Yearly Geography Overview Cycle B



Cycle B	Autumn Printing and Pattern	Spring Collage and Texture	Summer Painting
Class 1 Reception	<p>Why do we celebrate? (Autumn 2) <i>Links to EYFS framework – Understanding the World</i> ELG People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Where is that bear? (Spring 2) <i>Links to EYFS framework – Understanding the World</i> ELG The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Why does the lion roar? (Summer2) Links to EYFS framework – Understanding the World ELG People, Culture and Communities 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>Geography is entwined across the Early Years curriculum, with specific links being made across the curriculum units: Why do we celebrate? Where is that bear? Why does the Lion Roar? Knowledge and skills are accessed through direct teaching and areas of provision. Continuous Provision focuses on the curriculum unit being taught alongside literacy vehicle texts. Children have access to research equipment such as information books, globes, magnifying glasses, maps, iPads, and photos within their play. Use of these is modelled and discussed during Continuous Provision sessions and use of these skills is celebrated. They explore the outdoor environment in all weathers and resources are provided for children to explore the different weathers and how the environment is different (e.g., paints/chalks in the rain, exploring ice, making kites and bubbles in the wind, shadow drawing in the sun, planting and growing).</p>		
Class 2 Y1/2	<p>What is lurking in the depths of the sea? (Autumn 1) – Oceans and Continents NC: name and locate the world's seven continents and five oceans NC: 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</p>	<p>What do we know about the Wrekin? (Spring 1) – Local Landmarks NC: 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</p>	<p>Are all animals found in all climate zones? (Summer 1) -Hot and Cold places NC: 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</p>

<p>Class 3 Y3/4</p>	<p>Are all parts of the UK the same? (Autumn 2) – Travel and Tourism NC: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom NC: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Can you hear the rhythm of the rain? (Spring) - Rainforests, The Water Cycle NC: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>North and South America: countries or continents? (Summer 2) NC: understand geographical similarities and differences through the study of human and physical geography of a region within North or South America NC: locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>
<p>Class 4 Y5/6</p>	<p>How did Shackleton survive in Antarctica? (Autumn 2) NC: 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 NC: 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</p>	<p>Where was Charles Darwin born? Local Geography - Creating maps Linked to Charles Darwin Local Study (Spring 2) NC: 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>What happens to a country in crisis? (Summer 2) NC: 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>

RECEPTION

<p>EYFS:</p> 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Name and locate different parts of the local community. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Use the school grounds for exploring both the natural and built environment. Express their opinions on the natural and built environments 	<p><u>Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. Use a range of sources such as simple maps, photographs, magnifiers and visiting local places. Arouse awareness of features of the environments in the setting and immediate local area.
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Geography Progression

Unit	Knowledge	Skills	Vocabulary
Why do we celebrate?	<ul style="list-style-type: none"> Name and locate our local town, Telford Name and locate the country of England and its capital city London is different to Telford Name and locate the continent of Europe 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: physical and human features. Use a range of sources such as simple maps, globes, photographs, magnifiers. 	Words relating to physical and human features including river, beach, forest, mountain, sea town, farm, house, castle, bridge, shop, and park.
Where is that bear?	<ul style="list-style-type: none"> Name different bears such as Sun bear, Brown bear, American Black Bear Name and locate the continents in which they live Name and describe their differing habitats 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to physical features Use a range of sources such as simple maps, photographs, magnifiers. 	Words relating to natural habitats including river, caves, ice, forests.
Why does the lion roar?	<ul style="list-style-type: none"> Other countries have similarities and differences to the UK. Africa has different weather, landscape, and animals to the UK. Name and locate the continent of Africa 	<ul style="list-style-type: none"> Use a range of sources such as simple maps, globes, photographs, magnifiers. Use a range of sources to research and find information including the internet and books. 	Words associated with different kinds of weather and landscapes including grassland, savannah
Seasonal change	<ul style="list-style-type: none"> Our environment changes with the seasons. Name the four seasons of Autumn, Winter, Spring and Summer 	<ul style="list-style-type: none"> Sequencing events. Observation of changes 	Words associated with different kinds of weather, clothes, before, after, next.

Year 1

National Curriculum Objectives:



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
- ♣ 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

Geography Progression

Geography skills and Fieldwork	Locational/Place Knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation
<ul style="list-style-type: none"> • Ask simple questions geographical questions e.g. What is it like to live in this place? • Use simple observational skills to study geography of the school and its grounds. • Use simple maps of the local area. • Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes. Make simple maps and plans. 	<ul style="list-style-type: none"> • Name and locate a local town and understand how some places are linked to other places e.g. roads, trains • Name, describe and compare familiar places. • Link their homes with other places in their local community. • Know about some present changes that are happening in the local environment e.g. at school. • Discuss differences between own locality and a contrasting location being able to use language of comparison. 	<ul style="list-style-type: none"> • Describe and identify seasonal and daily weather patterns and changes in the UK. 	<ul style="list-style-type: none"> • Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.

Year 2

National Curriculum Objectives:



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

Geography Progression

Geography skills and Fieldwork	Locational/Place Knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation
<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. • 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 key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> • Name, 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. Name, locate and identify characteristics of the seas surrounding the United Kingdom. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.

Year 3

National Curriculum Objectives:



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 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

Geography Progression

Geography skills and Fieldwork

- Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features.
- Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc.
- Ask and respond to geographical questions e.g. Describe the landscape, Why is it like this? How is it changing? What do you think about that?
- Recognise that different people hold different views about an issue and begin to understand some reasons why.
- Communicate findings in ways appropriate to the task or for the audience.
- Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.
- Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office
- Make more detailed fieldwork sketches/diagrams.
- Use fieldwork instruments e.g. cameras, rain gauge.
- Use four figure grid references and use the 8 points of a compass. Make plans and maps using symbols and keys.

Human and Physical Geography

- Explain about weather conditions/patterns around the UK and parts of Europe.
- Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns.

Locational/Place Knowledge

- Identify where counties are within the UK and the key topographical features. Name and locate the cities of the UK
- Recognise there are similarities and differences between places.
- Develop an awareness of how places relate to each other.

Geographical Skills:

Enquiry and Investigation

- Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.

Year 4

National Curriculum Objectives:



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 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

Geography Progression

Geography skills and Fieldwork

- Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.
- Measure straight line distances using the appropriate scale.
- Explore features on OS maps using four figure grid references.
- Draw accurate maps with more complex keys.
- Plan the steps and strategies for an enquiry.

Geographical Skills: Enquiry and Investigation

Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people.

Locational/Place Knowledge

- Recognise the different shapes of continents.
- Demonstrate knowledge of features about places around them and beyond the UK.
- Identify where countries are within Europe; including Russia.
- Recognise that people have differing qualities of life living in different locations and environments.
- Know how a locality is set within a wider geographical context.
- Know about the wider context of places – region, country.
- Understand why there are similarities and differences between places.

Human and Physical Geography

- Describe human features of UK regions, cities and/or counties.
- Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality.
- Describe how people have been affected by changes in the environment.
- Explore weather patterns around parts of the world.

Year 5

National Curriculum Objectives:



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 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

Geography Progression

Geography skills and Fieldwork

- Understand and use a widening range of geographical terms e.g. specific vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Measure straight line distances using the appropriate scale.
- Explore features on OS maps using four figure grid references.
- Draw accurate maps with more complex keys.
- Plan the steps and strategies for an enquiry.

Geographical Skills: Enquiry and Investigation

- Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments.

Locational/Place Knowledge

- Identify and describe the significance of the Prime/ Greenwich Meridian and time zones including night and day.
- Recognise different shapes of countries.
- Identify the physical characteristics and key topographic features of the countries within North America.
- Know about the wider context of places e.g. county, region and country.
- Know location of: Capital cities of countries of British Isles and U.K. seas around U.K., European Union countries with high population and large areas and largest cities in each continent
- Know about the wider context of places – region, country.
- Understand why there are similarities and differences between places.

Human and Physical Geography

- Understand weather patterns around the world and relate these to climate zones.
- Know how rivers erode, transport and deposit materials.
- Know about the physical features of coasts and begin to understand erosion and deposition.
- Understand how humans affect the environment over time.
- Know about changes to world environments over time.
- Understand why people seek to manage and sustain their environment.
- Including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade)

Year 6

National Curriculum Objectives:



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 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

Geography Progression

Geography skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping (Google Earth) 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc.
- Use maps, charts etc to support decision making about the location of places e.g. new bypass.

Geographical Skills: Enquiry and Investigation

- Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues.

Locational/Place Knowledge

- 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 landuse 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

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.
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

	<p>Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <ul style="list-style-type: none">• Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.	
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