



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 split 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 21st 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 21st 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, Equator, features, globe, key, label, location, **map**, North, photo, place, plan, represent, route, **scale**, sketch, space, South, symbol, title, West,

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

Key Concepts: settlement, **change**, city, climate, climate change, coast, continent, country, countryside, desert, **environment**, farm, farming (agriculture), **interconnection**, job, local, migration, natural disaster, ocean, **place**, pollution, population, religion, river, rural, **scale**, season, similarities, **space**, **sustainability**, town, tourism, transport, tropical, urban, village, weather, wealth

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

	2 nd Autumn Half-Term			2 nd Spring Half-Term			2 nd Summer Half-Term		
Rolling Programme A 2024-5	How does the weather affect our lives?			Why does it matter where our food comes from?			How does the geography of Kampong Ayer compare with where I live?		
	climate change continent desert drought Equator environment fieldwork	geography human-features interconnection polar regions physical features	rain gauge rainfall season temperature tourism United Kingdom weather weather-vane	business butcher county climate crop dairy factory farming free-range	harvest human features industry landscape local organic physical features plantation produced process	rainfall season seasonal supermarket temperature transport tropical wealth	city cliff coast continent environment Equator Europe factory farming fieldwork geography	habitat harbour human features mountain office physical features pollution population port river	season tourism transport tropical rainforest valley vegetation village weather wealth
Rolling Programme B 2023-24	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?		
	Africa Asia Australasia Antarctica capital city Cardiff Cathedral climate compass continent east Edinburgh	England Europe fieldwork geography human features key London North Nort America Northern Ireland ocean physical features	rural scale Scotland south South America symbol urban village Wales weather west	adaptation Africa Antarctica Arctic blizzard carnivore cliff climate continent country desert	environment food chain gorge habitat human features iceberg ice sheet jungle krill landscape	mountain ocean physical features predator river sand dune shore Southern Ocean temperature valley waterfall	beach cliff coast country fieldwork fishing habitat harbour	human features island ocean physical features pier port pollution	region rural sand dune seaside shore tourism urban

Lower KS2 Vocabulary

Cartographic: aerial photo, atlas, biome, birds-eye view, compass, coordinates, direction, east, Equator, features, Geographical Information System (GIS), globe, key, label, latitude, location, longitude, 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, characteristics, classification, compare, costs & benefits, differences, distance, distribution, far, **fieldwork**, geography, **human features**, measure, near, observation, order, **physical features**, position, record, sequence, similarities, survey, what, when, where, who, why,

Key Concepts: biome, **change**, city, climate, climate change, coast, conservation, continent, country, countryside, culture, desert, development, disaster, economy, employment, energy, **environment**, farm, farming (agriculture), **interconnection**, landscape, land-use, leisure, local, migration, natural disaster, ocean, **place**, pollution, population, religion, resource, river, rural, **scale**, season, settlement, **space**, **sustainability**, technology, tourism, town, transport, tropical, urban, village, weather, wealth

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

	2 nd Autumn Half-Term			2 nd Spring Half-Term			2 nd Summer Half-Term		
Rolling Programme A 2024-5	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?		
	architecture co-ordinates city culture continent density economy employment	human features megacity migration physical features 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 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	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?		
	co-ordinates 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 co-ordinates drought environment Equator evacuation hazard	human features hurricane latitude longitude leisure location National Park physical features pollution	population scale species tourism tropical rainforest weather	agriculture atmosphere behaviour biodiversity conservation deforestation development energy	fieldwork fisheries forestry fossil fuels human features climate change greenhouse-gas physical features	pollution recycle renewable/ non-renewable resource solar survey technology transport

Upper KS2 Vocabulary

Cartographic: aerial photo, atlas, biome, birds-eye view, compass, coordinates, contour, 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, characteristics, classification, compare, costs & benefits, 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, biome, change, city, climate, climate change, coast, conservation, continent, country, countryside, culture, desert, development, disaster, economy, eco-system, employment, energy, environment, erosion, global warming, interconnection, landscape, land-use, leisure, local, management, manufacture, migration, National Park, natural disaster, natural-resource, ocean, place, pollution, population, poverty, religion, resource, river, rural, scale, season, settlement, space, sustainability, technology, tourism, town, trade, transport, tropical, urban, village, water-cycle, weather, wealth

Oak Class - Broadhempston Primary School

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

	2 nd Autumn Half-Term	2 nd Spring Half-Term	2 nd Summer Half-Term
Rolling Programme A 2024-5	How do volcanoes affect the lives of people on Hiemaey?	Who are Britain's National Parks for?	Why is fair trade fair?
	core crust earthquake economic environment eruption evacuation geothermal process	interconnection lava magma mainland mantle metamorphic natural resource rural sustainability tectonic plates tourism trade transport urban volcano	agriculture city community coniferous conservation country countryside culture Dartmoor deciduous diversify economic activity environment field work habitat heritage site landscape lifestyle National Park protection quarry rural species tourism tradition urban wildlife
Rolling Programme B 2023-24	Why are mountains so important?	How is climate change affecting the world?	What is a river?
	agriculture business change contour co-ordinates crust economic elevation environment erosion Hydro-electric interconnection mountain Ordnance Survey political precipitation range relief reservoir ridge sea level settlement summit sustainability tectonic plate tourism	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 deposition dock economy ecosystem erosion estuary evaporation field work flood flood-plain habitat land-use leisure management meander monsoon mouth pollution precipitation relief runoff settlement source trade transport 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 nd Autumn Half-Term			2 nd Spring Half-Term			2 nd 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	agriculture business change contour co-ordinates crust economic elevation environment	erosion Hydro-electric interconnection mountain Ordnance Survey political precipitation range relief	reservoir ridge sea level settlement summit sustainability tectonic plate tourism	agriculture city community coniferous conservation country countryside culture Dartmoor	deciduous diversify economic activity environment field work habitat heritage site landscape lifestyle	National Park protection quarry rural species tourism tradition urban wildlife	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
Rolling Programme B 2023-24	How do volcanoes affect the lives of people on Hiemaey?			Why is fair trade fair?			What is a river?		
	core crust earthquake economic environment eruption evacuation	geothermal interconnection lava magma mainland mantle metamorphic natural resource process	rural sustainability tectonic plates tourism trade transport urban volcano	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	agriculture aquifer channel course deposition dock economy ecosystem erosion estuary	evaporation field work flood flood-plain habitat land-use leisure management meander monsoon	mouth pollution precipitation relief runoff settlement source trade transport water-cycle

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 nd Autumn Half-Term		2 nd Spring Half-Term		2 nd Summer Half-Term	
		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	How do volcanoes affect the lives of people on Hiemaey?		Who are Britain's National Parks for?		Why is fair trade fair?	
	Yr 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

2nd Autumn Half-Term

2nd Spring Half-Term

2nd 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.

Contextual World Knowledge: Locations, Places & Geographical Features

Demonstrating greater fluency with world knowledge by drawing on increasing breadth & depth of content & contexts.

		EYFS		Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
		Reception *		Year One - <i>Developing</i>	Year Two- <i>Secure</i>	Year Three - <i>Developing</i>	Year Four - <i>Secure</i>	Year Five - <i>Developing</i>	Year Six- <i>Secure</i>
Building Substantive Knowledge	Locational Knowledge	<p>See <u>Understanding of the World Early Learning Goals</u></p> <ul style="list-style-type: none"> • People, Cultures & Communities • The Natural World 		<p>KS1 National Curriculum</p> <ul style="list-style-type: none"> • Name & locate the world's seven continents & five oceans. • Name, locate & identify characteristics of the four countries & capital cities of the United Kingdom & its surrounding seas. 		<p>KS2 National Curriculum</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (inc. Russia) & North & South America, concentrating on environmental regions, key physical & human characteristics, countries & major cities. • Name & locate counties & cities of the United Kingdom, geographical regions & their identifying human & physical characteristics, key topographical features (including hills, mountains, coasts & rivers), & land-use patterns; & understand how some of these aspects have changed over time. • Identify the position & significance of latitude, longitude, Equator, Northern & Southern Hemisphere, the Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime/Greenwich Meridian & time zones. 			
		<p>I can describe my immediate environment, inc. using simple map.</p> <p>Local Knowledge</p> <ul style="list-style-type: none"> • I can locate features of my school & its grounds on a simple map. • I know Landscope Primary School is in the village of Landscope. • I can name local towns: <u>Buckfastleigh</u>, Ashburton, Totnes & Newton Abbot. <p>UK Knowledge</p> <ul style="list-style-type: none"> • I recognise a map of the UK. • I know London is the capital city of England. • I know the United Kingdom is made up of 4 parts. • I can talk about some landmarks of the United Kingdom. <p>World Knowledge</p> <ul style="list-style-type: none"> • I know there are different countries & environments in the world. • I recognise a map of the world. • I understand a map of the world shows the location of different countries & oceans. <p>Identify the position & significance of:</p> <ul style="list-style-type: none"> • Land • Ocean/Sea 		<p>I have a simple locational knowledge about individual places & environments, especially in the local area, but also in the UK & wider world.</p> <p>Local Knowledge</p> <ul style="list-style-type: none"> • I can locate Landscope Primary School on a map of Landscope village. • I can locate Devon on the UK map. • I can locate <u>Wembury</u> Beach on a range of maps. <p>UK Knowledge</p> <ul style="list-style-type: none"> • I can locate the UK a world map or globe. • I can locate the United Kingdom on a map of Europe. • I can name & locate the four nations & identify the capital cities of the United Kingdom. <p>World Knowledge</p> <ul style="list-style-type: none"> • I can identify & locate the seven continents of the world on a map or globe. • I can identify & locate the five oceans of the world on a world map or globe. • I know that continents are divided up into countries. • I can describe & observe the distribution of hot & cold places in the world relative to the Equator. • I can identify countries using an atlas or world map. <p>Identify the position of:</p> <ul style="list-style-type: none"> • The Equator. • The North & South Pole. <p>Introduced to:</p> <ul style="list-style-type: none"> • Northern & southern hemispheres • Lines of longitude & latitude • Arctic & Antarctic Circle • The Tropics of Cancer & Capricorn • The Greenwich Meridian & time zones inc. day/night. 		<p>I have begun to develop a framework of world locational knowledge, incl. places in the local area, UK & wider world, & some globally significant physical & human features.</p> <p>Local Knowledge</p> <ul style="list-style-type: none"> • I can identify Landscope on a map of South Devon. • I can locate the county of Devon on a map. • I can describe how Landscope village has changed. • I can explain benefits & disadvantages of where I live <p>UK Knowledge</p> <ul style="list-style-type: none"> • I can locate some of the largest cities in the United Kingdom. <p>World Knowledge</p> <ul style="list-style-type: none"> • I can name and locate the world's main biomes. • I know the location of some of the world's megacities. • I can locate the world's countries, using maps to focus on North (& South) America, concentrating on environmental regions, key physical & human characteristics, countries & major cities. • I know that the USA is divided into fifty states. • I know the distribution of earthquakes around the world. <p>Identify the position & significance of:</p> <ul style="list-style-type: none"> • The Equator • The North & South Pole. • Northern & southern hemispheres • Lines of longitude & latitude <p>Identify the position of:</p> <ul style="list-style-type: none"> • Arctic & Antarctic Circle • The Tropics of Cancer & Capricorn • The Greenwich Meridian & time zones inc. day/night 		<p>I have a more detailed & extensive framework of knowledge of the world, incl. globally significant physical & human features & places in the news.</p> <p>Local Knowledge</p> <ul style="list-style-type: none"> • I can locate the main physical & human features of SW England. • I can locate human & physical features in my local <u>area</u>, & use these to explain how my local area compares with other areas studied. • I can locate and observe features of a local river,. <p>UK Knowledge</p> <ul style="list-style-type: none"> • I can name & locate counties & cities of the UK, geographical regions & their identifying human & physical characteristics, key topographical features & land-use patterns, & understand how some of these aspects have changed over time. • I know some names & locations Britain's National Parks. • I can locate the main mountain ranges in the UK. • I can name & locate some rivers in the UK. <p>World Knowledge</p> <ul style="list-style-type: none"> • I can locate the countries of Europe together with their capital cities & main physical features. • I can locate the Westman Islands in Iceland & describe their physical & human features. • I know how to compare a wide range of locations, countries and continents around the world. • I know the names and location of the main ranges of fold mountain in the world. <p>Identify the position & significance of:</p> <ul style="list-style-type: none"> • The Equator • Northern & southern hemispheres • Lines of longitude & latitude • Arctic & Antarctic Circle • The Tropics of Cancer & Capricorn • The Greenwich Meridian & time zones inc. day/night. 	

	EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Reception *	Year One - <i>Developing</i>	Year Two- <i>Secure</i>	Year Three - <i>Developing</i>	Year Four - <i>Secure</i>	Year Five - <i>Developing</i>	Year Six- <i>Secure</i>
Building Substantive Knowledge Locational Knowledge	<p><u>Reception Topics</u></p> <p>Farming: Why are farms so important?</p> <ul style="list-style-type: none"> • Exploring school grounds • Introduced to rural environment <p>Colour & Change: How do the seasons affect us?</p> <ul style="list-style-type: none"> • Using maps to explore the school • Locating the North Pole <p>Space: Why is planet Earth special?</p> <ul style="list-style-type: none"> • Mapping Landscope Primary School • Exploring Landscope village <p>Dinosaurs: What if dinosaurs were around today?</p> <ul style="list-style-type: none"> • Exploring Landscope village • Locating capital city - London <p>New Life: Are all animals the same?</p> <ul style="list-style-type: none"> • Introduced to South America – Amazon Rainforest <p>Changing Environments: Where in the world could we go?</p> <ul style="list-style-type: none"> • Introduced to Africa – Savannah’s of Kenya • Introduced to oceans - different marine environments • Introduced to urban environments – Plymouth trip <p>+</p> <p>Weekly ‘Outdoor Explorers’</p> <ul style="list-style-type: none"> • Observing daily weather • Observing seasonal change in UK Exploring woodland environment 	<p><u>Rolling Programme of Enquiries</u></p> <p>Year A</p> <p>Local Geo.: What is the geography of where I live?</p> <ul style="list-style-type: none"> • Continents and Oceans • Lines of latitude and longitude • Equator • North and South Poles • United Kingdom <p>Natural Regions: Why don’t penguins need to fly?</p> <ul style="list-style-type: none"> • Continents and Oceans • Lines of latitude & longitude • Equator • North & South Poles • United Kingdom <p>Seaside: Why do we love being by the sea?</p> <ul style="list-style-type: none"> • Continents and Oceans • Lines of latitude & longitude • Equator • North & South Poles • United Kingdom <p>Year B</p> <p>Weather: How does weather affect where I live?</p> <ul style="list-style-type: none"> • Continents and Oceans • Lines of latitude & longitude • Equator • North & South Poles • United Kingdom <p>Food: Why does it matter where food comes from?</p> <ul style="list-style-type: none"> • Continents and Oceans • Lines of latitude & longitude • Equator • North & South Poles • United Kingdom <p>Kampung Ayer: How does the geography of Kampung Ayer compare with where I live?</p> <ul style="list-style-type: none"> • Continents and Oceans • Lines of latitude & longitude • Equator • North & South Poles • United Kingdom 	<p><u>Rolling Programme of Enquiries</u></p> <p>Year A</p> <p>Megacities: Why do so many people in the world live in megacities?</p> <ul style="list-style-type: none"> • Europe including Russia • North America • South America • United Kingdom • Latitude and longitude • Northern and Southern Hemisphere • Time zones <p>Change: How & why is my local area changing?</p> <ul style="list-style-type: none"> • United Kingdom • Latitude and longitude • Northern and Southern Hemisphere • Time zones <p>Climate: Why are jungles wet & deserts dry?</p> <ul style="list-style-type: none"> • South America • United Kingdom • Latitude and longitude • Northern and Southern Hemisphere • Time zones <p>Year B</p> <p>Earthquakes: Why do some earthquakes cause more damage than others?</p> <ul style="list-style-type: none"> • South America • Latitude and longitude • Northern and Southern Hemisphere • Time zones <p>Florida: Beyond the Magic Kingdom: What is the Sunshine State really like?</p> <ul style="list-style-type: none"> • Europe including Russia • North America - Florida • South America • United Kingdom • Latitude and longitude • Northern and Southern Hemisphere • Time zones <p>Sustainability: How can we live more sustainably?</p> <ul style="list-style-type: none"> • United Kingdom • Latitude and longitude • Northern and Southern Hemisphere • Time zones 	<p><u>Rolling Programme of Enquiries</u></p> <p>Year A</p> <p>Mountains: Why are mountains so important?</p> <ul style="list-style-type: none"> • Europe including Russia • North America • South America • United Kingdom • Latitude and longitude • Northern and Southern Hemisphere <p>National Parks: Who are Britain’s National Parks for?</p> <ul style="list-style-type: none"> • North America • United Kingdom • Latitude and longitude • Northern and Southern Hemisphere <p>Climate Change: How is climate change affecting the world?</p> <ul style="list-style-type: none"> • Europe including Russia • North America • South America • United Kingdom • Latitude and longitude • Northern and Southern Hemisphere <p>Year B</p> <p>Volcanoes: How do volcanoes affect the lives of people on Hiemaey?</p> <ul style="list-style-type: none"> • Europe including Russia • Latitude and longitude • Northern and Southern Hemisphere <p>Fair Trade: Why is fair trade fair?</p> <ul style="list-style-type: none"> • Europe including Russia • South America • United Kingdom • Latitude and longitude • Northern and Southern Hemisphere <p>Rivers: What is a river?</p> <ul style="list-style-type: none"> • Europe including Russia • United Kingdom • Latitude and longitude • Northern and Southern Hemisphere 			

Understanding of the Conditions, Processes & Interactions: Explaining Features, Distribution Patterns & Changes Over Time & Space

- Extending from the familiar & concrete to the unfamiliar & abstract.
- Making greater sense of the world by organising & connecting information & ideas about people, places, processes & environments.
- Working with more complex information about the world, including the relevance of people's attitudes, values & beliefs.

		EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
		3-4yrs & Reception *	Year One - Developing	Year Two- Secure	Year Three - Developing	Year Four - Secure	Year Five - Developing	Year Six- Secure
Building Substantive Knowledge	Place Knowledge	<p>See <u>Understanding of the World Early Learning Goals</u></p> <ul style="list-style-type: none"> • Past & Present • People, Cultures & Communities • The Natural World 	<p><u>KS1 National Curriculum</u></p> <ul style="list-style-type: none"> • Understand geographical similarities & differences through studying the human & physical geography of <u>a small area of the United Kingdom</u> & of <u>a small area in a contrasting non-European country</u>. 		<p><u>KS2 National Curriculum</u></p> <ul style="list-style-type: none"> • Understand geographical similarities & differences through the study of human & physical geography of <u>a region of the United Kingdom, a region in a European country & a region within North or South America</u>. 			
		<ul style="list-style-type: none"> • I can describe my immediate environment. • I can identify some similarities & differences to other countries & environments. <p><u>Locations explicitly considered:</u></p> <p>Farming</p> <ul style="list-style-type: none"> • School grounds & local area <p>Colour & Change</p> <ul style="list-style-type: none"> • Bethlehem, Israel & Arctic envi. <p>Space & Planet Earth</p> <ul style="list-style-type: none"> • Landscope & local area, China. <p>Dinosaurs</p> <ul style="list-style-type: none"> • Jurassic Coast & London, UK. <p>New Life</p> <ul style="list-style-type: none"> • Amazon rainforest, Brazil. <p>Changing Environments</p> <ul style="list-style-type: none"> • Savannah, Kenya & Marine envi. <p>+ <u>Weekly 'Outdoor Explorers'</u></p> <ul style="list-style-type: none"> • School grounds, temperate woodland & Landscope village. 	<ul style="list-style-type: none"> • I show understanding by describing the places & features I study using simple geographical vocabulary, identifying some similarities & differences & simple patterns in the environment. <p><u>Main Case Studies</u></p> <p><u>Small area of the United Kingdom:</u></p> <p><i>Local Geography: What is the geography of where I live?</i></p> <ul style="list-style-type: none"> • Landscope Primary School & village, UK. <p><u>Small area in a contrasting non-European country:</u></p> <p><i>Kampong Ayer: How does the geography of Kampong Ayer compare with where I live?</i></p> <ul style="list-style-type: none"> • Kampong Ayer, Brunei, Asia. <p><i>Seaside: Why do we love being by the sea so much?</i></p> <ul style="list-style-type: none"> • Wembury UK. <p><i>Weather: How does the weather affect where I live?</i></p> <ul style="list-style-type: none"> • Landscope Primary School & village, UK. <p><i>Natural Regions: Why don't penguins need to fly?</i></p> <ul style="list-style-type: none"> • Arctic, Antarctica & Sahara, Africa. <p><i>Food: Why does it matter where my food comes from?</i></p> <ul style="list-style-type: none"> • Devon, UK & Costa Rica. 	<ul style="list-style-type: none"> • I demonstrate my knowledge & understanding of the wider world by investigating places beyond my immediate surroundings, incl. human & physical features & patterns, how places change & some links between people & environments. • I am adept at comparing places, & I understand some reasons for similarities & differences. <p><u>Main Case Studies</u></p> <p><u>A region within North (or South) America:</u></p> <p><i>Florida: Beyond the Magic Kingdom: What is the Sunshine State really like? Florida, USA.</i></p> <p><u>A region of the United Kingdom & a region within South America.</u></p> <p><i>Megacities: Why do so many people in the world live in megacities?</i></p> <ul style="list-style-type: none"> • Brasilia, Brazil; Milton Keynes, UK. <p><i>Climate: Why are jungles wet & deserts dry?</i></p> <ul style="list-style-type: none"> • UK, Amazon Basin, S. America & Atacama Desert, Chile. <p><i>Change: How & why is my local area changing?</i></p> <ul style="list-style-type: none"> • Landscope village, UK. <p><i>Earthquakes: Why do some earthquakes cause more damage than others?</i></p> <ul style="list-style-type: none"> • Christchurch, New Zealand. <p><i>Sustainability: How can we live more sustainably?</i></p> <ul style="list-style-type: none"> • Exminster UK & Nepal, Asia. 	<ul style="list-style-type: none"> • I understand in some detail what a number of places are like, how & why they are similar & different, & how & why they are changing. • I know about some spatial patterns in physical & human geography, the conditions which influence those patterns, & processes which lead to change. • I show some understanding of the links between places, people & environments. <p><u>Main Case Studies</u></p> <p><u>A region in a European country:</u></p> <p><i>Volcanoes: How do volcanoes affect the lives of people on Hiemaey? Hiemaey, Iceland.</i></p> <p><u>A region of the United Kingdom:</u></p> <p><i>Mountains: Why are mountains so important?</i></p> <ul style="list-style-type: none"> • Cambrian Mountains, Wales & Mount Everest, Himalayas, Nepal/China. <p><i>National Parks: Who are Britain's National Parks for?</i></p> <ul style="list-style-type: none"> • Dartmoor National Park & Exmoor National Park, UK. <p><i>Climate Change: How is climate change affecting the world?</i></p> <ul style="list-style-type: none"> • Starcross UK, Banjul, The Gambia, Victoria, Australia & Nuuk, Greenland. <p><i>Rivers: What is a river?</i></p> <ul style="list-style-type: none"> • River Axe, UK & Bangladesh, Asia. <p><i>Fair Trade: Why is fair trade fair?</i></p> <ul style="list-style-type: none"> • Southampton, UK, China & St. Lucia. 			

		EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
		3-4yrs & Reception *	Year One - <i>Developing</i>	Year Two- <i>Secure</i>	Year Three - <i>Developing</i>	Year Four - <i>Secure</i>	Year Five - <i>Developing</i>	Year Six- <i>Secure</i>
Building Substantive Knowledge	Human & Physical Geography	<p>See <u>Understanding of the World Early Learning Goals</u></p> <ul style="list-style-type: none"> • Past & Present • People, Cultures & Communities • The Natural World 	<p><u>KS1 National Curriculum</u></p> <ul style="list-style-type: none"> • Identify seasonal & daily weather patterns in the UK & the location of hot & cold areas of the world in relation to the Equator & North & South Poles. • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, incl.: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather. - key human features, incl.: city, town, village, factory, farm, office, port, harbour & shop. 		<p><u>KS2 National Curriculum</u></p> <ul style="list-style-type: none"> • Describe & understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes, & the water cycle. - human geography, including: types of settlement & land use, economic activity including trade links, & the distribution of natural resources including energy, food, minerals & water. 			
		<ul style="list-style-type: none"> • I understand the effect of the changing seasons on the natural world around me. • I can talk about members of my immediate family & community. • I can name & describe people who are familiar to me. • I understand that some places are special to my community. • I recognise some similarities & differences between life in this country & life in other countries. • I recognise some environments that are different to the one in which I live. • I can draw information from a simple map. 	<p><u>Rolling Programme of Enquiries</u></p> <p><u>Year A</u> Local Geo.: What is the geography of where I live?</p> <ul style="list-style-type: none"> • Physical & human features • Basic subject vocab. • Identify, observe, describe, record & locate on a simple plan some significant physical & human features & land uses of their school grounds & immediate locality. • Locate where they live on a map of the four nations & main cities of the United Kingdom & locate the United Kingdom on a map of the countries of Europe. <p>Natural Regions: Why don't penguins need to fly?</p> <ul style="list-style-type: none"> • Weather & Seasons • Hot & cold areas • Physical & human features • Basic subject vocabulary • Describe & compare the natural environments of Antarctica & North Africa. • Identify, describe & give reasons for some of the different ways in which living things, including humans, are adapted to survive in such places. • Identify & describe the three main types of climate & where each is found in the world. <p>Seaside: Why do we love being by the sea?</p> <ul style="list-style-type: none"> • Weather & Seasons • Hot & cold areas • Physical & human features • Basic subject vocabulary • Identify & locate the seven continents & five oceans of the world on a world map & globe. • Describe some of the physical & human features typically seen at the seaside. • Suggest reasons why people enjoy visiting the coast for holidays, both in the past & now. • Suggest how they might take care of the natural environment to be found there. 		<p><u>Rolling Programme of Enquiries</u></p> <p><u>Year A</u> Megacities: Why do so many people in the world live in megacities?</p> <ul style="list-style-type: none"> • Settlement & land use • Economic activity & trade • Recognise & display graphically how the number of people in the world living in cities is increasing & suggest reasons for why this is occurring. • Compare & contrast in basic terms the main features of cities in different countries around the world identifying some similarities & differences. • Consider whether the benefits of living in cities outweigh the disadvantages & explain their views. <p>Change: How & why is my local area changing?</p> <ul style="list-style-type: none"> • Settlement & land use • Identify, describe & explain using information they have observed, recorded & presented graphically & on maps & plans, some of the ways in which places in their local area are changing currently or have changed in the past. • Identify, describe & explain using satellite images & simple GIS some important changes to the environment that they can observe occurring in different parts of the world. <p>Climate: Why are jungles wet & deserts dry?</p> <ul style="list-style-type: none"> • Climate zones • Biomes & vegetation belts • Explain the difference between weather & climate & identify & describe in general terms using climate graphs, the differences in climate to be seen across the United Kingdom & in polar, temperate & tropical regions of the world. • Explain why the jungles of the Amazon & Congo Basins are so wet & humid & yet Arica in South America is the driest place on Earth. 		<p><u>Rolling Programme of Enquiries</u></p> <p><u>Year A</u> Mountains: Why are mountains so important?</p> <ul style="list-style-type: none"> • Mountains • Natural resources • Identify & locate on a world map the main ranges of fold mountains in the world together with areas of high & low ground on a map of the UK. • Reach a judgement about the challenges faced by people like farmers living & working in mountainous areas such as the Cambrian mountains of Wales. • Explain why reservoirs are often built in mountainous areas of the United Kingdom. <p>National Parks: Who are Britain's National Parks for?</p> <ul style="list-style-type: none"> • Mountains • Types of settlement & land use • Economic activity & Natural resources • Identify & locate Britain's National Parks on a map of the United Kingdom & explain why they are so important & attract millions of visitors every year. • Reach & justify a conclusion as to why National Parks are described as 'Britain's breathing spaces'. <p>Climate Change: How is climate change affecting the world?</p> <ul style="list-style-type: none"> • Climate zones • Biomes & vegetation belts • Types of settlement & land use • Natural resources • Explain in basic terms the main causes of global warming. • Empathise with the circumstances of people in different parts of the world already impacted by climate change & evaluate the ways in which they are adapting to changes in the weather. • Explain what countries around the world have agreed to do to combat the causes of climate change & reach a judgement about what they, their families & school might do to contribute. 	

	EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Reception *	Year One - <i>Developing</i>	Year Two- <i>Secure</i>	Year Three - <i>Developing</i>	Year Four - <i>Secure</i>	Year Five - <i>Developing</i>	Year Six- <i>Secure</i>
	<p><u>Reception Topics</u></p> <p>Farming: Why are farms so important? <ul style="list-style-type: none"> • Exploring school grounds • Observing farming in local area • Rural environment </p> <p>Colour & Change: How do the seasons affect us? <ul style="list-style-type: none"> • Learning about autumn in the UK • Nativity story • North Pole (linked to Christmas) </p> <p>Space: Why is planet Earth special? <ul style="list-style-type: none"> • Mapping Landscope Primary School • China (as part of Chinese NY) • Exploring Landscope village </p> <p>Dinosaurs: What if dinosaurs were around today? <ul style="list-style-type: none"> • Learning about Jurassic Coast, UK. • Urban environment - Google Earth - London, UK. </p> <p>New Life: Are all animals the same? <ul style="list-style-type: none"> • Amazon rainforest, Brazil. </p> <p>Changing Environments: Where in the world could we go? <ul style="list-style-type: none"> • Learning about Savannah, Kenya. • Exploring marine environments • Visit Plymouth </p> <p>+</p> <p>Weekly 'Outdoor Explorers' <ul style="list-style-type: none"> • Observing daily weather • Observing seasonal change in UK • Exploring woodland environment </p>	<p><u>Rolling Programme of Enquiries</u></p> <p>Year B Weather: How does weather affect where I live? <ul style="list-style-type: none"> • Weather & Seasons • Hot & cold areas • Physical & human features • Basic subject vocabulary <ul style="list-style-type: none"> • Observe, record & present graphically the basic elements of the weather at their locality. • Describe & suggest reasons for ways in which the weather changes through the seasons & how people & living things in the United Kingdom can be affected by these changes. • Identify & locate hot & cold areas of the world & suggest reasons why the weather isn't the same everywhere in the world. </p> <p>Food: Why does it matter where food comes from? <ul style="list-style-type: none"> • Weather & Seasons • Hot & cold areas • Physical & human features • Basic subject vocabulary <ul style="list-style-type: none"> • Recognise & describe how the food they eat is produced on farms, either in the UK or overseas. • Why some of their food must be imported & give reasons why it is important to eat a healthy diet. • Recognise & describe how the weather affects what kind of food can be produced by farmers. </p> <p>Kampong Ayer: How does the geography of Kampong Ayer compare with where I live? <ul style="list-style-type: none"> • Weather & Seasons • Hot & cold areas • Physical & human features • Basic subject vocabulary <ul style="list-style-type: none"> • Compare & contrast the basic physical & human geography, including the weather, of their locality with that of the village of Kampong Ayer in Brunei. • Suggest reasons for some of the main similarities & differences in the geography of their locality & Kampong Ayer that they have observed. • Locate the United Kingdom & Brunei on a map of the continents & oceans of the world together with the equator, the Prime Meridian (Greenwich Meridian) & the North Pole & South Pole. </p>		<p><u>Rolling Programme of Enquiries</u></p> <p>Year B Earthquakes: Why do some earthquakes cause more damage than others? <ul style="list-style-type: none"> • Volcanoes & earthquakes <ul style="list-style-type: none"> • Describe in simple terms using labelled diagrams what causes an earthquake & how the magnitude of an earthquake is measured. • Explain in basic terms why some earthquakes cause more destruction than others. • Recognise & give reasons for why most earthquakes & volcanoes tend to occur at the same locations around the world. </p> <p>Florida: Beyond the Magic Kingdom: What is the Sunshine State really like? <ul style="list-style-type: none"> • Climate zones • Settlement & land use • Economic activity & trade <ul style="list-style-type: none"> • Locate the Disney Magic Kingdom theme park on a map of the states & main cities of the United States in the continent of North America & explain why it is so popular with visitors from countries around the world. • Identify & describe a number of important physical & human features of Florida other than the Magic Kingdom. </p> <p>Sustainability: How can we live more sustainably? <ul style="list-style-type: none"> • Natural Resources <ul style="list-style-type: none"> • Recognise, describe & explain different ways in which it is possible to live a more sustainable lifestyle both individually & at home & school. • Compare & contrast how people in different parts of the world are living more sustainably & helping to conserve their environment. </p>		<p><u>Rolling Programme of Enquiries</u></p> <p>Year B Volcanoes: How do volcanoes affect the lives of people on Heimaey? <ul style="list-style-type: none"> • Climate zones • Volcanoes & earthquakes • Settlement & land use • Economic activity & trade <ul style="list-style-type: none"> • Summarise the similarities & differences & reach a conclusion about how the physical & human geography of Heimaey in Iceland compares with that of their home area. • Evaluate the benefits & drawbacks of living on an active volcanic island such as Heimaey & reach a judgement & justify their view as to what people here might best do in the future. </p> <p>Fair Trade: Why is fair trade fair? <ul style="list-style-type: none"> • Climate zones • Economic activity & trade • Natural resources <ul style="list-style-type: none"> • Explain what trade is & why it has been important to countries around the world for thousands of years. • Compare & contrast the United Kingdom's main imports from & exports to China & reach a judgement about the relative importance of what we choose to buy & sell as a country. • Explain why trade may not always be fair & evaluate the potential benefits to the producer & consumer of people around the world becoming Fair Trade farmers. </p> <p>Rivers: What is a river? <ul style="list-style-type: none"> • Rivers & the water cycle • Natural resources <ul style="list-style-type: none"> • Identify, describe & explain how the course of a river changes from source to mouth & the importance of rivers as an element in the water cycle & also for wildlife & human activities. • Identify, describe & explain how the River Thames at the Isle of Dogs in London has changed since the time of Henry VIII & reach a judgement as to how these changes have affected the local area. </p>	

	EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	3-4yrs & Reception *	Year One - Developing	Year Two- Secure	Year Three - Developing	Year Four - Secure	Year Five - Developing	Year Six- Secure
	<p>Key Concepts: buildings, country, countryside, environment, farming, job, local, migrate, place, religion, season, town, transport, weather</p> <p>Cartographic: aerial photo, birds-eye view, features, globe, label, map, photo, plan, represent, route, sketch, title,</p> <p>Enquiry: effect, change, compare, different, distance, far, near, order, position, sequence, similar, what, when, where, who, why,</p> <p>See EYFS planning for specific vocabulary:</p> <ul style="list-style-type: none"> • Farming • Colour & Change • Space & Planet Earth • Dinosaurs • New Life • Changing Environments <p>+</p> <ul style="list-style-type: none"> • Weekly 'Outdoor Explorers' 	<p>Key Concepts: farming, buildings, city, coast, continent, country, countryside, environment, farm, job, local, migration, ocean, place, population, religion, river, rural, sea, season, similarities, temperature, tourism, town, transport, urban, village, weather</p> <p>Cartographic: aerial photo, atlas, birds-eye view, compass, direction, east, features, globe, key, label, location, map, north, photo, plan, represent, route, scale, sketch, south, symbol, title, west,</p> <p>Enquiry: effect, change, characteristics, compare, differences, distance, far, fieldwork, geography, human-geography, near, observation, order, physical-geography, position, sequence, similarities, what, when, where, who, why,</p> <p>See enquiries for <u>basic</u> subject specific vocabulary:</p> <ul style="list-style-type: none"> • Local Geography • Natural Regions • Seaside • Weather • Food • Non-European country: Kampong Ayer 	<p>Key Concepts: farming, buildings, city, climate, coast, continent, country, countryside, culture, deforestation, development, disaster, economy, employment, environment, hazard, landscape, land-use, local, migration, natural disaster, ocean, place, population, religion, river, rural, sea, season, settlement, sustainable, technology, temperature, tourism, town, transport, urban, village, weather</p> <p>Cartographic: aerial photo, atlas, biome, birds-eye view, compass, coordinates, direction, east, easting, Equator, features, globe, key, label, latitude, location, longitude, map, north, Northern Hemisphere, northing, Ordnance-Survey maps, photo, plan, represent, route, scale, sketch, Southern Hemisphere, south, symbol, title, Tropic of Cancer, Tropic of Capricorn, west</p> <p>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,</p> <p>See enquiries for <u>appropriate</u> and <u>specialised</u> subject specific vocabulary:</p> <ul style="list-style-type: none"> • Earthquakes • A region in North America: Florida • Sustainability • Megacities • Local Area Changing • Climate 	<p>Key Concepts: agriculture, buildings, city, climate, coast, conservation, continent, country, countryside, culture, deforestation, development, disaster, economy, eco-system, employment, energy, environment, hazard, landscape, land-use, leisure, local, management, manufacture, migration, natural disaster, natural-resource, ocean, place, population, religion, resource, river, rural, sea, season, settlement, sustainable, technology, temperature, tourism, town, trade, transport, urban, village, water-cycle, weather</p> <p>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, northing, north-west, Ordnance-Survey maps, photo, plan, Prime/Greenwich Meridian, represent, route, scale, sketch, Southern Hemisphere, south, south-east, south-west, symbol, time zone, title, Tropic of Cancer, Tropic of Capricorn, west</p> <p>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,</p> <p>See enquiries for <u>specialised</u> subject specific vocabulary:</p> <ul style="list-style-type: none"> • Region in UK: Cambrian Mountains. • National Parks • Climate Change • Region in Europe: Volcanoes in Hiemaey. • Fair Trade • Rivers 			

EYFS		Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Reception *		Year One - <i>Developing</i>	Year Two- <i>Secure</i>	Year Three - <i>Developing</i>	Year Four - <i>Secure</i>	Year Five - <i>Developing</i>	Year Six- <i>Secure</i>
<p><u>Reception Topics</u></p> <p>Farming: Why are farms so important?</p> <ul style="list-style-type: none"> • Exploring school grounds • Observing farming in local area • Rural environment <p>Colour & Change: How do the seasons affect us?</p> <ul style="list-style-type: none"> • Learning about autumn in the UK • Nativity story • North Pole (linked to Christmas) <p>Space: Why is planet Earth special?</p> <ul style="list-style-type: none"> • Mapping Landscope Primary School • China (as part of Chinese NY) • Exploring Landscope village <p>Dinosaurs: What if dinosaurs were around today?</p> <ul style="list-style-type: none"> • Learning about Jurassic Coast, UK • Urban environment - Google Earth - London, UK. <p>New Life: Are all animals the same?</p> <ul style="list-style-type: none"> • Amazon rainforest, Brazil. <p>Changing Environments: Where in the world could we go?</p> <ul style="list-style-type: none"> • Learning about Savannah, Kenya. • Exploring marine environments • Visit Plymouth <p>+</p> <p>Weekly 'Outdoor Explorers'</p> <ul style="list-style-type: none"> • Observing daily weather • Observing seasonal change in UK • Exploring woodland environment 		<p><u>Rolling Programme of Enquiries</u></p> <p>Year A</p> <p>Local Geo.: What is the geography of where I live?</p> <ul style="list-style-type: none"> • World maps • Atlases and globes • Compass directions • Satellite, aerial and terrestrial photographs and plans • Fieldwork <p>Natural Regions: Why don't penguins need to fly?</p> <ul style="list-style-type: none"> • World maps • Atlases and globes • Compass directions • Satellite, aerial and terrestrial photographs and plans • Fieldwork <p>Seaside: Why do we love being by the sea?</p> <ul style="list-style-type: none"> • World maps • Atlases and globes • Compass directions • Satellite, aerial and terrestrial photographs and plans • Fieldwork <p>Year B</p> <p>Weather: How does weather affect where I live?</p> <ul style="list-style-type: none"> • World maps • Atlases and globes • Compass directions • Satellite, aerial and terrestrial photographs and plans • Fieldwork <p>Food: Why does it matter where food comes from?</p> <ul style="list-style-type: none"> • World maps • Atlases and globes • Compass directions • Satellite, aerial and terrestrial photographs and plans • Fieldwork <p>Kampung Ayer: How does the geography of Kampung Ayer compare with where I live?</p> <ul style="list-style-type: none"> • World maps • Atlases and globes • Compass directions • Satellite, aerial and terrestrial photographs and plans • Fieldwork 		<p><u>Rolling Programme of Enquiries</u></p> <p>Year A</p> <p>Megacities: Why do so many people in the world live in megacities?</p> <ul style="list-style-type: none"> • Plans – key and scale • Atlases, globes and world maps • Political and physical atlas maps • Thematic atlas maps • GIS <p>Change: How & why is my local area changing?</p> <ul style="list-style-type: none"> • Plans – key and scale • Atlases, globes and world maps • GIS • Points of compass (8) • 1:50 000 OS maps • Key, symbols and scale • Four Figure Grid references • Fieldwork – observe, measure, record, present and interpret <p>Climate: Why are jungles wet & deserts dry?</p> <ul style="list-style-type: none"> • Atlases, globes and world maps • GIS • Points of compass (8) • Thematic atlas maps <p>Year B</p> <p>Earthquakes: Why do some earthquakes cause more damage than others?</p> <ul style="list-style-type: none"> • World maps, atlases and globes • GIS • Plans – map symbols and key <p>Florida: Beyond the Magic Kingdom: What is the Sunshine State really like?</p> <p>Plans – key and scale</p> <ul style="list-style-type: none"> • Atlases, globes and world maps • Political and physical atlas maps • Thematic atlas maps • GIS <p>Sustainability: How can we live more sustainably?</p> <ul style="list-style-type: none"> • Plans – key and scale • Atlases, globes and world maps • GIS • Points of compass (8) • Fieldwork – observe, measure, record, present and interpret 		<p><u>Rolling Programme of Enquiries</u></p> <p>Year A</p> <p>Mountains: Why are mountains so important?</p> <ul style="list-style-type: none"> • Atlases, globes and world maps • 1:50 000 OS maps – scale, symbols, key • Four and Six Figure grid references <p>National Parks: Who are Britain's National Parks for?</p> <ul style="list-style-type: none"> • Maps and plans – key, scale and symbols • Atlases, globes and world maps • 1:50 000 and 1: 25 000 OS maps – scale, symbols, key • Four and Six Figure grid references • Fieldwork – observe, measure, record, present and interpret <p>Climate Change: How is climate change affecting the world?</p> <ul style="list-style-type: none"> • Atlases, globes and world maps • GIS • 1:50 000 OS maps – scale, symbols, key • Four and Six Figure grid references <p>Year B</p> <p>Volcanoes: How do volcanoes affect the lives of people on Hiemaey?</p> <ul style="list-style-type: none"> • Maps and plans – key, scale and symbols • Atlases, globes and world maps • GIS <p>Fair Trade: Why is fair trade fair?</p> <ul style="list-style-type: none"> • Maps and plans – key, scale and symbols • Atlases, globes and world maps • GIS • 1:50 000 OS maps – scale, symbols, key • Four and Six Figure grid references • Fieldwork – observe, measure, record, present and interpret <p>Rivers: What is a river?</p> <ul style="list-style-type: none"> • Maps and plans – key, scale and symbols • Atlases, globes and world maps • GIS • 1:50 000 OS maps – scale, symbols, key • Four and Six Figure grid references • Fieldwork – observe, measure, record, present and interpret 	

	EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	3-4yrs & Reception *	Year One - <i>Developing</i>	Year Two- <i>Secure</i>	Year Three - <i>Developing</i>	Year Four - <i>Secure</i>	Year Five - <i>Developing</i>	Year Six- <i>Secure</i>
	<ul style="list-style-type: none"> I am curious about people & places. I ask appropriate questions. I can ask questions to clarify my understanding. <p>Enquiry Skills: <u>Identifying, recognising, describing, observing</u></p> <p>Reception Topics</p> <ul style="list-style-type: none"> 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: Are all animals the same? Changing Environments: Where in the world could we go? <p>+</p> <ul style="list-style-type: none"> Weekly 'Outdoor Explorers' 	<ul style="list-style-type: none"> I can investigate places & environments by: <ul style="list-style-type: none"> asking & answering questions I can ask simple questions about places. I recognise geography is the study of the connections between people & places. I can identify features of geography as a subject. <p>Enquiry Skills: <u>Identifying, recognising, describing, observing, recalling, comparing & contrasting, sequencing, categorising, reasoning & interpreting, explaining</u></p> <p>Rolling Programme of Enquiries</p> <p>Year A</p> <ul style="list-style-type: none"> Local Geo.: What is the geography of where I live? Natural Regions: Why don't penguins need to fly? Seaside: Why do we love being by the sea? <p>Year B</p> <ul style="list-style-type: none"> Weather: How does weather affect where I live? Food: Why does it matter where food comes from? Kampong Ayer: How does the geography of Kampong Ayer compare with where I live? 	<ul style="list-style-type: none"> I can investigate places & environments by: <ul style="list-style-type: none"> asking & responding to geographical questions I can express my opinion. I recognise that others may think differently. I am beginning to ask more geographically focussed questions, shaped by geographical concepts. I can increasingly describe how geographers work. I can define geography as 'the study of the connections between people & <u>places</u>'. <p>Enquiry Skills: <u>Identifying, recognising, describing, observing, recalling, comparing & contrasting, sequencing, categorising, reasoning & interpreting, understanding through explanation (explaining), synthesising, justifying, developing conclusions</u></p> <p>Rolling Programme of Enquiries</p> <p>Year A</p> <ul style="list-style-type: none"> Megacities: Why do so many people in the world live in megacities? Change: How & why is my local area changing? Climate: Why are jungles wet & deserts dry? <p>Year B</p> <ul style="list-style-type: none"> Earthquakes: Why do some earthquakes cause more damage than others? Florida: Beyond the Magic Kingdom: What is the Sunshine State really like? Sustainability: How can we live more sustainably? 	<ul style="list-style-type: none"> I am able to carry out investigations by: <ul style="list-style-type: none"> asking & answering a range of geographical questions I can express & explain my opinions. I recognise why others may have different points of view. I ask geographically focussed questions, shaped by geographical concepts. I define geography as 'the study of people (human geography) & the natural environment (physical geography) & the relationship between the two'. I can explain what it means to work like a geographer. I understand Geography is a unique subject with its own ideas & processes. I can explain why geography is a valuable area of study in the 21st century. <p>Enquiry Skills: <u>Identifying, recognising, describing, observing, recalling, comparing & contrasting, sequencing, categorising, reasoning & interpreting, understanding through explanation (explaining), synthesising, justifying, developing conclusions, making substantiated judgements, evaluating, critiquing, empathising, hypothesising</u></p> <p>Rolling Programme of Enquiries</p> <p>Year A</p> <ul style="list-style-type: none"> Mountains: Why are mountains so important? National Parks: Who are Britain's National Parks for? Climate Change: How is climate change affecting the world? <p>Year B</p> <ul style="list-style-type: none"> Volcanoes: How do volcanoes affect the lives of people on Hiemaey? Fair Trade: Why is fair trade fair? Rivers: What is a river? 			

*Early Learning Goals & National Curriculum in bold, Reception Development Matters & others are school generated.

Progression document informed by National Curriculum, EYFS, Development Matters, Geographical Association (2014) & Connected Geography.

In order to assess impact - a guide

Teachers are responsible for the regular assessment of their child's 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 child 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 child 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, lesson observations, data-analysis, 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.