Strands of Geographical Understanding (see also Appendix 1)

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork

EYFS - NURSERY AND RECEPTION

EYFS (Understanding the World)	Autumn	Spring	Summer
Nursery	• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • Comments and asks questions about aspects of their familiar world such as the place where they live		
Reception	• Draw information from a simple map • Recognise some similarities and differences between life in this country and life in other countries • Recognise some environments that are different from the one in which they live • Talks about the features of their own immediate environment and how environments might vary from one another		
Statutory ELG: **Past and Present**	Children at the expected level of development will: • **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps** • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • **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**		
Vocabulary	Seasons, weather, weather forecast, shower, sleet, storm, frost, hail, sunshine, seasonal change, United Kingdom, village, town, city, different, same, compare, environment, natural world, habitat, collect, observe, record, investigate, clean, improve, tidy, litter, recycle, reuse, care, respect, harm, preserve, protect, endangered, extinct, photograph, aerial photograph, journey, map, photographic map, route, trip, transport, construction, demolition, local, climate, tropical, polar, rainforest, desert, grassland, equator, island, swamp, woodland, forest, mountain, ocean, globe, rockpool, seashore, beach, cliff, coral reef, man made, natural, direction, backward, forward, left, right, through, under, turn, between, beneath, beside, around, north, south, east, west, navigate, compass, destination, constellation, explorer		

YEAR 1

YEAR 1	Autumn	Spring	Summer
Vocabulary	city, town, village, factory, farm, house, office, port, harbour, shop, human feature, physical feature		
Topics	**Our Wonderful World – Part 1** **World Focus**	**Where are we now? – Part 2** **UK Focus**	**Bright Lights, Big City** **Where is London?**
Suggested Curriculum Maestro Coverage	Engage: Lesson 1 (Create Art based on book) Engage: Lesson 2 Engage: Lesson 3 Engage: Lesson 4 Develop 1: Lesson 1 Develop 1: Lesson 2	Develop 2: Lesson 1 Develop 2: Lesson 2 Develop 2: Lesson 3 Develop 2: Lesson 4	Memorable experience Engage: Lesson 1 Engage: Lesson 2 Engage: Lesson 3 Develop: Lesson 1 & 2 (combined) Develop: Lesson 3 (Make a Model) Develop: Lesson 5 Develop: Lesson 6 Develop: Lesson 7 Develop: Lesson 9
Enrichment **Field Work**		**Fieldwork** Village Walk: Littleport (Human and Physical Features) **Example Enquiry Question:** Do we need more physical features in our local area? **Example Data Collection** Tally chart of Human and Physical Features in Littleport **Example Communicate Results** Letter to local council / Poster	**Enrichment:** Visit Harley Davidson Monument Make a model of a London Landmark **Fieldwork** Littleport / London **Example Enquiry Question:** How is Cambridge different from Littleport? **Example Data Collection** Photo evidence, sketch maps, traffic survey comparison table **Example Communicate Results** Video interviews on their verdict Poster / brochures
N.C. Coverage	identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Name and locate the five oceans and seven	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	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

	continents around the world on a world map or globe	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) use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; 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	contrasting non-European country identify seasonal and daily weather patterns in the United Kingdom use world maps, atlases and globes to identify the United Kingdom and its countries, 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
Geography Skills and Concepts	Label a map with the continent names and ocean names		
	Label a map of the United Kingdom using country and capital city names		
	Compare UK city with Non-European city		
	Identify human and physical features on a local village walk.		
	Identify human and physical features in Millfield and surrounding areas.		
	Use observation and fieldwork skills on a walk to the local village -		
	Explore maps and identify map keys using cardinal directions		

YEAR 2

YEAR 2	**Autumn**	**Spring**	**Summer**

Vocabulary	human feature, physical feature, climate, map, atlas, compass, key, north, east, south, west, southern Hemisphere, Northern Hemisphere, weather, temperate, weather pattern, population, compare, conclusion, local area, town, village, city, collect, observe, erosion, stack, headland, sandbank, aerial photograph, country, equator, continent, oceans,		
Topics	**Let's explore the world: Part 1 (UK Focus)**	**Let's explore the world: Part 2 (World Focus)**	**Coastlines**
Suggested Curriculum Maestro Coverage	Engage Lesson 1 Engage Lesson 2 Engage Lesson 3 Engage Lesson 4 (Fieldwork Traffic Study) Develop 2 Lesson 1	Develop 2 Lesson 2 Develop 1 Lesson 1 Develop 1 Lesson 2 Develop 1 Lesson 3	Engage Lesson 4 Engage Lesson 1 Engage Lesson 2 Develop Lesson 1-3 (PSHE Focus) Develop Lesson 5 (Art Focus) Develop Lesson 4 discussed throughout
Enrichment / Fieldwork		**Example Fieldwork:** Somalia / Littleport (Weather Patterns) **Example Enquiry Question:** What clothes would I need to pack for a visit to Somalia? Would they be different to what you would need to wear here? **Example Data Collection**: Daily weather diary comparing UK and Somalia. **Example Communicate Results** Write a short information brochure on what to wear to Somalia in (February). Design an outfit to wear to Somalia in (February).	**Fieldwork:** Hunstanton (Human and Physical Features) **Example Enquiry Question:** Why would people want to visit Hunstanton? **Example Data collection** Questionnaire evidence - ask members of the public why they have visited, photo evidence, sketch maps of area, **Example Communicate Results** Create a brochure or poster for Hunstanton
N.C. Coverage	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Collect and organise simple data in charts	Name and locate the five oceans and seven continents around the world on a world map or globe. identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, Children also learn to identify areas located in between hot and cold places - which are known as temperate places.	use simple fieldwork and observational skills use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; use basic geographical vocabulary to refer to: key physical features and key human features understand geographical similarities and

	and tables. use world maps, atlases and globes to identify the United Kingdom and its countries, 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 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	Compare and contrast the UK with a non-European country. 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 use world maps, atlases and globes to identify 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	differences through studying the human and physical geography of a small area of the United Kingdom
Geography Skills and Concepts	Name, locate, and identify the four countries of the United Kingdom and capital cities.		
	Label the seas around the United Kingdom		
	Label a map with the continent names and ocean names		
	Compare city with Non-European city (Somalia)		
	Compare one UK coastal town with another UK coastal town		
	Explore coastal signs and the role of the RLNI		
	Explore tourism in a UK coastal town		
	Explore Human and Physical Geography of the United Kingdom		
	Explore Human and Physical Geography of a non-European country (Somalia)		
	Explore sustainability and conservation activities		
	Explore the process of erosion in relation to a coastal area		

	Explore the Human Features of a coastal town.
	Explore maps and identify map keys using cardinal directions
	Use atlases to learn about the locations of places across the world
	Use aerial photos and plan perspectives to identify landmarks, simple human and physical features

YEAR 3

YEAR 3	Autumn	Spring	Summer
Vocabulary	human feature, physical feature, population, atlas, map, key, symbol, world map, coordinate, degree, location, latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole, East, West, South, North, easting, grid reference, ordance survery map, cardinal point, vertical axis, climate, climate zone, desert, Mediterranean, polar, tropical, temperate, primary data, field work, sketchmap, continental drift, tectonic plates, Earth's crust, Pangea, supercontinent, valley, volcano, earthquake, magma, mantle, outer core, inner core, land mass, fault, aqueduct, canal, cathedral, motorway, recreational, commercial, agricultural, transportation, land use, residential, settlement, village, city, town, county, country, continent,		
Topics	**One Planet, Our World: Part 1 (World Focus)**	**One Planet, Our World: Part 2 (UK Focus)**	**Rocks, Relics and Rumbles**
Suggested Curriculum Maestro Coverage	Engage Lesson 1 Engage Lesson 2 Engage Lesson 3 Engage Lesson 5	Develop 2 Lesson 1 Develop 2 Lesson 2 Develop 2 Lesson 3 Develop 2 Lesson 4 Develop 2 Lesson 5	Engage Lesson 1 Engage Lesson 2 Engage Lesson 3 Develop 1 Lesson 1 Develop 1 Lesson 2 Develop 1 Lesson 3 Develop 1 Lesson 4 Develop 1 Lesson 5, 6 & 7 (Combined) Develop 2 Lesson 1 Develop 2 Lesson 2 Develop 2 Lesson 3
Enrichment / Fieldwork	**Enrichment:** Map skills and mini-orienteering http://activeoutdoordiscovery.com/primary-resources-geography-map-skills/	**Fieldwork:** Littleport **Example Enquiry Question:** Is there enough recreational land in Littleport? **Example Data collection** Primary Data: Local Maps, Graphs **Example Communicate Results** Letter to MP / Council,	**Enrichment** Trip to Sedgewick Museum **Fieldwork:** Volcanoes **Example Enquiry Question:** How do volcanoes impact people? **Example Data collection** Primary Data: expert knowledge from Sedgewick museum, Secondary Data: volcanologist report (curriculum maestro), news reports (Eyjafjallajökull), soil data, eruption data **Example Communicate Results** Presentation on whether it's best to live near

			or far away from a volcano
N.C. Coverage	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, and identifying major cities in Europe identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere describe and understand key aspects of: human and physical geography, including: climate zones use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use four-figure grid references, symbols and keys (including the use of Ordnance Survey maps)	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 describe and understand key aspects of physical geography and human geography, including: types of settlement and land use	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 describe and understand key aspects of human geography and physical geography, including: volcanoes Identify the position and significance of latitude and longitude and use this to locate geographical features on a map name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),
Geographical Skills and Concepts	Locate European countries (as well as Russian) using maps, globes and atlases		
	Identify capital cities of European countries using maps and atlases		
	Name and locate counties and cities in the UK		
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere		
	Identify key human and physical characteristics of the United Kingdom		
	Understand geographical similarities and differences of human and physical characteristics of different regions in the UK		
	(Physical geography) Describe different climate zones and identify these on a map		
	(Human geography) Describe different types of settlements and land use of a local area		

	Name the four layers of the earth
	Engage in fieldwork to record, measure and observe the physical and human features in a local area
	Use four-figure grid references and ordnance survey maps

YEAR 4

YEAR 4	Autumn	Spring	Summer
Vocabulary	human feature, physical feature, human feature, physical feature, population, atlas, map, key, symbol, world map, coordinate, cardinal compass point, intercardinal compass point, degree, location, latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole, East, West, South, North, Tropic of Cancer, Tropic of Capricorn, easting, northing, grid reference, ordnance survey map, cardinal point, vertical axis, climate, climate zone, contrasting climate, desert, Mediterranean, polar, tropical, temperate, altitude, elevation, data collection, fieldwork, hypothesis, investigation, survey, deposition, erosion, sediment, floodplain, delta, summit, syncline, change of state, evaporation, estuary, owbox lake, v-shaped valley, floodplain, meander, tributary, waterfall, National Rail Network (NRN), transport link,		
Topics	**Interconnecting World**	**Misty Mountains, Winding Rivers: Part 1 (Mountain Focus)**	**Misty Mountains, Winding Rivers: Part 2 (River Focus)**
Suggested Curriculum Maestro Coverage	Engage Lesson 1 Engage Lesson 2 Engage Lesson 3 Develop 1 Lesson 1 & 3 (Combined) Develop 1 Lesson 2, 4 & 5 (Combined) Develop 2 Lesson 1 Develop 2 Lesson 2 Develop 2 Lesson 3 Develop 2 Lesson 4	Develop 1 Lesson 1 Develop 1 Lesson 2 Develop 1 Lesson 4 Develop 1 Lesson 5 Develop 1 Lesson 6	Engage Lesson 1 Engage Lesson 3 Engage Lesson 4 Engage Lesson 5 Develop 2 Lesson 1 (Science Focus)
Enrichment Fieldwork		**Enrichment** Active learning workshop: Mountains **Fieldwork:** Mountains **Example Enquiry Question:** How can we safely climb a mountain? As a class, you can select a mountain to focus on **Example Data collection**:	**Enrichment:** Ely Museum River Talk **Fieldwork:** River Ouse (Marina Ely) **Example Enquiry Question:** Should more houses be built along the River Ouse in Ely? **Example Data collection**: Primary Data: Questionnaire / Survey locals,

		Primary Data: Interview Data from Active Learning Workshop, Maps (identify trails / safe areas) Secondary Data: weather forecasts, average rainfall, government guidance, mountain website, equipment websites **Example Communicate Results** Make an information leaflet on how to climb named mountain safely.	map of existing area, photo evidence Secondary Data: stories of people affected by flooding, flooding data of existing area **Example Communicate Results** Write to local council/town planner with verdict
N.C. Coverage	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) understand geographical similarities and differences through the study of human and physical geography of a region of the United	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 describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 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 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	describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 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.

	Kingdom, a region in a European country, and a region within North or South America describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 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	regions, key physical and human characteristics, countries, and major cities	

Geographical Skills and ConceptsD	Identify the location of the Tropics of Cancer and Capricorn on a world map.
	Locate the countries and major cities of North, Central, and South America on a world map, atlas, or globe.
	Name, locate and explain the importance of significant mountains or rivers
	Explore the contrasting climates in North and South America
	Explore geographical characteristics of North and South America such as capital cities, rivers, islands, and lakes
	Explain ways that settlements, land use or water systems are used in the UK and other parts of the world
	Describe altitudinal zones of mountains
	Create a detailed geographical study of the UK's physical features including hills, mountains, coasts, and rivers.

	Describe how natural resources can be used to create sustainable energy
	Describe a range of human features and how they are interconnected by the national rail system
	Describe and compare aspects of a river
	Explain how the physical processes of a river, sea or ocean have changed over time
	Use the specific geographical vocabulary and diagrams to explain the water system
	Describe how environments change due to human and natural influences and impact this can have on living things
	Describe the properties of different types of soil
	Identify eight cardinal directions using a compass
	Use four or six figure grid references to describe the location of objects on a map including rivers
	Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them in relation to Somerset flooding

YEAR 5

YEAR 5	Autumn	Spring	Summer
Vocabulary	human feature, physical feature, human feature, physical feature, population, atlas, map, key, symbol, world map, coordinate, degree, location, latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole, East, West, South, North, easting, grid reference, ordnance survey map, cardinal point, vertical axis, climate, climate zone, grassland biome, aquatic biome, forest biome, tundra biome, tropical forest, temperate forest,		
Topics	**Investigating Our World**	**Sow, Grow and Farm (UK Focus)**	**Sow, Grow and Farm (World Focus)**
Suggested Curriculum Maestro Coverage	Engage Lesson 1 Engage Lesson 2 Engage Lesson 3 Develop 1 Lesson 1 and Lesson 6 Develop 1 Lesson 2 Develop 1 Lesson 3 Develop 1 Lesson 4 *UK focus not covered.	Engage (Science Focus) Develop 1 Lesson 1 Develop 1 Lesson 2 Develop 1 Lesson 4 Develop 1 Lesson 5	Develop 2 Lesson 1 -6 All Lesson 5 & 6 can be merged
Enrichment / Fieldwork	**Fieldwork:** Climate Zones **Example Fieldwork Question:** Which climate zone would be best to visit for a holiday? **Example Data collection Ideas:** Secondary Data: Weather forecasts, average rainfall, wildlife data, daylight, summary of people's viewpoints, **Example Communicate Results** Present an argument for your chosen climate zone. Create a brochure / poster for your chosen climate zone.	**Fieldwork:** Growing local produce / G's Farm Visit **Example Enquiry Questions** Do we import more food than we grow? **Example Data collection Ideas** Primary Data: Interview data – G's Farm Secondary Data: survey of fruit/vegetable packaging from home, numerical data, bar graphs, **Example Communicate Results** Share ideas with local farmer, write to MP, posters to encourage consumers to behave in a certain way	
N.C. Coverage	locate the world's countries, concentrating on their environmental regions, key physical	locate the countries North and South America, concentrating on their	locate the countries North and South America, concentrating on their

	and human characteristics, countries, and major cities identify the position and significance of the the Prime/Greenwich Meridian and time zones (including day and night) 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 describe and understand key aspects of: **physical geography:** including: climate zones, biomes and vegetation belts **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 use maps, atlases, globes and digital/computer mapping to locate capital cities around the world use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of 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.	environmental regions, key physical and human characteristics, countries, and major cities Name and locate geographical regions and their identifying human and physical characteristics of the UK including land-use patterns; and understand how some of these aspects have changed over time 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 describe and understand key aspects of: **physical geography,** including: climate zones, biomes and vegetation belts, **human geography**: including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate and describe features of the wider world and the United Kingdom use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,	environmental regions, key physical and human characteristics, countries, and major cities Name and locate geographical regions and their identifying human and physical characteristics of the UK including land-use patterns; and understand how some of these aspects have changed over time 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 describe and understand key aspects of: **physical geography,** including: climate zones, biomes and vegetation belts, **human geography**: including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate and describe features of the wider world and the United Kingdom use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK 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.	including sketch maps, plans and graphs, and digital technologies.
Geographical Skills and Concepts	Name and locate the world' countries		
	Locate capital cities around the world		
	Locate North and South America on a map and describe their environmental regions		
	Use symbols, keys and compass directions to study ordnance Survey maps		
	Identify different types of land use in the UK		
	Compare farming in their local area to that of a non-European country		
	Describe and understand climate zones, biomes and vegetation belts		
	Identify geographical knowledge of different settlement types		
	To identify the distribution of natural resources like food		
	Describe how land use has changed over time?		
	Identify the Prime/Greenwich Meridian and time zones (including day and night)		
	Use fieldwork to Identify settlement types in their local area		
	Use scale bars on maps		
	Use six-figure grid references		
	Carry out fieldwork on farming in their local area		

YEAR 6

YEAR 6	Autumn	Spring	Summer
Vocabulary	human feature, physical feature, human feature, physical feature, population, atlas, map, key, symbol, world map, coordinate, degree,		

	location, latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole, East, West, South, North, easting, grid reference, ordnance survey map, cardinal point, vertical axis, climate, climate zone, climate change, nomadic, carbon footprint, deforestation, polar day, prime meridian, tropic of cancer, tropic of capricorn, pollution, natural resource, erosion, circular settlement, dispersed settlement, cross-shaped settlement, t-shaped settlement, urban, village, hamlet, natural resource management, clearcutting, trade, hydropower, boreal forest, glacier, tundra, iceberg,		
Topics	**Frozen Kingdoms**	**Our Changing World** Field Work / Geography Skills Focus	**Our Changing World** Trade Focus
Curriculum Maestro	Engage Poles Apart Lesson 1 and 2 Develop 1 Lessons 1-3 Polar Travel	Engage Lessons 1-6 Maps Skills	LO What is trade? LO How trade has changed over time Focus: El Salvodor Fair Trade
Enrichment	**Enrichment** Wicked Weather Watch Artic talk Cop 29 (11th-24th November 2024) **Example Fieldwork Question:** What is the biggest threat to the Polar Regions? **Example Data Collection:** Primary Data: Discussion with workshop hosts during Arctic talk Secondary Data: Facts and figures on the impact of climate change, oil and gas exploration, and mining on polar regions (temperatures, wildlife figures, sea level), summaries of people's views on climate change, oil and gas exploration, and mining **Example Communicate Results** Letter to MP / Greenpeace / COP 29 Awareness campaigns and posters		**Enrichment** Co-Op Talk **Example Fieldwork Question:** What impact does trade with (South America) have on our local area? **Example Data Collection:** Primary Data: Discussion with local business on best-selling products, survey of products in local shops, public's views on purchasing local vs South American products Secondary Data: Facts/Figures on the air miles of products in local shops, compare and contrast people's views on the impact of purchasing UK vs South American products **Example Communicate Results** Letter to MP/local businesses highlighting impact of trade, information posters to change consumer behaviour,
N.C. Coverage	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	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	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) 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 describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 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	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) 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 describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 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	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) 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 describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 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.	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.	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.
Geographical Skills and Conc	Label a map of the Earth with the Tropics of Cancer and Capricorn and Arctic and Antarctic circles.		
	Complete a time zone map		
	Explore climate zones and world biomes		
	Explore the Global Climate Risk index and the effects of climate change on the world's countries		
	Explore climatic differences between the Arctic and Antarctic		
	Explore polar day and night and observe what happens to daylight during a day in the Summer and Winter in the polar regions		
	Explore how polar oceans are different from the rest of the world's oceans		
	Discuss how climate change impacts the polar regions		
	Describe the advantages and disadvantages of tourism in the polar regions		
	Use a map to identify different types of manufacturing and farming, sources of fossil fuels and metal ores and the trade routes between countries.		
	Explore how natural resource management (NRM) aims to create a sustainable ways of using land		
	Explore patterns and types of human settlements		
	Describe the physical features of polar landscapes		

	Use online research and a recording sheet to describe the distribution of natural resources in the polar regions
	Use online research and a recording sheet to describe the distribution of indigenous people in the polar regions
	Explore maps of different scales, ratio, and examine the difference between large and small scale maps. Understand grid references, contour lines, and symbols used on a map.
	Analyse traffic accident data to identify trends and patterns
	Conduct fieldwork to collect information and data on road safety in a local area
	Conduct fieldwork on settlement patterns in a local area

Appendix 1

Place Knowledge	Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people. **KS1 Geography National Curriculum** Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. Children can: a compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country; c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.	Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK. **KS2 Geography National Curriculum** Children can 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. Children can: a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; e use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.	Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions. **KS2 Geography National Curriculum** Children can 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. Children can: a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; c use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.

	KS1	LKS2	UKS2
Locational Knowledge	Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents. **KS1 Geography National Curriculum** Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children can: a name and locate the world's seven continents and five oceans; b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; c use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus. **KS2 Geography National Curriculum** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding, recognising and identifying key physical and human geographical features. Children can: a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; c 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; d use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK. **KS2 Geography National Curriculum** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. Children can: a use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; b name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

Human and Physical Geography	Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography. **KS1 Geography National Curriculum** Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns. Children can: a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; b 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; c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. **KS2 Geography National Curriculum** Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Children can: **describe and understand key aspects of:** a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; b human geography, including: types of settlement and land use; c use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.	Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains. **KS2 Geography National Curriculum** Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children can: **describe and understand key aspects of:** a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; b 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; c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

Geographical Skills and Fieldwork	Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time. **KS1 Geography National Curriculum** Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways. Children can: a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; b use simple compass directions and locational and directional to describe the location of features and routes on a map; c devise a simple map; and use and construct basic symbols in a key; d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.	Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features. **KS2 Geography National Curriculum** Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Children can: a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns. **KS2 Geography National Curriculum** Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. Children can: a use maps, atlases, globes and digital/computer mapping to locate countries and describe features; b 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; c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.