Great Gaddesden
Church of England (VA) Primary School

Geography Curriculum

“Treat others exactly as you would like to be treated yourself” Luke 6:31

Statement of Intent & Aims:

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment.

Whilst Geography provides a basis for pupils to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities.
The Geography curriculum is timetabled in conjunction with History to ensure an equal balance of teaching across a two year rolling programme.

Through the teaching of Geography, Great Gaddesden School aims to:

- Increase pupils' awareness, knowledge and understanding of other cultures.
- Develop pupils' graphic skills, including how to use, draw and interpret maps.
- Make pupils aware of environmental problems at a local, regional and global level and make links with the school's Christian ethos of stewardship.
- Encourage pupils to commit to sustainable development.
- Develop a variety of skills, including those in relation to problem-solving, ICT and presenting conclusions in an appropriate and creative way.

Our Geography curriculum aims to excite the children and allow them to develop their own skills. We encourage regular references to topical current events as well as building links and how topics fit together. As part of a topic lead programme, it allows opportunities for cross curricular links to be made to ensure the children have many occasions whereby they can apply their knowledge and understanding.

The Geography curriculum is timetabled in conjunction with History to ensure an equal balance of teaching across a two year rolling programme.
At Great Gaddesden School, we ensure that our Geography curriculum is progressive and allows children to develop fundamental geographical skills and use this knowledge to link to a variety of topics.
All children are provided with the skills and opportunities to demonstrate improvement to achieve their personal best.
All children develop an awareness and respect for a range of cultures and to promote a global view.

Early Years:

Geography is taught in the Early Years Foundation Stage across different topics and in a range of activities.

The Early Learning Goals states

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Activities that have promoted Geography learning have been; using world maps for support Chinese New Year, Coming to England (explore &engage) linking to children's real life experiences (teaching French vocabulary) holiday experiences
Throughout the year, children develop geographical knowledge by exploring features of our surrounding area and introducing maps.
On-going learning about the weather and seasonal changes.

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Geography Long-Term Overview

Cycle A 23-24; 25-26

Year group(s)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & 2	**What different types of landforms and features can you identify on the Isle of Struay, and how are they different from where we live?** 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 Identify physical and human features. *V - island, sea, ocean, beach, mountain, farm, field, post office, shop, pier, hillside, mainland, bay, house, physical, human* Identify different types of transport *V - transport, road, field, farm, tractor, boats, sea, ocean, fishing, horse, car, bicycle, post office, mainland, island* -Identify different types of land use. *V - house, shop, post office, school, pier, farm, field, land, buildings* Compare and contrast a Scottish island with our local area. *V - compare, contrast, similarities, differences, human, physical, buildings, land, transport* .Discuss likes and dislikes about a contrasting place. *V - compare, contrast, similarities, differences, human, physical, buildings, land, transport* Create a simple map *V - map, compass, key, north, east, south, west, island, sea, ocean, beach, shore, mountain, farm, field, post office, shop, house, pier, hillside, mainland, bay*	**How can we use maps to show where we are and find our way around?** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied at this key stage . Devise simple maps. *V - maps, key, title, compass, aerial view, birds-eye view, symbols* Use simple compass directions. *V - complass, compass rose, directions, route, north, east, south, west* . Identify countries of the U.K. *V - maps, symbols, atlas, index, page numbers, contents, key, human, physical, country, capital city, United Kingdom, England, Wales, Scotland, Northern Ireland* *Name and locate* continents & oceans. *V - atlas, index, page numbers, key, contents page, continent, ocean, countries* Use aerial photographs. *V - aerial view, birds-eye view, ground level view, above, perspective, satellite, human, physical*			**How are we affected by changes in the weather?** 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. Understand weather. *V - weather, UK, changes, seasons, seasonal change, daily, weather recording, observation, temperature, thermometer, weather, sun, rain, thunder, snow, wind, summer, winter, hot cold, storm, lightning, forecast* Understand how weather affects us. *V - weather, UK, changes, seasons, seasonal change, daily, weather recording, observation, temperature, thermometer, weather, sun, rain, thunder, snow, wind, summer, winter, hot cold, storm, lightning, forecast* . Forecast the weather. *V - weather, UK, changes, seasons, seasonal change, daily, weather recording, observation, temperature, thermometer, weather, sun, rain, thunder, snow, wind, summer, winter, hot cold, storm, lightning, forecast* Understand dangerous weather. *V - weather, dangerous, danger, extreme, hazard, flooding, drought, hurricane, blizzard, heat wave, protect* Understand weather in hot and cold countries. *V - weather, hot, cold, climate, weather, recording, atlas, Arctic, Jamaica, equator, world map* .Understand the human and physical geography of a cold area of the world. *V -cold, climate, the Arctic, North Pole, South Pole, Antarctic, equator, Inuit*	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 & 4			**How do the human and physical features of Italy affect how people live and interact?** Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. . Locational knowledge, locate the continents *V - continents, Europe, Asia, Africa, Antarctica, North and South America, Australasia, latitude, longtitude, equator, tropic of cancer/capricorn* Name & locate European countries *V - Europe, cities, capitals, rivers, seas and mountain ranges.* Name capital cities *V - capital city, population, government, river, landmark.* . *i*dentify key physical features of Italy *V -Alps, Apennines, Tiber, Po, Mediterranean, Adriatic, Venice, Naples, Rome, Milan etc.* . -Identify key human characteristics of Italy - industry and tourism *V - human, physical, tourist industry* *. To research Italian landmarks and compare to UK* *V - flags,*	**How do different types of extreme weather, volcanic eruptions and tsunamis, affect the Earth's surface and the people who live there?** Physical geography, including: climate zones,mountains and volcanoes. Understand the structure of the Earth *V - crust, mantle, outer core, inner core* *Understand the structure of* Volcanoes *V - lava, magma, vent, ash, eruption cloud, chamber, conduit.* *Understand plate tectonics and* Earthquakes *V - Earth's crust, tectonic plates, fault line, continental drift, volcanoes, earthquakes, continents.* . *Understand how* Tsunamis are formed *V - earthquake, tsunami* . Volcano independent research *V - As 2 (volcano names from around the world)*	**How are the landscapes and ways of life different between Great Gaddesden and Cornwall?** Human geography, including: types of settlement and land use, economic activity including trade links. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. **Where is Cornwall?** Identify Cornwall and other counties of the UK **V-**County, Cornwall, West Country, Coast, Physical Geography, Human Geography **What is the landscape like?** Compare the physical geography of Cornwall with that of my local area **V-** Landscape, feature, bay, moors, **How is land used in Cornwall?** Research local economy and land use-Compare land use in St Ives with Great Gaddesden **V-** Land use, retail leisure, housing, business,industrial, agricultural **What goes on in Cornwall?** Research the impact of tourism **V-** tourism,tourist, attraction, economy, destination, human geography, physical geography, culture/ cultural **How does Cornwall compare with our local area?** Compare and contrast physical and human features of Cornwall to local area **V-** rural, urban, business, economy, tourism, compare, contrast	**How does the water cycle affect the amount of water available in different places?-** describe and understand key aspects of the water cycle **V-** water cycle, evaporation, condensation, precipitation, groundwater, run-off, solid, liquid, gas **Making Clouds & Rain -** describe and understand key aspects of the water cycle- explain how clouds are formed **V-** Precipitation, evaporation, condensation **Treating water -** describe key aspects of the water cycle - explain how and why drinking water is cleaned **V-** human geography, filter, conservation **Floods -** describe and understand the key aspects of the ater cycle, explain the causes and effects of flooding V- flooding, barriers, cause and effect **Water Pollution -** understand the causes and effects of water pollution **V-** pollution, environmental effects, conservation **Cultural capital opportunity- fieldwork in the local water meadow**

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Year 5 & 6	**How does coastal erosion affect people and the environment, and what can be done to manage it?** -Describe and understand key aspects of rivers and coastal features **Weathering & Erosion** *explain how water and weather can change the landscape* ***V:** weathering, physical weathering, chemical weathering, acid, dissolve, minerals, biological weathering, erosion* **Coastal Features** *Understand how coastal features are formed, identify coastal features of the UK* ***V:** Coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, erosion, deposition* Weathering & Erosion **Changing coastlines** Understand how coastal features are formed, identify coastal features of the UK ***V:** Physical weathering, chemical weathering, biological weathering, erosion* **What does the future hold** *Predict how physical factors might change the landscape in the future- impact on human settlement* ***V: P**hysical changes, human changes.*	**How do the features of a river change from its source to its mouth?** **Where does our water come from?** *Explain the water cycle & locate key rivers in the UK* ***V:** Water cycle, evaporation, condensation, precipitation, closed cycle, source, mouth.* **Rivers of the world** *Locate key rivers of the world* ***V:** Tributary, discharge* **Features of a river** *describe the key features of a river system* ***V:** Upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander, tributary, confluence, flood plain, levee, delta, estuary.* **Erosion & Deposition** *describe the key features of a river system* *V: Erosion, transportation, deposition, meander, oxbow lake, waterfall, overhang, load.* **How do we use rivers?** *describe the ways rivers are used- transport, trade, tourism* ***V:** Leisure, industry, conservation, pollution.* Holding back the flood **Understand human impact on rivers** *Explain the impact of damming rivers, flooding,* ***V:** Dam, reservoir, hydroelectric power, renewable energy.*		**How can the choices we make about energy, food, and resources help create a more sustainable world?** -local field work on rivers - physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies **Lesson 1** LO: Understand what settlers need V: Settlement, resources, services, goods. **Lesson 2.** LO: Explain how electricity is generated V: electricity, supply, generation, power, Gigawatt (GW), coal, nuclear, CCGT, pumped storage. **Lesson 3** LO: Explain renewable sources of energy V: Renewable, non-renewable, solar power, wind power, biomass. **Lesson 4** LO: Explain where our food comes from V: Origin, import, export, food miles, as the crow flies. **Lesson 5** LO: Understanding the importance of conserving food and water V;Efficiency, conservation, carbon footprint. **Lesson 6** Local fieldwork River Bulbourne study **Cultural Capital: Water Meadows field work**		

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Cycle B 24-25; 26-27

Year group(s)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & 2	**What can we find in our local area, and how can we show it on a map?** Use world maps, atlases and globes to identify theUnited Kingdom and its countries, as well as the countries, continents and oceans studied. Simple compass directions, aerial photographs, devise simple map, Study the geography of school and its grounds. Key human & physical features of surrounding environment *To understand where we live.* *V -where, local area, photograph, address, observe, look, near, far, passport, distance.* *To create an aerial plan.* *V - compass, direction, North, East, South, West, plan, observe, aerial view, photograph, key, title, aerial plan.* *To locate our school.* *V - compass, directions, North, East, South, West, plan observe, look,aerial view, key, title, map, street view.* *. To draw a simple map.* *V - aerial view, plan, label, key, title, fieldwork, observe, look, photograph, environment.* *To recognise map symbols.* *V - direction, position, compass, map, map symbols, map.*				**What is life like for children in Kenya, and how is it different from life in the UK?** 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. *To begin to find out about Kenya's human and physical geography.* *V - Country, continent, capital city, Africa, Kenya , Nairobi, rivers, mountains,.* *To understand what a national park is.* *V - National Park, game reserve, N, E, S, W, key, compass, symbols, routes, safari.* *To understand some of the main animals that live in Kenya.* *V - Animals, Maasai Mara, migrate, climate, the big 5* *To understand what the Maasai culture is like.* *V - Tribe, culture, Maasai, similar, different, houses, tradition* *To understand the geographical similarities and differences between Kenya and the UK.* *V - similarities, difference, compare,*	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 & 4					**How can we use compass directions and coordinates to find our way around a map?** Use the eight points of a compass, four-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 an atlas* *V - Atlas, index, co-ordinates, latitude, longitude.* *. Know how to use symbols and keys on an OS map* *V -Key, symbol, Ordnance Survey.* *Use an eight point compass* *V -Compass, north, south, east, west, north* *east, south east, south west, north west.* *Use four and six figure grid references* *V -Co-ordinates, grid reference, easting,* *northing.* *Plan a journey using four/ six figure grid references* *V -compass* *Compare maps and photographs of different locations* *V -Past, present, similarities, differences.*	**How does the landscape and climate of Eastern Europe compare to the UK?** Focus on Europe concentrating on environmental regions, key physical & human features inc major cities. Use maps, atlases & globes **Lesson 1 Identify the countries of Europe** *Use atlases to locate countries and capitals of Europe* *V Europe, continent, country, capi'city.* **Lesson 2 Compare features of Eastern European landscapes with local area** *- L.O. describe how latitude can influence the landscape of an area. Tell you about important physical features of an area of eastern Europe.* *V - Latitude, Arctic Circle, physical features.* **Lesson 3 Compare the climate of eastern European regions with local area** **-** *L.O. describe how latitude influences the climate of an area. explain the difference between climate and weather. tell you about the climate of an area of eastern Europe.* *V -Latitude, Arctic Circle, climate.* **Lesson 4 Compare the human geography of eastern European countries with local area** *- L.O. explain the difference between human geography and physical geography. tell you about the human geography of an area of eastern Europe.* *V -Human geography, land use, residential, industrial, business, retail, leisure.* **Lesson 5 Present information about one area of eastern Europe** *- L.O. find information about tourist destinations using the Internet.* *V - itinerary, passport, visa, tourist attractions.* **Lesson 6 Explain the impact of the Chernobyl nuclear disaster** *- L.O. explain why the Chernobyl nuclear disaster happened. identify the countries affected by the Chernobyl nuclear disaster. explain some of the after-effects of the Chernobyl nuclear disaster*

						V -Nuclear power, radioactive waste, environmental disaster
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 5 & 6			**What are the features of different biomes around the world?** Describe and understand key aspects inc climate zones, biomes & vegetation belts 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) - **Biomes of the world -** Introduction to the main land biomes of the world. Researching a biome and role-play life as a person living in the biome they have researched. *V - biomes, vegetation, ecosystem, climate* **Light, Water & Nutirents -** Make a biome in a bag and observe it over a number of days thereby learning about photosynthesis, the water cycle and the relationships between climate, nutrients and vegetation within ecosystems. *V - evaporation, condensation precipitation, photosynthesis* **- Visit to a Biome -** Visit a biome (either a local natural or artificial) and make annotated sketches of their observations. *V -* - **Save our Biomes -** Children visit a biome (either a local natural or artificial) and make annotated sketches of their observations. *V -* - **Build a Modern Eden Project -** Using arts and crafts materials, construct a model Eden Project: a representation of a biome of their choice. *V -* - **Come and Visit -** Having made biome models, make a guide or poster to accompany their model, providing tourist information with an emphasis on conservation issues.		**How do the human and physical features of the Americas compare to the UK?** Understand geographical similarities and differences through a study of human and physical geography of a region within the UK and a region within North or South America **Lesson 1** **Continents, countries & cities:**. *Identify the countries of N and S America* *V - Continent, country, city, North America, South America.* **Lesson 2** **Location** *Describe the location and characteristics of a range of places across the Americas* *V - Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone.* **Lesson 3** **Weather & Climate** *describe the climates and biomes of different regions across the Americas* *V - Climate zone, climate, polar, arctic, temperate, tropical, subtropical, latitude, Koppen system.* **Lesson 4** **Comparing places** *identify similarities and differences in the human and physical geography of Great Gaddesden & a region in S America* *V - Physical geography, human geography, settlement, economy, natural resources, fieldwork, measure, observe, record, map, sketch, graph.* **Lesson 5** **Comparing places** *identify similarities and differences in the human and physical geography of*	**How does the trade of goods affect the global community?** Key aspects of human geography- land use, settlements, economic activity, natural resources **Lesson1** **What do we trade?** *Explain the UK's trade links with other countries* *V - Trade, import, export.* **Lesson 2** **Who do we trade with?** *Use maps to show the UK's trade links with other countries* *V - Import, export, key.* **Lesson 3** **Trading with El Salvador** *explain trade links between El Salvador and the UK* *V - Export, import, El Salvador.* **Lesson4** **Fair Trade** *explain the importance of fair trade- focus on chocolate & coffee* *V - Trading, fair trade, Fairtrade.* **Lesson 5** **Global Economy** *Explain the global supply chain* *V - Globalisation, brand, multinational company, supply.* **Lesson 6** **How has trading changed?** *Explain how trading has changed* *V - Trade, Tudor, Victorian, British Empire.*

			V -		*Great Gaddesden & a region in S America* *V - river, lake, landscape, mountain, volcano, biome, vegetation belt, wildlife, flora, fauna, climate, water, f.* **Lesson 6** **Wonders** *Describe the name and location of Machu Picchu* *V - Wonders of the world, ancient, The Great Pyramid of Giza, The Hanging Gardens of Babylon, Temple of Artemis at Ephesus, Statue of Zeus at Olympia, Mausoleum at Halicarnassus, Colossus of Rhodes, Lighthouse of Alexandria, The Great Wall of China, Petra, The Colosseum, Chichen Itza, Machu Picchu,Taj Mahal, Christ the Redeemer Statue*	

Knowledge, Skills & Vocabulary Progression:

Key Transitions & What Enables Next Steps

- **Early Years → Year 1: Building awareness of the immediate environment, using observation, talk, simple maps and positional language. These provide the foundations so pupils can start identifying places and understanding locational vocabulary.**

- **Year 2 → Year 3: When pupils have sufficient vocabulary, locational sense of UK & world, and basic map skills, they can begin more abstract thinking: grid references, wider world studies, interacting human/physical geography.**

- **Years 4-6: Increasing complexity: working with scale, map precision, digital tools, fieldwork, interpreting sources, thinking about human impact, change over time.**

Strand	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills & field work
EYFS	**knowledge** talk about similarities and differences in relation to places, objects, materials and living things? **Vocabulary** I can see, I saw, same, different, change, what happened?, why, because?	**Knowledge** Notice detailed features of objects in my environment? (The World 22-36) Can I talk about some of the things I have observed such as plants, animals , natural and found objects? **Vocabulary** how, why, because how, why, because, find out, I wonder what/if/when/why?	**Knowledge** Look closely at similarities and differences, patterns and change **Vocabulary** yesterday, last week, at the weekend, this morning, last night	**Knowledge** Enjoy playing with small world models such as farm, a garage or a train track Use positional language **Vocabulary** I can see, I saw, same, different, similar, change, what happened?, because, explain?
Nursery	Notice features of their immediate environment (garden, park, nursery). Recognise that some places are special to members of their community (church, mosque, library, shop). Start to show awareness of other places beyond their own (holidays, relatives abroad).	Begin to talk about similarities and differences in places they know (e.g. nursery vs home, park vs shop). Recognise that some places look different depending on the time of year (seasons).	Observe simple physical features: weather, plants, animals, water, land. Talk about things they have seen in their environment (trees, hills, houses, cars). Begin to recognise changes in the natural world (e.g. leaves falling, puddles drying).	Explore their environment using senses and movement. Use positional language: *in, on, under, next to, behind.* Begin to create simple representations of places through drawings, play, or construction toys.
Reception	Know that there are different countries in the world and talk about differences they have experienced or seen in photos/books. Begin to locate places they know on simple maps or globes (e.g. where they live, where family lives, places they've visited).	Talk about similarities and differences between their own environment and other places. Compare features of familiar places (town vs countryside, hot vs cold countries)	Describe their immediate environment using knowledge from observation, discussion, stories, maps and non-fiction. Recognise simple human features (houses, shops, roads) and physical features (river, hill, beach). Talk about weather and seasonal changes in the UK.	Draw simple maps and routes (e.g. journey to school). Use positional and directional language more accurately (*left, right, forwards, backwards*). Use photos, maps, stories and role-play to represent environments. Make observations during simple fieldwork in their local area (e.g. counting cars, spotting shops).

Strand	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills & field work
KS1	**Knowledge** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans. **Vocabulary** Country United Kingdom, England, Scotland, Wales, Northern Ireland, route, directions, atlas, digital images, continent, north, south, east, west, compass, locate, local, human, physical, weather	**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. **Vocabulary** 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	**Knowledge** Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Vocabulary** Earth Town City Continent Capital Compass Atlas Ocean Sea Landscape Equator Polar Desert Tropical Grassland	**Skills** Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.. **Knowledge** 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 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. **Vocabulary** Place North South East West Map Land Sea Address
Yr 1	**Skills** Name the 4 countries of the UK and surrounding seas. Begin to understand place by contrasting a small UK area with a non-European country.	**Skills** Describe similarities/differences between local places and other countries studied.	**Skills** Identify seasonal and daily weather patterns in the UK. Identify hot and cold areas (Poles, Equator). Use basic vocabulary for physical (hill, coast) and human (city, village, farm) features.	**Skills:** Use maps, atlases, globes to identify UK and some other places. Use simple compass directions (N, S, E, W). Recognise landmarks in aerial photos; draw simple maps with basic keys. Begin simple fieldwork in local area.
Yr 2	**Skills** Name and locate the 7 continents and 5 oceans. Name capital cities of UK countries.	**Skills** Compare human and physical features of a small area in the UK with a contrasting non-European country.	**Skills** Use more vocabulary for features (forest, mountain, river). Learn about weather and climate in different parts of the world.	**Skills** Use maps, globes, digital mapping to locate studied places. Use compass directions and locational language accurately. Identify features from aerial photos or plan views. Create simple maps with keys; conduct basic fieldwork.

Strand	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills & field work
LKS2	**Knowledge** Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Locate and name the countries making up the British Isles, with their capital cities. Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. Locate and name the main counties and cities in/around Hertfordshire **Vocabulary** Location Landscape Settlement Hamlet Village River Stream Man made Natural (8 compass points) Hemisphere Latitude Longitude Population Grid reference Physical/Human features Erosion	**Knowledge** **C**ompare a region of the UK with a region in Europe, i.e Italy - link to Roman study & Pompeii Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. identify the main physical and human characteristics of the countries of Europe. describe geographical similarities and differences between countries Describe how the locality of the school has changed over time **Vocabulary** Fieldwork Suburb Tropic of Cancer Tropic of Capricorn Cartography Climatic Variation Altitudinal variation Recreational Agricultural	**Knowledge** Ask and answer geographical questions about the physical and human characteristics of a location. Describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area in the United Kingdom and an area in a European country. Describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in an European country **Vocabulary** contents, index, symbols, 8 points of compass N, NE, E, SE, S, SW, W, NW, Ordnance survey maps, sketch maps, volcanoes, earthquakes, jungle, lakes, climate, people, food, cities, villages, equator, local, human impact, national, international, survey, questionnaire farming, industry, city, coast	**Knowledge** Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use locational and directional language such as: near, far, left, right to describe the location of features on a map. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. Use a wider range of resources to identify the key physical and human features of a location. Use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world. Create maps of locations identifying some features using a key? **Vocabulary** co-ordinates, four figure grid references, accurate sketch maps, graphs, northern/southern hemisphere, tropics Cancer, Capricorn, climate, river, river journey - mountains, hills, water cycle, source, landscapes,
Yr 3 skills	**Skills** Locate counties and cities of the UK; British Isles vs Great Britain. Locate some European countries and major features.	**Skills** Study a region of the UK, a region in Europe, and a region in North or South America.	**Skills** Study rivers, mountains, volcanoes, earthquakes, climate zones. Explore settlements, land use, trade.	**Skills** Use maps, atlases, globes independently. Use 8 compass points. Interpret map symbols and keys. Collect and record fieldwork data using sketch maps, graphs, digital mapping.
Yr 4 skills	**Skills** Identify major UK rivers and mountain ranges.	**Skills** Compare different regions, making links between UK and wider world.	**Skills** Water cycle, climate zones, biomes, earthquakes, volcanoes.	**Skills** Use 4- and 6-figure grid references; interpret Ordnance Survey maps.

	Locate the Equator, Tropics, and Greenwich Meridian		Economic activity, land use, environmental change.	Work with scale and distance. Plan and conduct detailed fieldwork; use a range of maps and digital tools.
Strand	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills & field work
UKS2	**Knowledge** Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. **Vocabulary** Relative location Topography Greenwich Meantime Biome Tundra Coniferous Deciduous Topographical slope Tangible/ intangible Agriculture Arable Pastoral Crops Livestock Demographic Migration	**Knowledge** I describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones? explain and discuss a range of reasons for geographical similarities and differences between countries. explain how locations around the world are changing and explain some of the reasons for change-e.g deforestation describe geographical diversity across the world **Vocabulary** Republic Archipelago Geographical pattern Contour Inter-connection Tourism Economic Deforestation Fossil fuel Distribution	**Knowledge** Begin to collect and analyse statistics and other information in order to draw clear conclusions about locations. Begin to identify and describe how the physical features affect the human activity within a location. Identify and describe the main human and physical characteristics of South and North America. Begin to understand and explain how countries and geographical regions are interconnected and interdependent. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Vocabulary locate information/ place with speed and accuracy, varying scales, sketch maps, plans and graphs, and digital technologies local, national, international, global, traffic, proposal, orienteering, lake, coast, erosion, effect of locality and physical and human characteristics on our lives, observe, measure, record and present human and physical features, conduct a land use survey, fair trade, economics	**Knowledge** Use a few geographical resources to give descriptions and opinions of the characteristic features of a location. Use different types of fieldwork to observe, measure and record the human and physical features in the local area. Record the results in different ways. Talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map) Use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world. Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land. **Vocabulary** Revisit and use all the vocabulary / knowledge accumulated over KS1 & 2 plus … evolution, environmental change, bio-geographic maps, pattern/ movement/ change, latitude, longitude, GMT

Year 5 skills	Skills Locate countries in North & South America and other continents. Understand latitude, longitude and time zones.	**Skills** Compare regions within the Americas, UK, and beyond.	**Skills** Study trade, natural resources, and environmental sustainability. Investigate rivers, erosion, climate change.	**Skills** Confident use of maps, grid references, scale, symbols. Use GIS and digital mapping where available. Collect, analyse and present data from fieldwork using graphs and reports.
Year 6 skills	**Skills** Secure understanding of latitude, longitude, Tropic of Cancer/Capricorn, Arctic/Antarctic Circles and global time zones. Locate and describe globally significant places.	**Skills** Contrast different regions of the world; evaluate human and physical interconnections	**Skills** Explore climate change, water cycle, mountains, earthquakes and economic geography. Understand interdependence of human and physical systems.	**Skills** Confidently use OS maps, 6-figure grid references, compasses and scales. Undertake complex fieldwork: collect and analyse primary/secondary data. Use GIS, thematic maps, aerial and satellite imagery. Present findings using maps, graphs and written conclusions.

“Treat others exactly as you would like to be treated yourself” Luke 6:31