



# Broadhempston Primary School & Landscope C of E Primary School

## Geography Curriculum Statement



Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into Key Stages to support a progressive approach and our mixed age classes.

At Broadhempston Primary School & at Landscope C of E Primary School we are very proud of our Geography Curriculum. It has been thoughtfully developed to ensure children explore the relationship and interactions between people and the environments in which they live at the personal, local, national and global scale – enabling our children to make better sense of the world in which they live and to be more informed and enlightened citizens going into the future. Our whole-school geography curriculum is:

- **Aspirational:** Our high-expectations in Geography teaching and learning cultivates our children's curiosity about the world, its inhabitants and its processes; enabling all our children to fulfil their individual potential and appreciate the value of Geography as a subject in the 21<sup>st</sup> century.
- **Engaging:** Our children develop their geographical understanding and a curiosity about the world through enquiry-based learning. The key concepts of 'place', 'space', 'scale', 'change', 'interconnection', 'environment' and 'sustainability' underpin these enquiries, with children asking increasingly nuanced questions and gaining a deeper understanding of what it means to think like a geographer. We've selected enquiries that are relevant to our local community, that go beyond the familiar and engage pupils in studying topical issues through contemporary case studies. Geography learning is enriched with the sharing of stories and non-fiction texts, ICT, high-quality resources, outdoor learning, visitors, trips and purposeful field work.
- **Logical, Broad and Balanced:** Learning and enquiries provide the full entitlement of the Early Years Foundation Stage and the National Curriculum and, importantly, have been sequenced to support geographical understanding. There is an even proportion of physical and human investigations and, whilst acknowledging our local community, a mixture of local, national and global issues. To further learning about physical and human geography, key geographical concepts, such as 'agriculture', 'sustainability' or 'migration', are taught within contemporary, real-world contexts and are revisited and developed throughout our curriculum. This means our children develop a more secure subject knowledge, achieve a deeper understanding of key concepts and a contextualised appreciation for what it means to think and work like a geographer.
- **Progressively More Challenging:** Our Geography Curriculum includes and builds from the 'Understanding of the World' established in the Early Years, ensuring continuity in learning as children transition into the National Curriculum. Throughout our curriculum, children build upon prior learning and encounter more complex subject knowledge using increasingly sophisticated critical thinking skills, geographical techniques and field working skills.
- **Inclusive:** All children are entitled to our full Geography Curriculum - including those with Special Educational Needs (SEN). We scaffold, personalise and differentiate activities to enable all children to access it in its entirety. Teachers use 'assessment for learning' to support and extend children - ensuring maximum progress is made and everyone achieves their full potential.

Through our aspirational, inspiring and increasingly challenging enquiry-led learning, our children leave equipped with geographical skills and a secure geographical knowledge and understanding of the 21<sup>st</sup> century world in which they live! They appreciate the diverse places, people, resources and natural and human environments that constitute Earth and the processes, interactions and dependencies that have, and continue to shape, our world. Our children see themselves as active citizens of the world and, ultimately, really value their geography learning!

**Vocabulary** Children's command of vocabulary is fundamental to learning & progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge & deepening their understanding of etymology & morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known & new vocabulary, & discuss & apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It's essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture & a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary & appropriate sentence structure to enrich access to learning & feed into written work across the curriculum.

**EYFS – Reception Vocabulary – This is just a starting point for teachers to amend according to the needs of their children.**

**Cartographic:** photo, birds-eye view, features, globe, label, map, photo, plan, route, sketch, title,

**Enquiry:** change, compare, different, distance, far, near, order, position, sequence, similar, what, when, where, who, why,

**Key Concepts:** buildings, country, countryside, environment, farm, job, local, migration, place, religion, sea, season, town, transport, weather

**KS1 Vocabulary**

**Cartographic:** aerial photo, atlas, birds-eye view, compass, direction, east, features, globe, key, label, location, map, north, photo, place, plan, represent, route, scale, sketch, space, south, symbol, title, west,

**Enquiry:** effect, change, characteristics, compare, differences, distance, far, fieldwork, geography, human geography, measure, near, observation, order, physical geography, position, sequence, similarities, what, when, where, who, why,

**Key Concepts:** buildings, capital city, city, climate, continent, country, countryside, environment, farm, farming (agriculture), holidays (tourism), interconnection, job, local, migration, ocean, place, population, religion, river, rural, sea, season, similarities, sustainability, temperature, town, transport, urban, village, weather,

Enquiry vocabulary lists are starting point for teachers to amend according to the needs of their children.

	2 <sup>nd</sup> Autumn Half-Term			2 <sup>nd</sup> Spring Half-Term			2 <sup>nd</sup> Summer Half-Term		
Rolling Programme A 2024-5	<b>How does the weather affect our lives?</b>			<b>Why does it matter where our food comes from?</b>			<b>How does the geography of Kampong Ayer compare with where I live?</b>		
	aid atmosphere blizzard bush fire city climate climate change compass	continent disaster drought environment equator flood hurricane natural disaster rain gauge	rainfall season temperature thermometer tornado tourism weather weather-vane	business butcher county crop dairy factory farm/agriculture free-range	harvest industry landscape local organic plantation produced	process rainfall seasonal supermarket temperature transport tropical United Kingdom	agriculture/farm city cliff coast continent environment Equator Europe factory	habitat harbour mountain office pollution population port poverty river	season tourism transport tropical rainforest valley vegetation village weather wealthy
Rolling Programme B 2023-24	<b>What is the geography of where I live?</b>			<b>Why don't penguins need to fly?</b>			<b>Why do we love being by the seaside so much?</b>		
	Africa Asia Australasia Antarctica capital city Cardiff cathedral compass east Edinburgh	England Europe human-features key London North Nort America Northern Ireland	ocean physical-features scale Scotland south South America symbol Wales west	adaptation Africa Antarctica Arctic blizzard carnivore cliff climate continent country desert	environment food chain gorge habitat iceberg ice sheet jungle krill landscape	mountain ocean predator river sand dune shore Southern Ocean temperature valley waterfall	beach capital cliff coast compass country fishing habitat environment	ocean harbour island map mountain ocean pier port pollution	region river rural sand dune seaside shore tourism traffic urban

**Lower KS2 Vocabulary**

**Cartographic:** aerial photo, atlas, biome, birds-eye view, compass, coordinates, direction, east, Equator, features, globe, key, label, location, map, north, north-east, Northern Hemisphere, north-west, Ordnance-Survey maps, photo, place, plan, represent, route, scale, sketch, south, south-east, Southern Hemisphere, south-west, space, symbol, title, Tropic of Cancer, Tropic of Capricorn, west

**Enquiry:** effect, change, characteristics, classification, compare, differences, distance, distribution, far, fieldwork, geography, human geography, measure, near, observation, order, physical geography, position, record, sequence, similarities, what, when, where, who, why,

**Key Concepts:** buildings, capital city, city, climate, continent, country, countryside, culture, deforestation, development, disaster, economy, employment, environment, farm, farming (agriculture), hazard, interconnection, landscape, land-use, local, migration, natural disaster, ocean, place, population, religion, river, rural, sea, season, settlement, sustainability, technology, temperature, tourism, town, transport, urban, village, weather

Enquiry vocabulary lists are starting point for teachers to amend according to the needs of their children.

	2 <sup>nd</sup> Autumn Half-Term			2 <sup>nd</sup> Spring Half-Term			2 <sup>nd</sup> Summer Half-Term		
Rolling Programme A 2024-5	<b>Why do so many people live in megacities?</b>			<b>How and why is my local environment changing?</b>			<b>Why are jungles so wet and deserts so dry?</b>		
	architecture city culture continent economy employment human geography	megacity migration physical geography pollution population Prime / Greenwich Meridian	rural scale settlement town transport urban urbanisation village	census commercial costs & benefits distribution fieldwork Geographical Information System (GIS) irrigation	deforestation land use location mountain natural disaster pollution population recreation redevelopment	residential scale settlement town transport valley vegetation village	adaptation basin biome climate condensation deciduous evergreen desert drought environment	Equator humid inhabited landscape location mouth Northern Hemisphere source	Southern Hemisphere temperate Tropic of Cancer Tropic of Capricorn tropical rainforest tundra vegetation belt
Rolling Programme B 2023-24	<b>Why do the biggest earthquakes not always cause the most damage?</b>			<b>Beyond the Magic Kingdom: What is the Sunshine State really like?</b>			<b>How can we live more sustainably?</b>		
	core continent crust dormant extinct earthquake epicentre eruption evacuation fault	human features latitude longitude magma magnitude mantle natural disaster Northern Hemisphere physical features	plate Richter Scale Ring of Fire Southern Hemisphere transport tsunami vent volcano	atmosphere city climate conservation drought environment Equator evacuation hazard	human features hurricane latitude leisure location National Park physical features pollution	population scale species tourist tropical rainforest weather	agriculture Arctic Circle Antarctic Circle atmosphere behaviour biodiversity community conservation	deforestation development energy finite/infinite fossil fuels global warming greenhouse effect mineral	pollution recycle resource reusable settlement solar sustainable transport unsustainable

## Upper KS2 Vocabulary

**Cartographic:** aerial photo, atlas, biome, birds-eye view, compass, coordinates, direction, elevation, east, Equator, features, Geographic Information Systems (GIS), globe, key, label, latitude, location, longitude, map, north, north-east, Northern Hemisphere, north-west, Ordnance-Survey maps, photo, place, plan, Prime/Greenwich Meridian, represent, route, scale, sketch, Southern Hemisphere, south, south-east, south-west, space, symbol, time zone, title, Tropic of Cancer, Tropic of Capricorn, west

**Enquiry:** effect, change, characteristics, classification, compare, differences, distance, distribution, far, fieldwork, geography, human-geography, measure, near, observation, order, physical-geography, position, record, sequence, similarities, survey, what, when, where, who, why,

**Key Concepts:** agriculture/farming, buildings, capital city, city, climate, conservation, continent, country, countryside, culture, deforestation, development, disaster, economy, eco-system, employment, energy, environment, hazard, interconnection, landscape, land-use, leisure, local, management, manufacture, migration, natural disaster, natural-resource, ocean, place, population, protection, religion, resource, river, rural, sea, season, settlement, sustainability, technology, temperature, tourism, town, trade, transport, urban, village, water-cycle, weather

### Oak Class - Broadhempston Primary School

Enquiry vocabulary lists are starting point for teachers to amend according to the needs of their children.

	2 <sup>nd</sup> Autumn Half-Term			2 <sup>nd</sup> Spring Half-Term			2 <sup>nd</sup> Summer Half-Term		
Rolling Programme A 2024-5	<b>How do volcanoes affect the lives of people on Hiemaey?</b>			<b>Who are Britain's National Parks for?</b>			<b>Why is fair trade fair?</b>		
	continent core crust earthquake economic Equator eruption evacuation geothermal	latitude lava longitude magma mantle metamorphic natural N/S Hemisphere resources	refugees relief rural tectonic plates tourism trade transport urban volcano	agriculture city community coniferous conservation country countryside culture Dartmoor	deciduous diversify economic activity environment habitat heritage site landscape lifestyle	National Park protection quarry rural species tourists tradition urban wildlife	commodities company development dock domestic ethical export factory	fairtrade import international irrigation manufacture merchant plantation port profit	quay retailer rural sustainable technology trade transport urban wholesaler
Rolling Programme B 2023-24	<b>Why are mountains so important?</b>			<b>How is climate change affecting the world?</b>			<b>What is a river?</b>		
	atmosphere business contour co-ordinates crust economic elevation erosion glacier igneous	magma mantle metamorphic mountain Ordnance Survey political precipitation range relief ridge	sea level sedimentary settlement summit sustainability tectonic plate temperature tourists urban volcano	aid biofuel climate change desertification drought energy flood defence fossil fuel geothermal heat	global warming greenhouse hydroelectric infrastructure management natural disaster non-renewable	petroleum renewable solar power sustainability tourists transport weather wildfire wind power	agriculture aquifer channel course economic ecosystem erosion evaporation famine flood	flood plain habitat leisure meander monsoon mouth pollution precipitation recreation refugee	relief runoff settlement sewage works source stream trade transportation water cycle

**Class Four – Landscope C of E Primary School**

Enquiry vocabulary lists are starting point for teachers to amend according to the needs of their children.

Class Four – Landscope C of E Primary School									
Enquiry vocabulary lists are starting point for teachers to amend according to the needs of their children.									
	2 <sup>nd</sup> Autumn Half-Term			2 <sup>nd</sup> Spring Half-Term			2 <sup>nd</sup> Summer Half-Term		
	Why are mountains so important?			Who are Britain's National Parks for?			How is climate change affecting the world?		
Rolling Programme A 2024-5	atmosphere	magma	sea level	agriculture	deciduous	National Park	aid		petroleum
	business	mantle	sedimentary	city	diversify	protection	biofuel	global warming	renewable
	contour	metamorphic	settlement	community	economic	quarry	climate change	greenhouse	solar power
	co-ordinates	mountain	summit	coniferous	activity	rural	desertification	hydroelectric	sustainability
	crust	Ordnance	sustainability	conservation	environment	species	drought	infrastructure	tourists
	economic	Survey	tectonic plate	country	habitat	tourists	energy	management	transport
	elevation	political	temperature	countryside	heritage site	tradition	flood defence	natural disaster	weather
	erosion	precipitation	tourists	culture	landscape	urban	fossil fuel	non-renewable	wildfire
	glacier	range	urban	Dartmoor	lifestyle	wildlife	geothermal heat		wind power
	igneous	relief	volcano						
		ridge							
Rolling Programme B 2023-24	How do volcanoes affect the lives of people on Hiemaey?			Why is fair trade fair?			What is a river?		
	continent	latitude	refugees	commodities	fairtrade	quay	agriculture	flood plain	relief
	core	lava	relief	company	import	retailer	aquifer	habitat	runoff
	crust	longitude	rural	development	international	rural	channel	leisure	settlement
	earthquake	magma	tectonic plates	dock	irrigation	sustainable	course	meander	sewage works
	economic	mantle	tourism	domestic	manufacture	technology	economic	monsoon	source
	Equator	metamorphic	trade	ethical	merchant	trade	ecosystem	mouth	stream
	eruption	natural	transport	export	plantation	transport	erosion	pollution	trade
	evacuation	N/S	urban	factory	port	urban	evaporation	precipitation	transportation
	geothermal	Hemisphere	volcano		profit	wholesaler	famine	recreation	water cycle
		resources					flood	refugee	

## Curriculum Organisation and Information

### The Early Years Foundation Stage (EYFS)

Children in Reception develop an early understanding of geography principally through the knowledge and skills outlined in the EYFS's area of learning called 'Understanding of the World' (UotW) – 'People, Cultures and Communities' and 'The Natural World'. However, as with all learning in the early years, children's understanding of place, their immediate environment and the World more broadly, permeates into all areas of the EYFS curriculum (such as UotW 'Past & Present' and Mathematics where children learn about positional language, spatial reasoning and mapping). Learning involves a combination of adult-led, adult-initiated and play-based activities with the sharing of books being integral to this. Continuous provision for independent learning, memorable experiences and broader classroom practises support children's learning and we take time to develop those wonderful, spontaneous child-led learning moments that can't be planned for!

Children in Reception have weekly 'Outdoor Explorers' sessions, that allow them to explore the natural world around them through hands-on experiences, witnessing seasonal change as it happens! During these sessions children develop emergent field-work skills by learning to make careful observations, recoding simple data, taking photographs and by drawing pictures. They are encouraged to use all of their senses to better understand their local environment and develop a rich vocabulary for describing what they hear, feel and see whilst outside. Reception teachers also plan engaging lessons that link to their half-termly topics and 'big questions', to further develop children's place knowledge, understanding of maps and to develop children's awareness of countries and environments that are different to their own.

'Understanding of the World' learning introduces new vocabulary, includes both adult-led and play-based learning activities and nurture the 'characteristics of effective learning'. Reception teachers share stories, non-fiction texts and simple maps to develop children's 'global awareness' and to further children's knowledge of different environments and understanding of life in a variety of countries. Children explore the meaning of new vocabulary, use language to imagine and recreate roles and experiences in play situations and learn to use positional, directional and distance terminology accurately. The language rich learning environment is purposefully provisioned to further learning and provides opportunities for children to explore and compare different places. Children learn to draw comparisons by identifying similarities and differences between places and, using our 'Oracy' approach, children develop a confidence to clearly articulate their ideas and explaining their thinking. At all times, children are encouraged to be curious, to observe closely and to discover for themselves – key skills which are fundamental to the development of our little geographers!

### Key Stage One and Two

Children in Key Stage One and Key Stage Two must receive the full entitlement of the National Curriculum (NC) and we ensure this is delivered through our enquiry-led geography curriculum. Our geography curriculum is based on the expertise of the Connected Geography units, which we have carefully crafted into two-year rolling programmes to meet the needs of our mixed-age classes. We have purposefully selected and sequenced topics, through and across key stages, to build cumulatively on prior learning and to progressively further knowledge and skills development. Geography learning is organised into half-termly topics (that alternate with history), which allows children to 'dive-deeper' into their learning and limits the time between geography topics - helping children to retain their learning. Opportunities for cross-curricular learning are made whenever appropriate, for example in geography lessons age-appropriate mathematics is used to collect and present information. Within other subjects, children are encouraged to make links to their previous geography learning – be it key concepts, a particular case study or utilising map skills. This is particularly important during half-terms where geography is not discretely taught, as in doing so our children are developing their understanding of key concepts, recalling key knowledge and applying their skills.

Our enquiry-based geography topics are based around an engaging 'big question' which captures children's interests and gives purpose to learning. Rather than giving children all the answers, through their topic learning children embark on a journey of exploration! Each enquiry has a clear learning journey, with an 'elicitation task' at the start of a topic to identify a child's prior knowledge and any misconceptions. Our children are invited to share what they would like to find out during the enquiry – with teachers understanding that asking questions is central to geographical enquiry. Teachers use the Link Academy agreed Medium Term planning document to plan a sequence of learning based on this 'big question', referring to the Connected Geography guidance, the Progression in Learning document and the word banks above. Children are then taught the

knowledge and skills they need to answer the over-arching 'big question' in small manageable steps. Each lesson builds on the next and has a clear, curriculum linked learning objectives which is shared with the children - making it clear what and how children are expected to learn! New concepts are carefully introduced and taught through meaningful contexts and examples, so children have a grounded understanding before being asked to apply this learning. Progression in field-work skills is ensured as our children use age-appropriate precision when recording, presenting and analysing data, including the use of ICT. Geography lessons include a range of teaching approaches, provide opportunities for children to work independently, with a partner or in a group and are differentiated to challenge pupils appropriately to their age and ability. Supported by our whole-school Oracy approach, children learn to articulate their ideas and to justify their thinking with opportunities for partner, group and whole-class discussion being carefully planned into each topic. Studying geography in this way inspires children's curiosity, it encourages children to see themselves as active in their learning and develops further their characteristics of effective learning. Lessons are tailored to the needs of each child, with teachers using 'assessment for learning' strategies, such as 'low stakes quizzes' and 'questioning' to swiftly pinpoint children's next steps in learning to identify those who require more support and those who can be challenged to 'dig deeper' - maximising progress. Learning is personalised to ensure children with SEND or EAL are able to access the full curriculum and have an equal opportunity to take part in every aspect of the geography learning. A topic ends with a 'time to shine' activity which concludes, showcases and celebrates children's learning.

Teachers capture fieldwork, practical and 'creative' learning using a SWAY document and promptly mark recorded learning in line with our marking policy, ensuring feedback is purposeful, furthering geography learning and addressing misconceptions. Each classroom has a topic display (which includes key vocabulary), book corners including topic-linked books and a map displayed (or globe accessible) to support children's geographical knowledge. Topics always include inspiring 'hooks' to provide memorable learning opportunities, with teachers making the most of our wonderful outdoor learning environment in lessons, organising purposeful field-work opportunities and ensuring geographical equipment, ICT and a variety of sources (maps at different scales, globes, aerial photographs, etc) are utilised in lessons.

Beyond curriculum specific learning, at Broadhempston and Landscope our children's geography learning is enriched and complimented by: regular 'Forest School and 'Wild Woodland Learning' sessions, by our whole-school participation in Picture News and Lyfta, by participating in Global Neighbours and the 'Eco-Award' initiatives, by our schools' environmentally-conscious ethos (for example our Eco-Council, 'nature' focussed Arts Week, etc), by our links with the local community and through our deliberate sharing of stories and non-fiction books from different countries, environments and cultures. Teachers, and the geography subject-lead, also ensure important and topical geography-linked news and events are shared and acknowledged in an age-appropriate way throughout the school, for example the Climate Change Conference - COP27.

The subject leader monitors standards through work scrutiny, pupil conferencing, learning walks and discussions with staff, and supports teachers with subject knowledge and continued professional development.



**Broadhempston Primary School Geography Two-Year Rolling Programme**

		2 <sup>nd</sup> Autumn Half-Term		2 <sup>nd</sup> Spring Half-Term		2 <sup>nd</sup> Summer Half-Term	
<b>EYFS</b>		Farming: Why are farms so important?	Colour & Change: How do the seasons affect us?	Space: Why is planet Earth special?	Dinosaurs: What if dinosaurs were around today?	New Life & Minibeasts: Are all animals the same?	Changing Environments: Where in the World could we go?
<b>Key Stage One</b>	<b>Yr A</b>	How does the weather affect our lives?		Why does it matter where my food comes from?		How does the geography of Kampong Ayer compare with where I live?	
	<b>Yr B</b>	What is the geography of where I live?		Why don't penguins need to fly?		Why do we love being by the seaside so much?	
<b>Lower Key Stage 2</b>	<b>Yr A</b>	Why do so many people live in megacities?		How and why is my local environment changing?		Why are jungles so wet and deserts so dry?	
	<b>Yr B</b>	Why do the biggest earthquakes not always cause the most damage?		Beyond the Magic Kingdom: What is the Sunshine State really like?		How can we live more sustainably?	
<b>Upper Key Stage 2</b>	<b>Yr A</b>	How do volcanoes affect the lives of people on Hiemaey?		Who are Britain's National Parks for?		Why is fair trade fair?	
	<b>Yr B</b>	Why are mountains so important?		How is climate change affecting the world?		What is a river?	



**Landscape C of E Primary School Geography Two-Year Rolling Programme**

**2<sup>nd</sup> Autumn Half-Term**

**2<sup>nd</sup> Spring Half-Term**

**2<sup>nd</sup> Summer Half-Term**

**EYFS**

Farming:  
Why are farms so important?

Colour & Change:  
How do the seasons affect us?

Space:  
Why is planet Earth special?

Dinosaurs:  
What if dinosaurs were around today?

New Life & Minibeasts:  
Are all animals the same?

Changing Environments:  
Where in the World could we go?

**Key Stage One**

**Yr A**

How does the weather affect our lives?

Why does it matter where my food comes from?

How does the geography of Kampong Ayer compare with where I live?

**Yr B**

What is the geography of where I live?

Why don't penguins need to fly?

Why do we love being by the seaside so much?

**Lower Key Stage 2**

**Yr A**

Why do so many people live in megacities?

How and why is my local environment changing?

Why are jungles so wet and deserts so dry?

**Yr B**

Why do the biggest earthquakes not always cause the most damage?

Beyond the Magic Kingdom: What is the Sunshine State really like?

How can we live more sustainably?

**Upper Key Stage 2**

**Yr A**

Why are mountains so important?

Who are Britain's National Parks for?

How is climate change affecting the world?

**Yr B**

How do volcanoes affect the lives of people on Hiemaey?

Why is fair trade fair?

What is a river?

## The National Curriculum

Key Stage 1 - 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.

### 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 & construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## Key Stage 2:

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.

### 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.

## Progression of Key Skills

### Key skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	<p><b>Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</b></p>		<p><b>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</b></p> <p><b>Name and locate countries 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.</b></p> <p><b>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).</b></p>			
	<p>Can I name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?</p>	<p>Can I name and locate the world's seven continents and five oceans?</p>	<p>Can I locate and name the countries making up the British Isles, with their capital cities?</p> <p>Can I suggest reasons for the location of towns and settlements in a particular place? <i>For example, next to a river, on a hill top.</i></p> <p>Can I locate and name the main countries and cities in/around the South West?</p> <p>Can I compare two different regions in the United Kingdom (York and North Yorkshire) and discuss the geographical difference to Plymouth?</p> <p>Can I locate and name the main countries and cities in England?</p> <p>Can I compare land-use maps of the United Kingdom from the past with the present, focusing on land use and tourism impact?</p>	<p>Can I locate the main countries of Europe, including the location of Russia, and identify the capital cities?</p> <p>Can I name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers and understand how these features have changed over time?</p> <p>Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones?</p> <p>Can I locate the main countries in Europe, North and South America and name principle cities?</p>	<p>Can I locate the main countries of Europe, including the location of Russia, and identify the capital cities?</p> <p>On a world map, Can I locate the main countries in Africa, Asia and Australasia/Oceania and identify their main environmental regions, key physical and human characteristics, and major cities?</p> <p>Can I map how land use has changed over time?</p>	<p>Can I identify the longest rivers in the world, largest deserts, and highest mountains and compare these with the United Kingdom?</p> <p>Can I identify the position and significance the Northern and Southern Hemisphere and the Arctic and Antarctic circles?</p> <p>On a world map, Can I locate areas of similar environmental regions, either desert, rainforest or temperature regions?</p> <p>Can I identify the position and significance of Equator and the Tropics of Cancer and Capricorn?</p> <p>Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones?</p>
<b>Place Knowledge</b>	<p><b>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</b></p>		<p><b>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</b></p>			
	<p>Can I talk about and describe people and places where I live?</p> <p>Can I talk about similarities and differences between places? <i>For example, the school playground and the town park.</i></p> <p>Can I talk about the different ways to travel, on foot, by car, train, bus?</p> <p>Can I understand geographical similarities and differences through studying the human and physical geography of small area of the United Kingdom?</p>	<p>Can I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country concentrating on islands and sea sides using Barnaby Bear (or similar)?</p>	<p>Can I compare a region in the United Kingdom with a region in Europe?</p>	<p>Can I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom?</p> <p>Can I compare a region in the United Kingdom with a region in North America with significant differences and similarities and understand some of the reasons for the similarities and differences?</p> <p>Can I compare a region in the United Kingdom with a region in North or South America with significant differences and similarities?</p>		<p>Can I understand geographical similarities and differences through the study of human and physical geography of a region within South America?</p>
<b>Human and Physical Geography</b>	<p><b>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</b></p> <p><b>Use basic geographical vocabulary to refer to:</b></p>		<p><b>Describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>			

	<ul style="list-style-type: none"> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>					
	<p>Can I identify seasonal and daily weather patterns in the United Kingdom?</p> <p>Can I use the basic geographical vocabulary to refer to:</p> <p><b>Key Physical Features</b> including; <u>forest, hill, mountain, soil, valley, vegetation?</u></p> <p><b>Key Human Features</b> including; <u>city, town, village, factory, farm, house, office?</u></p>	<p>Can I identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles?</p> <p>Can I use the basic geographical vocabulary to refer to/and sort:</p> <p><b>Key Physical Features</b> including; <u>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather?</u></p> <p><b>Key Human Features</b> including; <u>city, town, village, factory, farm, house, office, port, harbour, shop?</u></p>	<p>Can I describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water?</p> <p>Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (<i>link to work on the Rainforest</i>)?</p> <p>Can I describe and understand key aspects of human geography, including: types of settlements in Viking, Saxon Britain?</p>	<p>Can I describe and understand key aspects of physical geography, including: rivers and the water cycle?</p> <p>Can I describe and understand key aspects of human geography, including: trade between the United Kingdom and Europe and the rest of the world?</p>	<p>Can I describe and understand key aspects of physical geography, including: volcanoes and earthquakes, focussing on plate tectonics and the ring of fire?</p> <p>Can I identify and describe in detail the impact of change on the lives of people after a natural disaster?</p> <p>Can I describe and understand key aspects of physical geography, including: coasts, rivers, and the water cycle including transpiration; climate zones, biomes and vegetation belts? <i>For example, the Plym and Tamar.</i></p> <p>Can I consider the impact of a river on people and the landscape?</p> <p>Can I discuss the issues relating to water supply and the impact on people?</p> <p>Can I begin to describe and understand key aspects of physical geography, including: volcanoes and earthquakes?</p> <p>Can I describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water?</p>	<p>Can I discuss the distribution of natural resources, focussing on energy? i.e. power station visit</p> <p>Can I discuss the fair/unfair distribution of resource (Fairtrade), economic activity and trade?</p> <p>Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (<i>link to work on the Rainforest</i>)?</p> <p>Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (<i>link to work on the Rainforest</i>)?</p>
<p><b>Geographical Skills and Field Work</b></p>	<p>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>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>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> <p>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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4- and 6-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>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>Can I understand that maps give information about the world (<i>Where? What?</i>)?</p> <p>Can I use world maps, atlases and globes to identify the United Kingdom and its countries?</p> <p>Can I use locational and directional language (<i>for example, near and far; left and right</i>), to describe the location of features and routes on a map?</p> <p>Can I talk about and describe where I live from photographs and leaflets etc?</p> <p>Can I label photographs and pictures of the local environment? <i>For example the church, shops etc?</i></p> <p>Can I use photographs to recognise landmarks and basic human and physical features and use these to devise a simple picture map?</p>	<p>Can I use world maps, atlases and globes to identify the continents and oceans studied at this key stage?</p> <p>Can I use simple compass directions (North, South, East and West), to describe the location of features and routes on a map?</p> <p>Can I look down on objects and make a plan?</p> <p>Can I find information on an aerial photograph?</p> <p>Can I use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and use these to devise a simple map?</p> <p>Can I realise why maps need a key and construct basic symbols in a key?</p> <p>Can I use simple fieldwork and observational skills to study the key human and physical features of my schools surrounding environment?</p>	<p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I recognise that there are eight points of a compass?</p> <p>Can I use two-figure grid references?</p> <p>Can I show some understanding of basic symbols and the key (including the use of a simplified Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world?</p> <p>Can I use fieldwork to observe and record the human and physical features in the local area? <i>For example, surveys, drawings and photographs.</i></p>	<p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I give direction instructions up to eight cardinal points?</p> <p>Can I follow a route using two-figure grid references but know that four-figure grid references can help you find a place more accurately than two?</p> <p>Can I 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?</p> <p>Can I make a simple scale plan of an area with whole numbers?</p>	<p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I use the eight points of a compass to give and receive direction?</p> <p>Can I map a route using four-figure grid references but know that six-figure grid references can help you find a place more accurately than four?</p> <p>Can I use basic symbols and the key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world?</p> <p>Can I use fieldwork to observe, measure and record the human and physical features in the local area? <i>For example, questionnaires and colour coded keys.</i></p> <p>Can I measure straight-line distances on large-scale maps using a scale bar and draw scaled maps?</p>	<p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I locate a city in the UK using six-figure grid references, with some emphasis placed on latitude and longitude?</p> <p>Can I extend my map skills to include non-United Kingdom countries?</p> <p>Can I use fieldwork to observe, measure, record and present the human and physical features in the local area? <i>For example, data logging.</i></p>
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### In order to assess impact - a guide

Teachers are responsible for the regular assessment of their pupils against key knowledge and skills to judge the impact of teaching and learning in geography against National Curriculum expectations. Each enquiry that forms our programme of learning and teaching in geography sets clear objectives and outcomes for the pupil in terms of knowledge and understanding and skills acquisition. Teachers use a range of ways to assess whether a child has achieved the intended outcomes, ensuring that evidence for judgements is drawn from a wide range of sources, such as class discussions, careful questioning, practical activities, role-play and writing in different genres. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each child and to plan future learning accordingly. Teachers do not make summative judgements about children's individual pieces of pupil work but rather use such outcomes to build a picture of what the child knows, understands and can do.

At the end of each year, teachers make a summative judgement about the achievement of each child against the subject learning goals for geography in that year. At this point teachers decide upon a 'best fit' judgement as to whether the child has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals. These decisions are based on the professional knowledge and judgement that teachers possess about the progress of each child, developed over the previous three terms, which allows an informed and holistic judgement of attainment to be made. Achievement against the learning goals for geography at the end of the year is used as the basis of reporting progress to parents.

The subject leader monitors standards through work scrutiny 'book looks', pupil conferencing, learning walks and discussions with staff, and through their own continued professional development keeps developing and refining our geography curriculum in light of evidence-based research.