

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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	<p>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</p>		

**YEAR 1**

YEAR 1	Autumn	Spring	Summer
Vocabulary	city, town, village, factory, farm, house, office, port, harbour, shop, human feature, physical feature		
N.C. Coverage	<p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage, use simple compass directions (North, South, East and West)</p> <p>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</p>		<p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>identify seasonal and daily weather patterns in the United Kingdom</p> <p>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</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>
Enquiry Questions	Our Wonderful World Where are we now?		Bright Lights, Big City - Where is London?
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		
Enrichment	Local village walk to identify human and physical features Forest lesson to explore local fore		

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,		
N.C. Coverage	<p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Compare and contrast the UK with a non-european country.</p> <p>Collect and organise simple data in charts and tables.</p> <p>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, Children also learn to identify areas located in between hot and cold places - which are</p>	<p>Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>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</p>	

Geography - Whole School Long Term Planning

Academic Year 2023-24

	<p>known as temperate places.</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	
Enquiry Questions	Let's explore the world	Coastlines	
Geography Skills and Concepts	Label a map with the continent names and ocean names		
	Label the seas around the United Kingdom		
	Compare city with Non-European city		
	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.		



	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		
Enrichment			



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, ordnance survey 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,		
N.C. Coverage	<p>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</p> <p>name and locate counties and cities of the United Kingdom</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>describe and understand key aspects of: physical geography, including: climate zones</p> <p>human geography, including: types of settlement and land use</p> <p>use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>	<p>locate the world's countries, concentrating on their environmental regions and key physical and human characteristics</p> <p>name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),</p> <p>Identify the position and significance of latitude and longitude and use this to locate geographical features on a map</p> <p>describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes,</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record</p>	

	use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	and present the human and physical features (rocks, fossils) in the local area using a range of methods, including sketch maps, graphs, and digital technologies.	
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		
Enquiry Questions	Our Planet, Our World	Rocks, Relics and Rumbles	
Enrichment			

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, oxbow lake, v-shaped valley, floodplain, meander, tributary, waterfall, National Rail Network (NRN), transport link,		
N.C. Coverage	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United</p>	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United</p>	

	<p>Kingdom, a region in a European country, and a region within North or South America</p> <p>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</p> <p>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.</p>	<p>Kingdom, a region in a European country, and a region within North or South America</p> <p>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</p> <p>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.</p>	
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		
Enquiry Questions	Interconnecting World	Misty Mountains	
Enrichment		Visiting the Great River Ouse	

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,		
N.C. Coverage	<p>locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of the the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>describe and understand key aspects of: physical geography: including: climate zones, biomes and vegetation belts</p> <p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate capital cities around the world</p>	<p>locate the countries North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts,</p> <p>human geography: including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water</p> <p>use maps, atlases, globes and digital/computer mapping to locate and</p>	

	<p>use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>describe features of the wider world and the United Kingdom</p> <p>use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
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		
Enquiry Questions	Investigating Our World	Sow, Grow and Farm	
Enrichment		Local links to G's farm - visitor	

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,		
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	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	

Geography - Whole School Long Term Planning

Academic Year 2023-24

	<p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>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</p> <p>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.</p>	<p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>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</p> <p>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.</p>	
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



Geography - Whole School Long Term Planning

Academic Year 2023-24



Enquiry Questions	Frozen Kingdoms	Global Trade	
Enrichment		Working with the Co-op about fair trade	

Appendix 1

<p>Place Knowledge</p>	<p>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.</p> <p>KS1 Geography National Curriculum</p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <p>KS2 Geography National Curriculum</p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <p>KS2 Geography National Curriculum</p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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	<p>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.</p> <p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ol style="list-style-type: none"> name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; 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. 	<p>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.</p> <p>KS2 Geography National Curriculum</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ol style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; 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; 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; 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. 	<p>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.</p> <p>KS2 Geography National Curriculum</p> <p>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.</p> <p>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.</p> <p>Children can:</p> <ol style="list-style-type: none"> 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; 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; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; 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.

Geography - Whole School Long Term Planning

Academic Year 2023-24

<p>Human and Physical Geography</p>	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>KS1 Geography National Curriculum</p> <p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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, <u>including</u>: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>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.</p> <p>KS2 Geography National Curriculum</p> <p>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.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <p>KS2 Geography National Curriculum</p> <p>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.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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.
-------------------------------------	---	---	---

Geography - Whole School Long Term Planning

Academic Year 2023-24

<p>Geographical Skills and Fieldwork</p>	<p>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.</p> <p>KS1 Geography National Curriculum</p> <p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use world maps, atlases and globes to identify the countries, continents and oceans studied at this keystage; 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. 	<p>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.</p> <p>KS2 Geography National Curriculum</p> <p>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).</p> <p>Children can:</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <p>KS2 Geography National Curriculum</p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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.
---	--	--	---