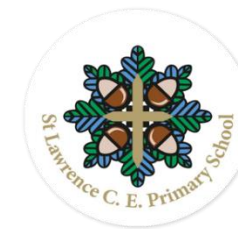


Curriculum Subject: Geography

Subject Working Group: Laura Mountcastle



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

Motto

“Being the best we can be, because with God all things are possible”

‘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

Vision & Intent

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.

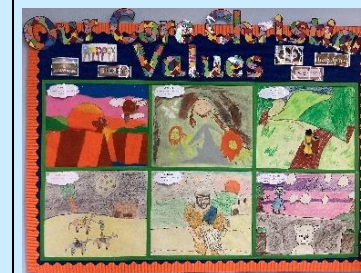
Mission/Implementation

Through the ‘St. Lawrence Way’ we will.....

- 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.

Our Core Christian Values

Compassion
Courage
Respect
Honesty
Thankfulness
Forgiveness





Intent, Implementation and Impact

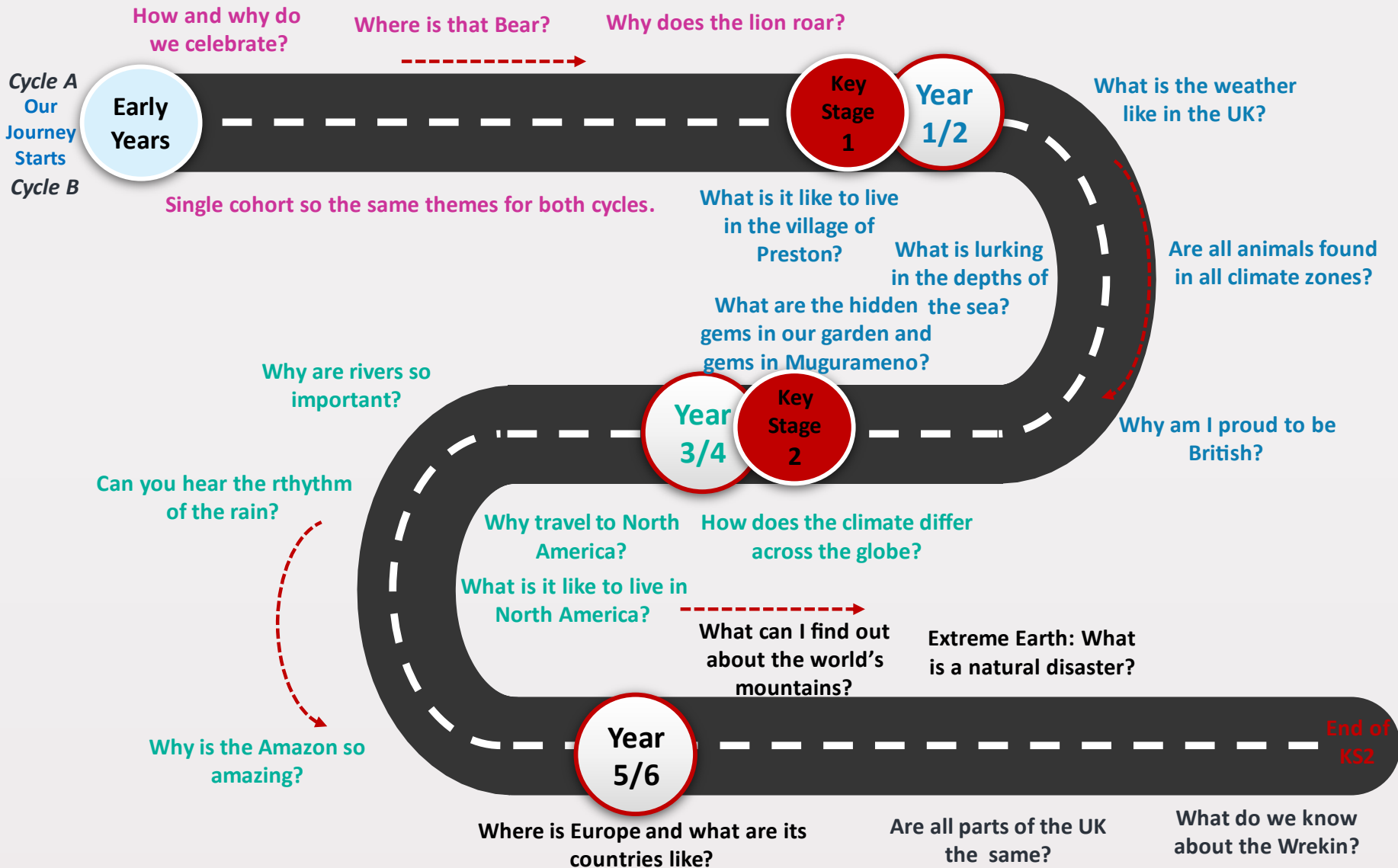
<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>Here at St Lawrence, Geography is a valued part of the curriculum as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people. 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. 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</p>	<p>Outcomes in topic and literacy 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 the Federation



Yearly Geography Overview Cycle A



Cycle A	Autumn Sculpture/3d form	Spring Drawing	Summer Digital Media – Photography
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 the weather like in the UK?(Summer 1) (Weather and Seasons) NC: identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Are all animals found in all climate zones?-(Hot and Cold places) (Summer 1) NC: identify the location of hot and cold area of the world in relation to the equator and the North and South Poles. NC: Use world atlases and globes to identify countries, continents and oceans studied at this key stage. Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Why am I proud to be British? (The United Kingdom KS1) (Autumn 1) NC: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas NC: Use world atlases and globes to identify countries, continents and oceans studied at this key stage. NC: Key physical features, including beach, cliff etc, Key human features including city, town etc.</p>

<p>Class 3 Y3/4</p>	<p>How does the climate differ across the globe? (Autumn 2) (Climate Zones) NC: identify the position and significance of Latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle. NC: Describe and understand key aspects of physical geography , including climate zones</p>	<p>Why travel to North America? (Spring 2) (North America) NC: locate the world’s countries, using maps to focus on North America, concentrating on its environmental regions and key physical and human characteristics. NC: identify the position and significance of latitude and longitude. NC: Uses maps and atlases to locate countries and describe features studied. NC: describe and understand key aspects of physical geography, including climate zones, biomes and vegetation.</p>	<p>What is it like to live in South America? (Summer 2) (South America-Rio and Southeast Brazil) NC: locate the world’s countries, using maps to focus on South America, concentrating on its environmental regions and key physical and human characteristics. NC: Uses maps and atlases to locate countries and describe features studied. NC: identify the position and significance of the Equator. NC: understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.</p>
<p>Class 4 Y5/6</p>	<p>What can I find out about the world’s mountains? (Autumn 2) (Mountains) NC: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. NC: describe and understand key aspects of physical geography including mountains. NC: describe and understand key aspects of physical geography including mountains NC: describe and understand key aspects of human geography including settlement and land use etc NC: name and locate key topographical features of the UK</p>	<p>Extreme Earth: what is a natural disaster? (Spring 2) (Volcanoes and Earthquakes) NC: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p>	<p>Extreme Earth: what is a natural disaster? (Summer 2) (Volcanoes and Earthquakes) NC: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</p>




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 <i>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.</i></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 it like to live in the village of Preston? (Autumn 2) (Local area) NC: Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. NC: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and construct basic symbols in a key.</p>	<p>What is lurking in the depths of the sea? (Spring 2) (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 are the hidden gems in our garden and gems in Mugurameno? (Contrasting Locality topic) (Summer 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</p>

			physical features of its surrounding environment
Class 3 Y3/4	<p>Why are Rivers so important? (Rivers) 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</p>	<p>Can you hear the rhythm of the rain? (Spring 2) (Rainforests) 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>Why is the Amazon so amazing? (Summer 1) (South America-The Amazon) 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>
Class 4 Y5/6	<p>Where is Europe and what are its countries like? (Autumn 2) (European regions) NC: Locate Europe and its key human and physical features NC: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. NC: Identify and locate Europe's major cities. NC: describe and understand key aspects of physical geography, including climates zones, biomes and vegetation belts. NC: describe and understand key aspects of: human geography, including types of settlement and economic activity. NC: understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p>	<p>Are all parts of the UK the same? (Spring 2) (The United Kingdom KS2) 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>What do we know about the Wrekin? Local area and region (Summer 2) NC: locate the region and local area in relation to other places. NC: to use aerial image to describe the key features of the region and local area. NC: understand local, regional, national and international links to the local area. NC: use compass and distance points to identify the approximate location of a place.</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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Knowledge and Skills 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 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

Knowledge and Skills Progression

Geography skills and Fieldwork	Locational Knowledge	Human and Physical Geography	Place knowledge
<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 	<ul style="list-style-type: none"> • Describe and identify Seasonal changes 	<ul style="list-style-type: none"> • 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. • Suggest ideas for improving the school environment.

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

Knowledge and Skills Progression

Geography 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.
- 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

Locational Knowledge

- 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.

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.

Place knowledge

- 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.

<p>landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <ul style="list-style-type: none"> 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"> Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	
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Year 3

<p>National Curriculum Objectives:</p> 	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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>Place knowledge</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 United Kingdom, a region in a European country, and a region within North or South America 	<p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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
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Knowledge and Skills Progression

Geography skills and Fieldwork	Locational Knowledge	Human and Physical Geography	Place knowledge
<ul style="list-style-type: none"> Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features. 	<ul style="list-style-type: none"> Identify where counties are within the UK and the key topographical features. Name and locate the cities of the UK 	<ul style="list-style-type: none"> Explain about weather conditions/ patterns around the UK and parts of Europe. 	<ul style="list-style-type: none"> Recognise there are similarities and differences between places. Develop an awareness of how places relate to each other.

<ul style="list-style-type: none">• 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.• Use the 8 points of a compass.• Make plans and maps using symbols and keys.		<ul style="list-style-type: none">• Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns.	
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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

Knowledge and Skills Progression

Geography skills and Fieldwork	Locational Knowledge	Human and Physical Geography	Place knowledge
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Know about the wider context of places – region, country. • Understand why there are similarities and differences between places

<ul style="list-style-type: none"> Plan the steps and strategies for an enquiry. 			
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Year 5


<p>National Curriculum Objectives:</p> 	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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>Place knowledge</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 United Kingdom, a region in a European country, and a region within North or South America 	<p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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
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Knowledge and Skills Progression

Geography skills and Fieldwork	Locational Knowledge	Human and Physical Geography	Place knowledge
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Know about the wider context of places – region, country. Understand why there are similarities and differences between places.

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) 	
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Year 6

<p>National Curriculum Objectives:</p> 	<p>Locational knowledge</p> <ul style="list-style-type: none"> ♣ 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>Place knowledge</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 United Kingdom, a region in a European country, and a region within North or South America 	<p>Human and physical geography</p> <ul style="list-style-type: none"> ♣ 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ♣ 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
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Knowledge and Skills Progression

Geography skills and Fieldwork	Locational Knowledge	Human and Physical Geography	Place knowledge
<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate 	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region

<p>countries and describe features studied.</p> <ul style="list-style-type: none"> • 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. 	<p>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <ul style="list-style-type: none"> • 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 Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 	<p>mountains, volcanoes and earthquakes, and the water cycle.</p> <ul style="list-style-type: none"> • 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>of the UK, a region in a European country, and a region within North or South America.</p>
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