



Geography 2022-2024

School Drivers		
<p>21st Century citizen Multicultural Awareness Understanding of the Wider World. British Values Sense of Community Rights and Responsibilities.</p>	<p>Independent learners Solve Problems Creative and Curious Think critically</p>	<p>Healthy Living Healthy Eating Healthy Relationships Outdoor Learning</p>

Geography Cycle A- 2022/2023 Cycle B- 2023/2024

<p>EYFS</p>	<p><u>Understanding the world</u> Taught through topics of: My home, My village, My school Forest School</p> <p>Core Learning: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explore, observe and comment on seasons and the natural environment local to our school. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p><u>Understanding the world</u> Taught through topics of: Polar Regions, Africa, China</p> <p>Core Learning: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. To understand that there are different environments to our village/local area. Understand that the Arctic is a cold place on Earth and is made from ice. Understand that Africa is a warmer place. Be able to name animals associated with each environment.</p>	<p><u>Understanding the world</u> Taught through topics of: Castles, Cottages and Forests Forests/Beaches</p> <p>Core Learning: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. What happens at the beach? Why do people go there? What do people do there? To devise a simple map for Red Riding Hood to follow.</p>
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	<p>Vocabulary: House, bungalow, street, address, school, village, town. Our school/Our garden; animals; plants; positional language; Kirk Merrington, Shops, village, road, school, home, street, map,</p> <p>Fieldwork activity - observing and collecting</p>	<p>To name some simple differences between a rural Kenyan village compared to life in our Village?</p> <p>.</p> <p>Vocabulary: Pole, polar region, ice cap, arctic, Antarctic, Africa, Kenya, China, The Great Wall of China, Country, Map, Spring, Village, travel, fruit names, Jungle, Savannah, Arctic, Ice,</p> <p>Fieldwork activity - observing and collecting</p>	<p>Vocabulary: Summer, hot, sunshine, holiday, aeroplane, caravan, hotel, camping, beach, town, cliff, rocks, seaside, rockpool, pier,</p> <p>Fieldwork activity - observing and collecting</p>
<p>Understand some important processes and changes in the natural world around them, including the seasons - Forest School Sessions Seasons observed across the year.</p> <p>Core learning: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Fieldwork activity - weather watching</p>			

<p>Y1</p>	<p><u>What is my place like?</u> This is the first unit of Geography pupils will study. It has a focus on the local scale and builds on the outdoor experiences of the EYFS. In this way the unit reflects the first steps in personal geography essential for all pupils and the geography of their school and its grounds. This unit is an opportunity to introduce some of the basic geographical terms that will be important throughout KS1&2. The basic fieldwork and introduction to maps are important steps.</p> <p>Core learning: Where in the world are we? Focus: Aerial Views Earth from space - Google Earth or similar. Discuss earth, planet, colours that can be seen, water, cloud, land Aerial view of the location of the school. Which way shall we go today? Finding our way around school with a map.</p>	<p><u>What can I find?</u> In this unit, pupils move up the scale from the school and school grounds to the area around the school. Teachers will use their professional discretion on whereabouts in the local area to focus upon. Pupils have met aerial views and simple maps in unit one. In this unit pupils will use aerial photographs again, a simple map of a local area and add detail. Fieldwork techniques are widened as pupils choose what to take a photograph of. Discussion of distance and location throughout this unit are important so that accurate vocabulary is modelled and used.</p> <p>Core learning: What do we know about our corner of the world? Recap prior learning about where in the world the school is. Introduce 'North of England'. Do pupils know any other towns in the area?</p>	<p><u>What is my country like?</u> This unit moves pupil knowledge up the scale from local to national. The sequence of planning enables pupils to locate the UK at different scales and reinforces locational language. Pupils become familiar about the shape of the UK and the constituent countries. Locations of capital cities and some associations with basic landmarks, shown as quality photographs, supports the development of geographical knowledge of use of geographical information. Key topographical features of the UK including physical features such as hills, mountains, coasts and rivers are also introduced in this unit. The unit has a strong emphasis on direction to allow introduction of some compass points and the idea of distance. There is a very useful opportunity for some observational fieldwork regarding local weather in this unit if this was not covered earlier in the year.</p>
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<p>My Geography Home and School Focus: Fieldwork and observational skills. Basic maps. DigiMaps What can we find in our school grounds? Our playground survey. Produce a simple report of what they found in the playground. Daily weather in the school grounds, what we notice/record and the key vocabulary of local weather. What did we find? Focus: developing pupils' geographical description skills based on their fieldwork findings. This session should build on the fieldwork activities you carried out in the outdoor sessions. What is our weather like today? Focus: On the daily weather in the school grounds, what we notice/record and the key vocabulary of local weather. Design a school playground! Focus: personal geography, decision making and use of basic maps.</p> <p>Fieldwork activity - observing and collecting; local weather; playground survey; finding way around the school using a map</p> <p>Vocabulary: School, home, buildings, streets, location, address, land, village, house, land use, town, city, rain gauge, outdoor thermometer, weather vane, aerial view</p>	<p>What can we see from the air? Key features that can be seen on an aerial photograph. What can we find in our local area? Focus: Fieldwork and observational skills, basic maps, Digi Maps, use and labelling of photographs, geographical language. Back at school - using our investigation information. What did I find out? This follow up task will vary, depending on the data collected - e.g. Supported writing - The best things about my local area OR What jobs do people do in my local area?</p> <p>Fieldwork Following a route on a map. Adding to a simple base map. Choosing and taking photographs of key features. Simple observational survey and recording - e.g. traffic, people, shop/building type, play spaces.</p> <p>Vocabulary: Near/far/left/right. Locality weather, plants, town, soil, village, house, office, shop, settlement, north, south, east, west, route, compass, map, world, globe</p>	<p>Core learning: Where in the world are we? Know the location of the UK in general terms on a globe, world map and map of Europe. Pupils develop knowledge in overview of some of the key physical and human features of the UK. Me and my UK. UK countries, capitals and seas. From the atlas, pupils need to find the hilly areas of the UK and add them to the map - Grampians, Pennines, and Cambrian Mountains. Some pupils may be able to add 2 major rivers - Thames, Severn and/ or local river, major lakes Weather map of the UK showing basic weather detail. Where shall we go today? Look at maps of the UK; locate home town and London. Join the two locations. What would I see on a journey North? Location and direction Focus: map skills, photograph use, basic atlas introduction, Digi Maps</p> <p>Fieldwork Survey and basic recording of weather in the school grounds during the period of study; annotate photos. Use Direction to follow route.</p> <p>Vocabulary: Earth, ocean, sea, coast, land, continent, island, United Kingdom, Wales, Ireland, Scotland, England, Northern Ireland, Capital city, London, Edinburgh, Cardiff, Belfast, Dublin. North Sea, Atlantic Ocean, The Channel, Irish Sea. Direction, North, South, East, West. Forest, hill, river, weather, city, country.</p>
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Y2

Why is my world wonderful?

This unit builds on the local and national scale places/ features investigated in Year 1 to introduce pupils to work at the global scale. It introduces identification of the 7 continents and 5 oceans of the world, use of simple compass direction North and South. It introduces the idea of the Equator. Via introduction of some major human and physical landmarks of the world, some of the key vocabulary for geographers is introduced and a selection of country names and locations.

Pupils will be using aerial photographs, globes and atlases to develop their knowledge and to become familiar with these geographical information sources.

Core learning:

What are the wonderful things in our world?

Vocabulary of land, sea, ocean, wildlife, ice, volcano, people, mountain, weather, rivers, forest, coast, city/town. Use of GIS images of the Earth and annotation of Geographical features.

Where are we in this wonderful world?

Simple world Maps and features.

Focus: continent, oceans, mountains, rivers.

Basic coordinates

Let's make a continent!

The shape and basic features of each continent and map knowledge.

How are our continents divided up?

Major countries of the continents.

Where are some our world's most amazing places?

Human and physical features of the world.

Where are the wettest places in our world?

Wherever next?

This unit builds on the overview of basic world geography established in the first Unit of Y2. It builds on the naming of the 7 continents and 5 oceans to development of knowledge and vocabulary related to the location of each continent. The knowledge built in this unit prepares pupils for later work on different climate zones and biomes as well as the increasingly confident use of directional and locational language.

As part of the unit, pupils will look at an aspect of physical geography, climate zones, at an introductory level by identifying the hot and cold areas of the world in relation to the Equator, North and South Poles.

Pupils will use different types of world maps in this unit as well as atlases and globes.

Core learning:

Where in the world?

To identify at a simple level some of the key features of different climate zones and weather by using geographical photographs and build pupil vocabulary.

Where shall we go today? Geography explorers!

The location and features of the coldest places on earth.

Why do polar bears and penguins never meet in the wild?

The different location of the cold areas of the world, and some distinctive characteristics of the polar regions.

Let's explore the Equator!

To identify the location and key features of the equatorial region.

Holidays - where shall we go?

This unit builds on the local geographical place knowledge pupils have developed in KS1 so far, including the features of human and physical geography and the location of the UK and the world's continents and oceans. It provides an opportunity to revisit the location of the Equator and Poles. It deepens pupils' knowledge of the UK by looking at a small area in greater depth and then a contrasting area of a non-European country and fuels curiosity about new parts of the world. The examples in this planning focus on a small area of the North East and a small area of Kenya to develop knowledge of coasts and mountains.

This unit prepares pupils to look at a place at a wider scale in KS2 when the comparison moves to regional scale and helps to ensure pupils have secure locational knowledge of the continents, the UK and human and physical features as well as basic knowledge of using aerial photos, simple atlas, maps and information about places.

Core learning:

What might we find on holiday in the UK?

The likely human and physical features at popular holiday destinations in the UK.

What can we find out about a mystery place from the air?

The human and physical geography of a small area of the UK, e.g Saltburn or another NE coastal resort, the use of aerial photographs and maps of an area.

What would a visitor find at... (for e.g. Saltburn by the Sea?)

Locating the physical features of a place including vegetation, forest, hills, beach, river, cliff, sea, the weather. Producing a simple map showing the physical features.

Recall continents as areas of land, names of the major oceans and their location, major rivers of the world. North and South compass directions.

Where are the highest places in the world?

Physical features, main mountain ranges of the world. *Andes, Alps, Himalayas, Rocky Mountains.* Use of maps and symbols. Developing geographical descriptions.

Where in my wonderful world would I like to go?

Pupils use their locational knowledge and new place awareness to think about their own interests and curiosities. This can be supported by pupils using a satellite image or photograph in their work.

Fieldwork - *Not an emphasis in this unit.*

However, there are opportunities to annotate aerial photos.

Vocabulary:

Earth, land, continent, ocean, **sea, river, city, town,** Equator, Europe, Asia, Africa, North America, South America, Oceania, Antarctica. The **5 oceans** - Arctic, Atlantic, Indian, Pacific and Southern., wildlife, ice, volcano, people, mountain, **weather,** forest, coast

What is life like in the hottest places in the world?

The impact of physical features on human life in a country on the equator.

Do we live in a hot or a cold place?

Local weather fieldwork and comparison with hot and cold places

Local fieldwork in the school grounds.*

Take photos; collect some simple weather data.

Possible fieldwork link*

More advanced Weather survey in the school grounds ie to gather data on rainfall, temperature, wind strength. Add NSEW to local maps.

Vocabulary:

Earth, poles, Equator, continent, **ocean,** climate, tropics, tropical, **weather,** location, globe, physical feature, **compass, North, South, East, West**

What human features would we see at ... (for e.g. Saltburn by the Sea?)

The human features of a place: town, house, office, shop, farm, pier, railway, park

Destination Kenya - what will we see?

Identification of Africa, the equator and the location of Kenya on a map and some of its key features.

On safari in the Masai Mara - what will we find?

The human and physical geography of a small area of a non-European country, the Masai Mara of Kenya. The types of vegetation and human features found there. Use of geographical information texts to develop new knowledge.

Saltburn or Safari - where shall we go?

Review the new knowledge gained over the unit and ensure pupils are secure in the core material around locations and human and physical features. This can be done by completing some comparison of the main human and physical features the pupils have noted in each place.

Possible fieldwork link

A visit to a coastal area may be possible for this unit. If so, it is suggested that the **human features** of the coastal area are the main focus of the field work as physical fieldwork at a coastal location is developed in KS2 (Year 3/4).

Vocabulary:

United Kingdom, North East, Middlesbrough, Saltburn Human feature: **town, city, house, farm, shop, road,** Physical feature: beach, sea, cliff, hill, vegetation, **river, ocean** World **Continent** Location **Africa,** Kenya, Masai Mara, safari, Compass points **North, South, East, West**

Y3

Why is the North East special?

This unit builds on the local knowledge pupils have developed in KS1 and giving a regional case study depth to the work on the geography of the UK during year 3. It moves case study from a small area focus to a region and prepares pupils to compare a region of the UK with a region of Europe.

The unit introduces new knowledge around rivers that will form the basis of further study of physical processes that shape the landscape in Y4 and Y5 and the idea of economic activity that will be further developed via the 'Food' unit in Y5 and 'Fantastic Forests' in Y6

Core learning:

What do we know about the North- East region of England

Focus: to establish what pupils already know about the region and introduce some of the key vocabulary for the unit.

What does the North East look like on a map?

Focus: to develop knowledge of different types of maps and skills of using OS maps - symbols, relief and grid references. **Suggested resources:** Digi maps or the Landranger maps of the region

What is made in the North East of England?

Focus: key features of the human geography of the region - economic activity

What do we need water for and where does it come from - the water cycle

Focus: the water cycle

Where do the rivers of the North East start and finish?

Focus: the main rivers of the region and their courses.

UK Discovery - is the UK the same everywhere?

This unit builds on the basic identification of the countries, capitals and surrounding seas of the UK in KS1, as well as the simple mapwork and identification of human and physical features in a small area of the UK and the local area. In this unit, pupil knowledge moves up the scale to develop knowledge at country level. This unit acts as a bridge in use of maps of different types. Pupils will need a strong sense of the variety of UK places as they go forward. There is also a wider curriculum consideration in ensuring pupils have knowledge of the country in which they live that extends beyond their immediate locality and how their local unit of government is organised at a basic level.

Core learning:

What can we spot on a satellite image of the UK? Focus: use of new type of GIS image, use of physical map of the UK, knowledge of the main regions of the UK and their key physical features.

Where are the UK's hills, mountains and rivers?

Focus: Using atlas maps of the UK, names and locations of the main mountain and hilly areas, location of the main rivers of the UK.

What are the major UK landmarks and where will I find them?

Focus: UK geographical knowledge, use of atlas grid references when locating a place.

What would we see if we sailed around the edge of the UK?

Focus: The different features of the UK coastline, using photographs of physical features. Looking at a coastline on an OS map.

Why have I got a County in my address?

Extreme Earth

This unit will teach about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.

This unit builds on the previous unit's physical processes and adds a new dimension to the children's learning. It also provides a foundation for **Why does Italy shake and roar?** In Year 4.

Core learning:

Under Our Feet

Focus: to describe and understand key aspects of physical geography in the context of what is under the Earth's surface.

Volcanoes (and More Volcanoes)

Focus: understand key aspects of physical geography in the context of volcanoes.

(Examples of British volcanic activity and volcanoes: Arthur's Seat; Bardon Hill, Giant's Causeway, Snowdon)

Earthquakes

Focus: to describe and understand key aspects of physical geography in the context of earthquakes.

Tsunamis

Focus: to describe and understand key aspects of physical geography in the context of tsunamis.

Tornadoes

Focus: to describe and understand key aspects of physical geography in the context of tornadoes.

	<p>What do we see on a river's journey to the sea? Focus: the main parts of a river; river source, tributary, river basin, channel, course, meander, waterfall, river mouth.</p> <p>What can we find out at our local river? <i>Fieldwork visit to a local river*</i></p> <p>What makes the North East of England a special place to live? Pupils recall the key physical and human features. Set up an extended writing task.</p> <p>Possible fieldwork links* Local rivers; field visit to a local river/river valley. Identify river features and photograph them and annotate them.</p> <p>Vocabulary: County, region, hills. River, water cycle, stream, tributary, source, mouth, flood, estuary, current, erosion, flow, deposition, valley, harbour, beach Energy, power, transport, employment, resources, factory, <u>River Tees</u>, <u>River Tyne</u>, <u>River Wear</u>, <u>(Rushyford Beck)</u></p>	<p>Focus: the location of the counties and major towns and cities of the UK.</p> <p>Are all cities in the UK the same? Focus: the differences in site, size and function of a range of cities of the UK.</p> <p>What can we find in UK cities? Using OS maps to look at land use and functions in cities</p> <p>What's the weather like near you? Why is our weather in the UK changing? Focus: the climate and varied seasonal weather of the UK; climate changes and their effects on the UK. Use of basic geographical information.</p> <p>Possible fieldwork link: Recording (and observing) local weather (to compare with other regions at the same time.) Observing/photographing/ local landmarks - annotating these</p> <p>Vocabulary: United Kingdom, capital. Country, county, region. Landscape, relief, landmark. Physical - rivers, mountains, hill climate, weather, vegetation. Climate change. Coastline, granite, pebble, sandy, chalk, river, lake, peninsula. Satellite image, symbol, grid reference, 4 figure grid references, industry, population.</p>	<p>Fieldwork link: Identify key locations on a map. Identify on map, place of landscape photos.</p> <p>Vocabulary: mantle, outer core, inner core, magma, volcano, main vent, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, precipitation, pollution, site, need, shelter, food Topsoil, subsoil, bedrock, crust, Richter, Tectonic plate, 'Ring of Fire', Pacific Ocean, 'Tornado Alley'</p>
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Y4/5 A	<p><u>Why does Italy shake and roar? Bay of Naples.</u> This unit reinforces learning regarding the names and locations of continents and extends opportunities to acquire and apply knowledge of some of the main countries and cities in Europe. The unit draws pupils into an investigation of the human and physical geography of Italy with</p>	<p><u>What can we discover about Europe?</u> This unit builds on the identification of the location of all the continents to a depth study of Europe. Pupils will apply some geographical vocabulary they have met previously - country, capital, river, sea. It aims to develop knowledge and understanding of the location and characteristics of the significant human and physical features of Europe.</p>	<p><u>Know your place! Map reading the local area.</u> This unit allows children to further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will consolidate their knowledge, enabling them to make better use of map skills in future units. They will use fieldwork to observe, measure, record and present the human and</p>
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<p>a special focus on the region in Italy affected by Tectonic activity.</p> <p>The unit revisits and builds upon learning about the North East Region of England and the destructive forces of nature in Y3</p> <p>Core learning:</p> <p>Where in the world?</p> <p>Focus: Use of the details in atlases to build knowledge about location, scale and direction.</p> <p>What is Italy like?</p> <p>Focus: What do we already know about Italy - record in books.</p> <p>Which features are physical/human? Colour code. Which aspect of the geography of Italy do we know less about? This is likely to be physical geography of Italy. Revise what we mean by physical geography and discuss ways of finding out when we can't go there.</p> <p>Is the boot the same all over?</p> <p>Focus: The varied geography of Italy: climate, vegetation, land use, relief, land marks. Use of photographs in Geography.</p> <p>Why does Italy shake and roar?</p> <p>Focus: The effects of Italy's geographical location on a plate boundary.</p> <p>What happens when Vesuvius erupts?</p> <p>Focus: Key subject vocabulary for and sequencing of events of a volcanic eruption.</p> <p>Why does Italy shake? Earthquakes</p> <p>Focus: The core knowledge for this lesson focuses on the causes, events and effects of earthquakes in Italy. Revisit the Richter scale.</p> <p>How are the UK and Italy similar/ different?</p> <p>Focus: Pupils will compare a region of the UK and a region of Italy to consider geographical similarities and differences. This will build on regional awareness of the North East region</p>	<p>The unit looks at the environmental regions of Europe and then physical characteristics, vegetation belts, rivers, mountains, as well as the key countries and major cities of Europe.</p> <p>Knowledge of the human Geography of Europe is introduced by looking at capital city locations, human landmarks and some of the main crops grown and sources of energy in different parts of Europe. Work on European rivers builds on river process knowledge introduced in Y3</p> <p>Core learning:</p> <p>What can we work out about Europe from space?</p> <p>Focus: use of satellite images to recognise land features such as mountains and areas of water surrounding Europe. Base map of Europe.</p> <p>What can we learn from different maps?</p> <p>Focus: the environmental regions of Europe and using different types of maps; using keys and labels.</p> <p>How is the weather near you?</p> <p>Focus: the impact of climate zones of Europe on the weather, use of simple climate graphs.</p> <p>Rivers and lakes of Europe</p> <p>Focus: increased confidence with navigation around the countries of Europe. Developing knowledge of major rivers and their features.</p> <p>Suggested rivers: Danube, Volga, Po, Loire, Rhine</p> <p>Why are there mountains in Europe?</p> <p>Focus: The formation and location major mountains of Europe</p> <p>City Challenge: Can you navigate your way around Europe's capital cities?</p> <p>Focus: The identity and locations of some of the key landmarks of Europe. Use of grid references on Atlas or map of Europe. Use of compass directions.</p> <p>What have we found out about Europe?</p> <p>Focus: assessment of pupil knowledge and understanding of the key material studied.</p>	<p>physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Core learning:</p> <p>Using Atlases</p> <p>Focus: To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas.</p> <p>Symbols</p> <p>Focus: To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map.</p> <p>Compass Points</p> <p>Focus: To use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map.</p> <p>Grid References</p> <p>Focus: To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map.</p> <p>What is our place like? (2 weeks)</p> <p>Focus: Use Google Earth/OS maps/DigiMaps or similar to revise the location of the local area and use the zoom function to look at local landmarks familiar to the pupils.</p> <p>As a class, identify school on the map and its grid reference - to 4 or 6 figs. Discuss what else can be seen - the scale, use of key, applying pupil local knowledge. Pupils can annotate the map to show the route they will follow then describe the route using compass directions and distance. Give the pupils key features to locate on the map using grid references - these can be recorded as a simple</p>
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	<p>and a region of Italy - in this case Campania. A blend of human and physical Geography should be covered to consolidate the use of key terms.</p> <p>Fieldwork - <i>Not an emphasis in this unit.</i></p> <p>Vocabulary: Continent Europe Country, region, Italy Population Coastline, bay, Peninsula Mountain range, Alps, Apennines, River Po, Tiber Tectonic - plates Volcano(es) -Vesuvius, Etna, Stromboli, eruption, magma, ash, gas, vent, cone, crater, lava flow, Earthquake. Richter scale, Campania, Naples, vibration, fault, plate boundary, epicentre, Richter scale, tremor, seismic, hazard</p>	<p>Possible fieldwork links Using an aerial photograph of a European city or landform, identify and label the key features. Identify the location of key locations using grid references and NSEW. Decide what questions you would like to ask the people of... (European city/village/region)</p> <p>Vocabulary: Biome, settlement, country, Europe, continent, river, mountain, biome, vegetation, earthquake, volcano, fjord, dense/sparse. Population, trade, natural resource, city, landmark. Danube, Volga, Po, Loire, Rhine</p>	<p>table. What human features have pupils located on the map? Use the knowledge they have developed this unit, to write a report, alongside a map of the local area. Write about KM's location in relation to the wider region, facilities, buildings, landmarks, land use etc Plan a route and visit the village of KM. Human geography: What are the main uses of buildings in our high street? What shops and services do we have in our area? How many people visit the shops? Why do people visit our local areas? How clean/safe is our area? Photograph features and produce a larger scale map of area, which is annotated and has their photos attached to it. Designing a data collection sheet Plan a Questionnaire for locals of KM about ie shopping habits; modes of travel; use of facilities in immediate and surrounding area. Present and communicate their findings.</p> <p>fieldwork Use a map of local area to plan a route and explore local landmarks. Photographs of local features.</p> <p>Vocabulary: Atlas, index, co-ordinates, latitude, longitude, Key, symbol, Ordnance Survey, Compass, north, south, east, west, north east, south east, south west, north west, Co-ordinates, grid reference, easting, northing, Silva compass, occupations, survey, terrace, detached, semi-detached, bungalow, farmhouse, urban, rural, land use,</p>
<p>Y4 B</p>	<p><u>What can we discover about Europe?</u> This unit builds on the identification of the location of all the continents to a depth study of Europe. Pupils will apply some geographical vocabulary they have met previously - country, capital, river, sea. It aims to develop knowledge</p>	<p><u>Why does Italy shake and roar? Bay of Naples.</u> This unit reinforces learning regarding the names and locations of continents and extends opportunities to acquire and apply knowledge of some of the main countries and cities in Europe. The unit draws pupils into an investigation of the human and physical</p>	<p><u>What happens when the Land meets the Sea?</u> Seaham Fieldwork Coastal Investigation This unit builds on the introduction to coasts in the KS1 unit - <i>Where shall we go on holiday?</i> By looking in more depth at features and processes at the coast, pupils begin to develop their knowledge</p>

and understanding of the location and characteristics of the significant human and physical features of Europe. The unit looks at the environmental regions of Europe and then physical characteristics, vegetation belts, rivers, mountains, as well as the key countries and major cities of Europe. Knowledge of the human Geography of Europe is introduced by looking at capital city locations, human landmarks and some of the main crops grown and sources of energy in different parts of Europe. Work on European rivers builds on river process knowledge introduced in Y3

Core learning:

What can we work out about Europe from space?

Focus: use of satellite images to recognise land features such as mountains and areas of water surrounding Europe. Base map of Europe.

What can we learn from different maps?

Focus: the environmental regions of Europe and using different types of maps; using keys and labels.

How is the weather near you?

Focus: the impact of climate zones of Europe on the weather, use of simple climate graphs.

Rivers and lakes of Europe

Focus: increased confidence with navigation around the countries of Europe. Developing knowledge of major rivers and their features. Suggested rivers: Danube, Volga, Po, Loire, Rhine

Why are there mountains in Europe?

Focus: The formation and location major mountains of Europe

City Challenge: Can you navigate your way around Europe's capital cities?

geography of Italy with a special focus on the region in Italy affected by Tectonic activity.

The unit revisits and builds upon learning about the North East Region of England and the destructive forces of nature in Y3

Core learning:

Where in the world?

Focus: Use of the details in atlases to build knowledge about location, scale and direction.

What is Italy like?

Focus: What do we already know about Italy - record in books.

Which features are physical/human? Colour code.

Which aspect of the geography of Italy do we know less about? This is likely to be physical geography of Italy. Revise what we mean by physical geography and discuss ways of finding out when we can't go there.

Is the boot the same all over?

Focus: The varied geography of Italy: climate, vegetation, land use, relief, land marks. Use of photographs in Geography.

Why does Italy shake and roar?

Focus: The effects of Italy's geographical location on a plate boundary.

What happens when Vesuvius erupts?

Focus: Key subject vocabulary for and sequencing of events of a volcanic eruption.

Why does Italy shake? Earthquakes

Focus: The core knowledge for this lesson focuses on the causes, events and effects of earthquakes in Italy. Revisit the Richter scale.

How are the UK and Italy similar/ different?

Focus: Pupils will compare a region of the UK and a region of Italy to consider geographical similarities and differences. This will build on regional awareness of the North East region and a region of Italy - in this case Campania. A blend of human and physical

of the physical processes shaping the land. The unit begins with an overview of key features and processes at the coast and then moves to a case study approach. This second part of the unit is based around a fieldwork enquiry. The fieldwork has been designed to develop pupil knowledge of a range of fieldwork techniques and geographical skills. The unit prepares pupils for work in Y5 that looks at the range of physical processes that shape the landscape.

Core learning:

What happens when the land meets the sea?

(opportunity for virtual fieldwork using Google earth)

Focus: the diverse features of the Europe's major coastlines - settlements, landforms and habitats

What can we learn from different maps about the UK's coastline?

Focus: recall UK river locational knowledge and development of map skills

What processes shape our UK coastline?

Focus: The physical processes shaping the coastline. Erosion, transport (longshore drift) and deposition processes that shape the coast.

Should the coast be protected?

Focus: Investigate the different approaches (hard and soft engineering) that can be used to protect the coast and what happens when they fail

Investigating Seaham - What can we find at the Durham coast? -

Focus: Pre-fieldwork visit lesson using different geographical information to locate and investigate Seaham. Risk assessment knowledge

What did we find out at Seaham?

Write up fieldwork visit.

	<p>Focus: The identity and locations of some of the key landmarks of Europe. Use of grid references on Atlas or map of Europe. Use of compass directions.</p> <p>What have we found out about Europe?</p> <p>Focus: assessment of pupil knowledge and understanding of the key material studied.</p> <p>Possible fieldwork links</p> <p>Using an aerial photograph of a European city or landform, identify and label the key features. Identify the location of key locations using grid references and NSEW. Decide what questions you would like to ask the people of... (European city/village/region)</p> <p>Vocabulary:</p> <p>Biome, settlement, country, Europe, continent, river, mountain, biome, vegetation, earthquake, volcano, fjord, dense/sparse. Population, trade, natural resource, city, landmark. Danube, Volga, Po, Loire, Rhine</p>	<p>Geography should be covered to consolidate the use of key terms.</p> <p>Fieldwork - <i>Not an emphasis in this unit.</i></p> <p>Vocabulary:</p> <p>Continent Europe Country Italy Population Coastline Peninsula Mountain range, Alps, Apennines, River Po, Tiber Tectonic - plates Volcano(es) -Vesuvius, Etna, Stromboli Earthquake. Richter scale, Campania, Naples, vibration, fault, plate boundary, epicentre, Richter scale, tremor, seismic, hazard</p>	<p>Fieldwork opportunity:</p> <p>Physical processes that shape the coast (Seaham)</p> <p>Factors affecting and measuring of environmental quality; Coastal protection and management effectiveness.</p> <p>Locate the location of your fieldwork on a map; describe it using 4 figure coordinates</p> <p>Vocabulary:</p> <p>Coast, coastline, coastal, beach, cliff, rock, sand, pebble, sediment, erosion, transport, deposition, landform, estuary, sea, ocean, river, wave, tide, river mouth, longshore drift, cliff, arch, stack, stump, swash, backwash, solution, attrition, abrasion, hydraulic action, groyne, gabion, sea wall, hard and soft engineering, port, harbour.</p> <p>Fieldwork vocabulary - risk, data, sketch, analysis, evaluation, measure, observation, recording, environmental, survey.</p>
<p>Y5 B</p>	<p><u>What shapes my world?</u></p> <p>This unit uses dramatic landscape features to prompt questions about and investigation of the shaping of the land. Pupils enjoy finding out about their living, ever changing world and thinking about how human activity is changing the shape of the land in new ways. This unit builds on the local, national and continental scale previously studied moving study to a global perspective and examples are deliberately chosen from around the continents.</p> <p>This unit starts to add depth to pupil understanding of the interaction between physical processes and the formation of landscapes and landforms. The unit focuses on basic physical processes that shape the</p>	<p><u>Where has my food come from? European foods.</u></p> <p>This unit enables pupils to develop knowledge about resources, industry, farming, trade and employment. It builds on the locational knowledge from KS1 and lower KS2 and builds on the ideas of land use introduced in lower KS2. The unit develops key aspects of human geography to look at trade links via food as well as the range of jobs and other activities needed to get food to our plates. Pupils will use some new forms of geographical information - graphs showing imports. They will also use mathematical skills in Geography as they calculate food miles for everyday foods. The field work opportunities offered by this unit build on the data collection opportunities pupils have had in earlier units and allow a focus on human geography away from settlement study.</p>	<p><u>Where could we go? Fantastic Journeys.</u></p> <p>Pupils will develop knowledge of geographical space - where places are located and why they are there. Pupils will develop knowledge of the way mapping conventions are used at a global scale to accurately describe places, longitude and latitude. The unit includes 'fantastic places' in different countries and geographical regions of the world so that pupils develop knowledge of a wide range of significant global places, their locations and variations. All the places included in this planning are from the UNESCO World Heritage List of cultural and natural sites of international significance. The unit uses these fantastic destinations as a way into the different biomes of the world and their key features.</p>

<p>landscape and bring change over time. The unit links back to the coastal fieldwork completed in Y4 and river fieldwork done in Y3 The knowledge in this unit prepares pupils for more detailed work on vegetation belts in Y6 and the variation of place caused by physical processes.</p> <p>Core learning: Why is the land around the planet so many different shapes? Focus: types of landform, geographical vocabulary, use of geographical photographs</p> <p>Under pressure! How has ice shaped our Earth? Focus: How ice has shaped some of the land in the UK and development of OS map knowledge and skills</p> <p>What happens when plates move Focus: impact of tectonic movement on landscapes, use of different types of map and geographical resources</p> <p>How do rivers shape our world? Focus: The effects of river processes around the world (erosion, transport, deposition)</p> <p>Different every day - How do waves change the coast? Focus: the effect of coastal processes on landforms.</p> <p>How are people's actions changing the planet? Focus: the impact of human activity on the landscapes.</p> <p>What shapes our world? What do we need to remember? Focus: recall and application of key geographical terms learned during this unit.</p> <p>Possible fieldwork link: This unit links to previous field work knowledge i.e. rivers and coasts. If this has not been done, teachers may want to consider doing a</p>	<p>Core learning: Where do pupils think their food comes from? Focus: knowledge of the origin of different types of food at basic level before moving to place/ country of origin.</p> <p>What is in the food cupboard and how far has it come? Focus: locational knowledge - world's countries, trade links, distribution of food resources.</p> <p>Where does the UK get food from? Focus: using geographical information, looking at trade and imports</p> <p>What do farms do? Focus: Land use, economic activity and use of resources.</p> <p>How does our food get from the farm to our plates? Focus: human geography, economic activity, use of resources</p> <p>Does it matter if food is wasted? Focus: impact of human actions on the physical world. Using geographical knowledge to write a supported judgement.</p> <p>Possible fieldwork link: This unit offers several possible field work opportunities. An investigation on the school premises - the origins to today's school lunch. Local shop/ market visit - following route on a map, collect information about origins of food, best sellers Farm visit - plan a route on a map, sketch maps/ annotating base map/ food chain investigation from field to plate</p> <p>Vocabulary: Land use, farm, trade, resources, transport, UK, import, dairy, cereal, livestock, producer</p>	<p>This unit builds on map skills incorporated into earlier units.</p> <p>Core learning: What is that? Where might it be? Focus: Location of a variety of places across the world, key human and physical characteristics, climate zones, biomes, vegetation belts, rivers and mountains, economic activity, land use, and distribution of natural resources.</p> <p>How do we find our way around the planet? Focus: the reason for and application of lines of longitude and latitude</p> <p>Can we locate our fantastic places like geographers? Focus: Using lines of longitude and latitude to locate some of the world's most fantastic places accurately.</p> <p>What time is it where you are? Focus: Time zones around the world.</p> <p>What do some of our fantastic places have in common? Focus: major biomes of the world: their key features and locations. Use of geographical information such as graphs.</p> <p>Which Fantastic Place should UNESCO put top of the list? Focus: decision making, use of maps and geographical terms.</p> <p>Fieldwork - Not an emphasis in this unit. However, there are opportunities to annotate aerial photos.</p> <p>Vocabulary: Longitude Latitude Meridian, Tropics characteristics Time zone, Biome vegetation climate, habitat UNESCO</p>
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	<p>fieldwork visit as part of this unit. It is also very easy to have a weather observation in the school grounds fieldwork strand running during this unit so that pupils can look at the effects of different types of weather even in the short term.</p> <p>Vocabulary: Process, human, physical, climate, weather, ice, glacier, water, water cycle, tectonic plates, biomes, climate zones, Earth's crust, biome, vegetation, soil.</p>		
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<p>Y5/6 A</p>	<p><u>Raging Rivers</u> This unit builds on earlier work on rivers. The children will find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, children will explore the life stories of rivers, in more detail. Children will learn the names and locations of the major rivers of the UK and the world.</p> <p>Core learning: Where Does Our Water Come From? Focus: To 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 in the context of rivers</p> <p>Rivers of the World Focus: To locate the world's countries, using maps to focus on Europe (including the location</p>	<p><u>Destination France! What do places have in common!</u> This unit brings together the different aspects of Geography in a comparison of the key features of a region of the UK and another region of Europe: France. Use of three types geography resource - photograph, graph and information summary starts to prepare pupils for work in KS3. It widens the scope of Geographical comparison from the small-scale comparison undertaken in KS1 to a wider region allowing comparison of more complex features.</p> <p>Core learning: Where in the world is France? Focus: locational knowledge: where in Europe is France? Which countries are on its border? Which seas join its coastal areas? Explore the map of Europe. How many countries can pupils identify on the map on the IWB? What do they know about any of the countries? Do they know any capital cities? Use Google Earth or similar to focus on France- note the location, size and the geographical features visible as an aerial view.</p> <p>What are the main human and physical characteristics of France?</p>	<p><u>Magnificent Mountains</u> In this Unit, children find out about the major mountains of the world and the UK, building on earlier units and giving more depth. They recap the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region.</p> <p>Core learning: Mountain Ranges Focus: To 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 in the context of mountain ranges</p> <p>Mountains of the UK Focus: To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied in the context of hills and mountain ranges</p>
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of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of rivers of the world.

Features of a River

Focus: To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers.

Erosion and Deposition

Focus: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers.

How Do We Use Rivers?

Focus: To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rivers

Holding Back the Flood

Focus: To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of dams.

Aswan Dam; Hoover Dam; Three Gorges Dam; Local: Kielder Dam; Derwent Dam

Fieldwork - Not an emphasis in this unit.

However, there are opportunities to annotate aerial photos. Potential fieldwork: visit to river.

Vocabulary:

Focus: The key physical and human characteristics of France: landscape features: ie. Massif Central; Camargue; French Alps - Mont Blanc; Pyrenees; vineyard areas etc - explore images. Does the UK have any images which compare? Rivers Seine, Rhone, Loire, Meuse, Garonne;

What are the major French cities?

Focus: Human Geography

Find large **urban** areas in France on a map. Formulate questions...Do they have a football team? Do they have any major industries - ie car manufacturing? Wine production etc? Do they have any major landmarks? What are their populations? Compare with some UK cities.

What can we find out about Paris?

Focus: research: locational; physical and human. Create a fact file for Paris.

A tale of two cities Durham and Paris.

Focus: pupils will develop knowledge to enable comparison of the key geographical features of a region in the UK and region in France. Pupils will develop their knowledge of using photographs, graphs and information figures in geography.

My Holiday to France

Focus: Mapwork; research; Extended writing. Pupils choose a **region** in France. Plan their route/journey and where they will visit, with research on the climate in their chosen region. (Auvergne-Rhône-Alpes; Bourgogne-Franche-Comté; Bretagne (Brittany); Centre-Val de Loire; Corse (Corsica); Grand Est; Hauts-de-France; Ile-de-France (Paris region); Normandie (Normandy); Nouvelle-Aquitaine; Occitanie (Occitania); Pays de la Loire; Provence-Alpes-Côte d'Azur)

Fieldwork - Not an emphasis in this unit.

Features of Mountains

Focus: To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, volcanoes and earthquakes, and the water cycle in the context of mountains

How Mountains are made

Focus: To explain how different types of mountains are formed.

Mountain Climates

Focus: To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountain climates.

Mountain Tourism

Focus: To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of mountain tourism.

Fieldwork - Not an emphasis in this unit.

However, there are opportunities to annotate aerial photos.

Vocabulary:

Mountain Range, **height**, Contour, altitude, peaks, slopes, Valley, foot, slope, summit, snow line, tree line, outcrop, face, ridge, plateau, Fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, **Tectonic Plates**, **Tourism**, positive, negative, economic, social, environmental.

	<p>Water cycle, evaporation, condensation, precipitation, closed cycle, source, mouth. Tributary, discharge, Upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander, confluence, flood plain, levee, delta, estuary, Erosion, transportation, deposition, meander, oxbow lake, waterfall, overhang, load, Leisure, industry, conservation, pollution, Dam, reservoir, hydroelectric power, renewable energy.</p>	<p>However, there are opportunities to annotate aerial photos. Potential fieldwork to Durham, to explore landmarks.</p> <p>Vocabulary: Massif Central; Camargue; French Alps - Mont Blanc; Pyrenees; vineyard, Rivers Seine, Rhone, Loire, Meuse, Garonne; Land use, farm, trade, resources, transport, Population, industry, manufacturing, import, export, climate, weather</p>	
<p>Y6 B</p>	<p><u>Wicked weather: Arctic</u> This unit focuses on climate change, sustainability, and the environment. The unit will enable pupils to understand what climate change is and what causes it; to explain the difference between weather and climate; to describe the difference between climate change and global warming. It also enhances pupils' locational knowledge.</p> <p>Core learning: It's freezing here! Where are the cold places around the world? Where are the North and South Poles? Why are these areas so cold? What types of ice formations would you find in these areas? Let's sail to the Arctic Where is the Arctic Circle? Which countries lie within the Arctic Circle? What is the 'Midnight Sun'? What are the 'Northern Lights'? What is it like to live in the Arctic? Explain how people adapt to living in difficult places. The Arctic in the future The effect of climate change on the Arctic</p>	<p><u>Destination Chile! What do places have in common!</u> This unit is a comparison of the key features of a region of the UK and a region of South America. It starts to prepare pupils for work in KS3. This unit builds on the work done on location, physical geography and biomes in Y5. It widens the scope of Geographical comparison from the small-scale comparison undertaken in KS1 to a wider region allowing comparison of more complex features.</p> <p>Core learning: Where in the world is a place like this? Focus: pupils will develop locational knowledge at continental scale - South America and its key physical and human characteristics, countries and major cities and consider initial similarities/differences to Europe What are the main human and physical characteristics of Chile? Focus: Pupils will know the key physical and human characteristics of Chile and consider comparisons of UK population, vegetation, climate and main exports. A tale of two cities Durham and Santiago Focus: pupils will develop knowledge to enable comparison of the key geographical features of a region in the UK and region in South America. Pupils</p>	<p><u>Fantastic Forests</u> This unit builds on the knowledge of physical geography developed throughout KS1&2, especially to knowledge of biomes and climate, geographical regions and resources. It aims to deepen pupil knowledge of types of vegetation by looking at different types of forests and woodlands as well as the Amazonian rainforest. The study of forests offers an opportunity to look at people and their physical environment are interdependent by looking at what role forests play in human life and how human activity affects forests. (Farming and logging). The unit ends picking up the theme of sustainability, by asking pupils to design their own plan to keep forests safe. Pupils will communicate geographical information through maps, use of numerical skills and a variety of written forms.</p> <p>Core learning: Can you find the connection and find the location? Focus: types of forest, vegetation, their locations Where are the world's great forests? Focus: use of different types of maps and use of GIS to identify location and distribution of main forest vegetation belts of the world: tropical, the temperate and the boreal or taiga. Development of</p>

<p>Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Fieldwork - <i>Not an emphasis in this unit.</i></p> <p>Vocabulary: Antarctica; Arctic; Equator; freezing; glacier; iceberg; ice floe; ice shelf; North Pole; pancake ice; South Pole; temperature. Arctic Circle; Arctic Ocean; darkness; daylight; frozen; midnight sun; permanent ice season; diversity; permafrost; similarities. climate change; distribution; estimation; indigenous peoples; permanent; population; temporary; tourists; Caribou; polar bear; reindeer; solitary; taiga; tundra; carbon footprint; environment; futures; prediction; sustainability</p>	<p>will develop their knowledge of using photographs, graphs and information figures in geography.</p> <p>How are the regions similar and different? Core knowledge: pupils will apply their knowledge to a comparison of the two regions studied.</p> <p>Fieldwork - <i>Not an emphasis in this unit.</i> However, there are opportunities to annotate aerial photos. Potential fieldwork to Durham, to explore landmarks.</p> <p>Vocabulary: Biomes, climate, zones, the equator, tropics, hemispheres, longitude and latitude, sub/tropical, terrain, import, export, leisure, inches (rainfall), kilometre, resources (natural), rainforest, urban/isation, population, pollution, flora/fauna, vegetation, networks, minerals, energy.</p>	<p>new knowledge about the types of forest in each belt - distinctive characteristics</p> <p>What forests and woodland do we have in the UK? Focus: Recalling UK locational knowledge. Location and types of woodland and trees in the UK.</p> <p>What can we find in our local forest/ woodland? (Fieldwork opportunity) Focus: Types of vegetation in the local area and the use made of local forest and woodland.</p> <p>What do forests do? Focus: The functions of forests, especially as habitats and a comparison of two different forest habitats. Making geographical comparisons.</p> <p>Why is the Amazon Rainforest so important? Focus: The nature and role of the Amazon Rainforest.</p> <p>Why are forests in danger? Focus: The impact of human activity and deforestation by farming, logging, mining and urbanisation on the rainforests - climate, soil, eco system and people. There is a lot of information available on the Amazon Rainforest, but you could look at the impact of the destruction of the Sumatran rainforests for Palm Oil production.</p> <p>How can we protect our forests in the UK? Focus: impact of human activity on physical environment, interaction effects. Using geographical information to inform decisions.</p> <p>Fieldwork opportunity: observe, measure, record and present. Fieldwork visit to local forest/ woodland to collect data of different types Fieldwork survey - types of vegetation and trees, graphs Journey sticks in woodland Species survey</p>
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			Vocabulary: Vegetation, forest, woodland, biome, farming, natural resources, equator, tropics, continent, hemisphere. Deforestation, deciduous, coniferous, temperate, boreal, tropical, plantation, sustainability.
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	Curriculum End Points (NC)
EYFS End Points	<p>Understanding the World (People and Communities) To know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Understanding the World (The World) To know about similarities and differences in relation to places, objects, materials and living things. To be able to talk about the features of their own immediate environment and know how environments might vary from one another.</p>
KS1 End Points	<p>Locational Knowledge Children can:</p> <ul style="list-style-type: none"> • 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. <p>Place Knowledge Children can:</p> <ul style="list-style-type: none"> • 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. <p>Human and Physical Geography Children can:</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - 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.

	<p>Geographical Skills and Fieldwork Children can:</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
<p>KS2 End Points</p>	<p>Locational Knowledge Children can:</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time; • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p>Place Knowledge Children can:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <p>Human and Physical Geography Children can:</p> <ul style="list-style-type: none"> • describe and understand key aspects of: <ul style="list-style-type: none"> – physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; – human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical Skills and Fieldwork

Children can:

- 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.

