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| **landscove Landscove C of E Primary School**  **Geography Curriculum Plan**  Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school.  The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes. |
| The study of geography will inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. It needs to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments. We use an enquiry-based approach for teaching Geography because we know it makes the learning focused for children. Questions are carefully selected to ensure that children are excited by their learning whilst ensuring National Curriculum coverage is achieved.  Key geographical skills such as mapwork, directional language and fieldwork are taught and revisited throughout the curriculum and links are made with other subjects to ensure the relevance of these skills is clear. The study of the wider world develops an understanding of what being part of a global community means. It encourages children to be more aware of other cultures around the world and the impact they can have as an individual. |

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| **Vocabulary**  Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. |
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| **KS1 Vocabulary List – This is just a starting point for teachers to add to according to the needs of their children.**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **agriculture/farming atlas capital city characteristics city compass compare continent country differences direction environment Europe features fieldwork geography globe human-geogarphy key location map ocean physical-geography observation population river route rural sea season scale similarities symbol temperature town tourism transport urban village weather** | | | | | | | | | | |  | **2nd Autumn Half-Term** | | | **2nd Spring Half-Term** | | | **2nd Summer Half-Term** | | | | **Rolling Programme A** | **Why does it matter where our food comes from?** | | | **How does the geography of Kampong Ayer compare with where I live?** | | | **How does the weather affect our lives?** | | | | Business  Butcher  County  Crop  Dairy  Factory  Farm/Agriculture  Field  Free-range  Fruit | Green-grocer  Harvest Hedgerow Industry Landscape  Locally  Organic  Plantation  Produced  Processing | Rainfall  Seasonal Sunshine  Supermarket  Temperature  Transport  Tropical  United Kingdom  Vegetable | Agriculture/Farm  Asia  Beach  Building  Characteristics  City  Cliff  Coast  Continent  Environment  Equator  Europe  Factory  Features | Forest  Habitat  Harbour  Hill  House  Mountain  Ocean  Office  Pollution  Population  Port  Poverty  River | Soil  Sea  Season  Shop  Tourism  Traffic  Transport  Tropical rainforest  Valley  Vegetation  Village  Weather  Wealthy | Adapt  Aid  Atmosphere  Blizzard  Bush fire  Building  City  Climate  Climate change  Compass  Continent | Country  Disaster  Drought  Emergency  Environment  Equator  Flood  Hurricane  Natural disaster  North Pole  Ocean | Pollution  Rain gauge  Rainfall  Season  South Pole  Temperature  Thermometer  Tornado  Tourism  Weather  Weather vane | | **Rolling Programme B** | **How do compasses help us?** | | | **UK countries and capital cities/Continents and oceans** | | | **Why do we love being by the seaside so much?** | | | | Ashburton  Collect  compass  Country  county  direction  distance  East  Europe  Exeter | far  fieldwork  Key  Broadhempston  left  location  Map  near  North  Observation | orienteering  Plymouth  Right  route  Scale  school  South  symbol  Title  West | Africa  Artic Ocean  Asia  Atlantic Ocean  Australasia  Antartica  Belfast  Capital City  Cardiff  Cathedral  Compass  East | Edinburgh  England  English Channel  Europe  Human-features  Irish Sea  Key  Indian Ocean  London  Map  North  Nort America | North Sea  Northern Ireland  Pacific Ocean  Physical-features  Scale  Scotland  South  South America  Southern Ocean  Symbol  Wales  West | Beach  Capital  Cliff  Cliff  Coast  Compass  Country  Fishing  Habitat  Environment | Ocean  Harbour  Island  Map  Mountain  Ocean  Pier  Pollution  Region | River  Rural  Sand dune  Sea  Seaside  shore  Tourism  Traffic  Urban |   **Lower KS2 Vocabulary List – This is just a starting point for teachers to add to according to the needs of their children.**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **adaption biome classification climate condensation culture deciduous deforestation development distribution earthquake economy employment Equator evergreen inhabitated landscape land-use migration mouth natural disaster Northern Hemisphere recreation recycle residential settlement Southern Hemisphere sustainable temperate Tropic of Cancer Tropic of Capricorn tropical vegetation volcano urbanisation** | | | | | | | | | | |  | **2nd Autumn Half-Term** | | | **2nd Spring Half-Term** | | | **2nd Summer Half-Term** | | | | **Rolling Programme A** | **Why do so many people live in megacities?** | | | **Why are jungles so wet and deserts so dry?** | | | **How and why is my local environment changing?** | | | | Architecture  Capital city  City  Culture  Continent  Economy  Employment  Human geography  Key | Map  Megacity  Migration  Mountain  Physical geography  Pollution  Population  Prime/Greeenwich Meridian | Rural  Scale  Settlement  Town  Transport  Urban  Urbanisation  Village | Adaptation.  Basin  Biome  City  Classification  Climate  Condensation  Country  Deciduous  Forest  Evergreen  Desert | Drought  Environment  Equator  Humid  Inhabited  Key  Landscape  Location  Mountain  Mouth  Northern Hemisphere  River | Source  Southern Hemisphere  Temperate  Temperature  Tributary  Tropic of Cancer  Tropic of Capricorn  Tropical  Rainforest  Tundra  Vegetation belt  Weather | Census  City  Commercial  Costs and benefits  distribution  Environment  Fieldwork  Geographical Information System (GIS)  Irrigation  Deforestation | Key  Land use  Location  Mountain  Natural disaster  Pollution  Population  Rainfall  Recreation  Classify | Redevelopment  Residential  Scale  Settlement  Town  Transport  Valley  Vegetation  Village | | **Rolling Programme B** | **Why do the biggest earthquakes not always cause the most damage?** | | | **Beyond the Magic Kingdom: What is the Sunshine State really like?** | | | **How can we live more sustainably?** | | | | Cone  Continent  Crust  Dormant  Extinct  Earthquake  Epicentre  Eruption  Evacuation  Fault | Human features  Inner core  Latitude  Lava  Longitude  Magma  Magnitude  Mantle  Northern Hemisphere  Ocean | Outer core  Physical features  Plate  Richter scale  Ring of Fire  Southern Hemisphere  Transport  Tsunami  Vent  Volcano | Atmosphere  Choropleth map  City  Climate  Conservation  Drought  Environment  Equator  Evacuation  Hazard | Human features  Hurricane  Key  Latitude  Leisure  Location  National Park  Physical features  Pollution  Population | Precipitation  Region  Rotation  Scale  Species  Temperature  Tourist  Tropical  Tropical rainforest  Weather | Agriculture  Artic Circle  Antarctic Circle  Atmosphere  Behaviour  Biodiversity  Community  Conservation  Deforestation | energy  Finite  Fossil fuels  Global warming  Greenhouse effect  Infinite  Mineral  Pollution  Rechargeable | Recycle  Resource  Reusable  Settlement  Solar  Sustainable  Sustainable development  Transport  Unsustainable |   **Upper KS2 Vocabulary List – This is just a starting point for teachers to add to according to the needs of their children.**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **atmosphere biodiversity conservation co-ordinate coniferous economic eco-system elevation energy erosion evaporation famine Geographic Information Systems (GIS) international latitude longitude leisure management manufacture measure minerals natural-resource north-east north-west Ordance-Survey maps political precipitation present** **Prime/Greeenwich Meridian protection record relief run-off south-east south-west survey technology time zone trade transportation water-cycle** | | | | | | | | | | |  | **2nd Autumn Half-Term** | | | **2nd Spring Half-Term** | | | **2nd Summer Half-Term** | | | | **Rolling Programme A** | **Why is fair trade fair?** | | | **Who are Britain’s National Parks for?** | | | **How do volcanoes affect the lives of people on Hiemaey?** | | | | Commodities  Company  Development  Dock  Domestic  Environment  Ethical  Export  Factory | Fairtrade  Import  International  Irrigation  Manufacture  Merchant  Plantation  Port  Profit | Quay  Retailer  Rural  Sustainable  Technology  Trade  Transport  Urban  Wholesaler | Agriculture  City  Community  Coniferous  Conservation  Country  Countryside  Culture  Deciduous | Diversify  Economic activity  Environment  Habitat  Heritage Site  Landscape  Lifestyle  National Park | Protection  Quarry  Rural  Species  Tourists  Tradition  Urban  Wildlife | Climate  Continent  Core  Crust  Earthquake  Economic  Environment  Equator  Eruption  Evacuation  Geothermal | Hemisphere  Human features  Latitude  Lava  Longitude  Magma  Mantle  Metamorphic  Natural resources  Physical features | Refugees  Relief  Rural  Tectonic plates  Tourism  Trade  Transport  Urban  Volcano  Weather | | **Rolling Programme B** | **How is climate change affecting the world?** | | | **Why are mountains so important?** | | | **What is a river?** | | | | Weather  Climate  Drought  Desertification  Tourists  Aid  Wildfire  Natural disaster  Residents  Transport  Infrastructure Flood defence Management | Global warming  Northern Hemisphere  Southern Hemisphere  Greenhouse  Climate change  Fossil fuel Energy  Coal  Petroleum  Oil  Gas | Sustainability  Renewable  Non-renewable  Wind power  Geothermal heat  Hydroelectric power  Solar power  Biofuel  Physical features  Human features | Atmosphere  Business  Climate  Contour  Co-ordinates  Crust  Economic  Elevation  Environment  Erosion  Glacier  Igneous | Landscape  Lava  Magma  Mantle  Metamorphic  Mountain  Ordnance  Political  Precipitation  Range  Relief  Ridge | Sea level  Sediment  Sedimentary  Settlement  Summit  Survey  Sustainability  Tectonic plate  Temperature  Tourists  Urban  Volcano | Agriculture  Aquifer  Channel  Climate  Course  Economic  Ecosystem  Erosion  Evaporation  Famine  Flood | Flood plain  Habitat  Hydrological (water) cycle  Leisure  Meander  Monsoon  Mouth  Pollution  Precipitation  Recreation | Refugee  Relief  Runoff  Settlement  Sewage works  Source  Stream  Trade  Transportation  Valley |   **Curriculum Organisation and Information**  **The Early Years Foundation Stage (EYFS)**  Children in Reception develop an early understanding of geography through the knowledge and skills outlined in the EYFS’s area of learning called ‘Understanding of the World’ (UotW) – ‘People, Cultures and Communities’ and ‘The Natural World’. However, as with all learning in the early years, children’s understanding of place and knowledge of their immediate environment permeates into all areas of the EYFS curriculum and is enriched by both specific teaching and broader classroom practises, with opportunities to further their learning being made whenever appropriate to do so - including spontaneous child-led learning moments!  Children in Reception have weekly ‘Outdoor Explorers’ sessions, that allow them to explore the natural world around them through hands-on experiences, witnessing seasonal change as it happens! During these sessions children develop emergent field-work skills by learning to make careful observations and by drawing pictures of plants and animals. They are encouraged to use all of their senses to better understand their local environment and develop a rich vocabulary for describing what they hear, feel and see whilst outside. Reception teachers also plan engaging lessons that link to their inspiring half-termly topics to further develop children’s place knowledge, understanding of maps and to develop children’s awareness of countries and environments that are different to their own.  ‘Understanding of the World’ lessons introduce vocabulary, include both adult-led and play-based learning activities and nurture the ‘characteristics of effective learning’. Reception teachers share stories, non-fiction texts and simplified maps to develop children’s ‘global awareness’ and to further children’s knowledge of different environments and understanding of life in a variety of countries. Children explore the meaning of new vocabulary, use language to imagine and recreate roles and experiences in play situations and learn to use positional, directional and distance terminology accurately. The language rich learning environment is purposefully provisioned to further learning and provides opportunities for children to explore and compare different places. Children learn to draw comparisons by identifying similarities and differences between places and, using our ‘Oracy’ approach, children develop a confidence to clearly articulate their ideas and explaining their thinking. At all times, children are encouraged to be curious, to observe closely and to discover for themselves – key skills which are fundamental to the development of our little geographers!  **Key Stage One and Two**  Children in Key Stage One and Key Stage Two must receive the full entitlement of the National Curriculum (NC) and we ensure this is delivered through our enquiry-led geography curriculum, which was developed in consultation with all stakeholders in our children’s education. Our geography curriculum is based on the expertise of the Connected Geography units, which we have carefully crafted into two-year rolling programmes to meet the needs of our mixed-age classes. We have purposefully selected and sequenced topics, through and across key stages, to build cumulatively on prior learning and to progressively further skills development. Geography learning is organised into half-termly topics (that alternate with history), which allows children to ‘dive-deeper’ into their learning and limits the time between geography topics - helping children to retain their learning. Opportunities for cross-curricular learning are made whenever appropriate, for example literacy for writing at length opportunities, and particularly during half-terms where geography is not discretely taught, providing opportunities to utilise skills and reinforce key knowledge.  Our enquiry-based geography topics are based around an engaging ‘big question’ which captures children’s interests and gives purpose to learning. Rather than giving children all the answers, through their topic learning children embark on a journey of exploration! At the beginning of each topic children share questions that they would like to find answers to and teachers always encourage children to ask their own questions - understanding that curiosity is central to geographical enquiry. Supported by our whole-school Oracy approach, children learn to articulate their ideas and to justify their thinking with opportunities for partner, group and whole-class discussion being carefully planned into each topic. Studying geography in this way inspires children’s curiosity, it encourages them to ask questions and develops their characteristics of effective learning.  Teachers use the Link Academy agreed Medium Term planning document to plan a sequence of learning based on this ‘big question’, referring to the Connected Geography guidance, the Progression in Key Skills document below and the word banks above. Each topic has a clear learning journey, with an ‘elicitation task’ at the start of a topic to identify a child’s prior knowledge. Children are then taught the knowledge and skills they need to answer the over-arching ‘big question’ in small manageable steps. Each lesson builds on the next and has a clear, curriculum linked learning objectives which is shared with the children - making it clear what and how children are expected to learn! Progression in field-work skills is achieved by expecting children to use age-appropriate precision when recording, presenting and analysing data, including the use of ICT. Lessons include a range of teaching approaches, are differentiated to challenge pupils appropriately and provide opportunities for children to work independently, with a partner or in a group. Geography lessons are tailored to the needs of each child, with teachers using ‘assessment for learning’ strategies to swiftly pinpoint children’s next steps in learning to identify those who require more support and those who can be challenged to ‘dig deeper’ - maximising progress. Learning is adapted and personalised to ensure children with SEND or EAL are able to access the full curriculum and have an equal opportunity to take part in every aspect of the geography curriculum. A topic ends with a ‘time to shine’ activity which concludes, showcases and celebrates children’s learning.  Teachers capture fieldwork, practical and ‘creative’ learning using a SWAY document and promptly mark recorded learning in line with Broadhempston’s marking policy, ensuring feedback is purposeful, furthering geography learning and addressing misconceptions. Each classroom has a topic display (which includes key vocabulary), book corners including topic-linked books and a map displayed (or globe accessible) to support children’s geographical knowledge. Topics always include inspiring ‘hooks’ to provide memorable learning opportunities, with teachers making the most of our wonderful outdoor learning environment in lessons, organising purposeful field-work opportunities and ensuring geographical equipment, ICT and a variety of sources (maps at different scales, globes, aerial photographs, etc) are utilised in lessons.  Beyond curriculum specific learning, at Landscove our children’s geography learning is enriched and complimented by their regular ‘Forest School and ’Wild Woodland Learning’ sessions, by our whole-school participation in the “Global Neighbours” and Eco-Award’ initiatives, by our school’s environmentally-conscious ethos (for example our Eco-Council and ‘nature’ focussed Arts Week), by our links with the local community and through our deliberate sharing of stories and non-fiction books from different countries, environments and cultures. Teachers, and the geography subject-lead, also ensure important geography-linked news and events are shared and acknowledged in an age-appropriate way throughout the school, for example the Climate Change Conference - COP26.  The subject leader monitors standards through work scrutiny, pupil conferencing, learning walks and discussions with staff, and supports teachers with subject knowledge and continued professional development.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | | **Two-Year Rolling Programme** | | | | **2nd Autumn Half-Term** | **2nd Spring Half-Term** | **2nd Summer Half-Term** | | **Key Stage One** | **Yr A** | Why does it matter where my food comes from? | How does the geography of Kampong Ayer compare with where I live? | How does the weather affect our lives? | | **Yr B** | How do compasses help us? | What is the geography of where I live? | Why do we love being by the seaside so much? | | **Lower Key Stage 2** | **Yr A** | Why do so many people live in megacities? | Why are jungles so wet and deserts so dry? | How and why is my local environment changing? | | **Yr B** | Why do the biggest earthquakes not always  cause the most damage? | Beyond the Magic Kingdom: What is the Sunshine State really like? | How can we live more sustainably? | | **Upper Key Stage 2** | **Yr A** | Why is fair trade fair? | Who are Britain’s National Parks for? | How do volcanoes affect the lives of people on Hiemaey? | | **Yr B** | How is climate change affecting the world? | Why are mountains so important? | What is a river? | |
| **The National Curriculum** |
| Key Stage 1 - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.  Locational Knowledge  • name and locate the world’s seven continents and five oceans  • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Place Knowledge  • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  Human and Physical Geography  • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  • use basic geographical vocabulary to refer to   * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop   Geographical Skills and Fieldwork  • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use 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.  Key Stage 2:  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.  Locational Knowledge  • locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  Place Knowledge  • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  Human and Physical Geography - describe and understand key aspects of:  • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water geographical skills and fieldwork  • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| **Progression of Key Skills** |
| **Key skills** |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Year 1** | **Year 2** | | **Year 3** | **Year 4** | **Year 5** | **Year 6** | | | **Locational Knowledge** | **Name and locate the world’s seven continents and five oceans.**  **Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.** | | | **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).** | | | | | | Can I name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas? | Can I name and locate the world’s seven continents and five oceans? | | Can I locate and name the countries making up the British Isles, with their capital cities?  Can I suggest reasons for the location of towns and settlements in a particular place? *For example, next to a river, on a hill top.*  Can I locate and name the main counties and cities in/around the South West?  Can I compare two different regions in the United Kingdom (York and North Yorkshire) and discuss the geographical difference to Plymouth?  Can I locate and name the main counties and cities in England?  Can I compare land-use maps of the United Kingdom from the past with the present, focusing on land use and tourism impact? | Can I locate the main countries of Europe, including the location of Russia, and identify the capital cities?  Can I name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers and understand how these features have changed over time?  Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones?  Can I locate the main countries in Europe, North and South America and name principle cities? | Can I locate the main countries of Europe, including the location of Russia, and identify the capital cities?  On a world map, Can I locate the main countries in Africa, Asia and Australasia/Oceania and identify their main environmental regions, key physical and human characteristics, and major cities?  Can I map how land use has changed over time? | Can I identify the longest rivers in the world, largest deserts, and highest mountains and compare these with the United Kingdom?  Can I identify the position and significance the Northern and Southern Hemisphere and the Arctic and Antarctic circles?  On a world map, Can I locate areas of similar environmental regions, either desert, rainforest or temperature regions?  Can I identify the position and significance of Equator and the Tropics of Cancer and Capricorn?  Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones? | | | **Place Knowledge** | **Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.** | | | **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 in North or South America.** | | | | | | Can I talk about and describe people and places where I live?  Can I talk about similarities and differences between places? *For example, the school playground and the town park.*  Can I talk about the different ways to travel, on foot, by car, train, bus?  Can I understand geographical similarities and differences through studying the human and physical geography of small area of the United Kingdom? | | Can I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country concentrating on islands and sea sides using Barnaby Bear (or similar)? | Can I compare a region in the United Kingdom with a region in Europe? | Can I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom?  Can I compare a region in the United Kingdom with a region in North America with significant differences and similarities and understand some of the reasons for the similarities and differences?  Can I compare a region in the United Kingdom with a region in North or South America with significant differences and similarities? |  | Can I understand geographical similarities and differences through the study of human and physical geography of a region within South America? | | | **Human and Physical Geography** | **Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.**  **Use basic geographical vocabulary to refer to:**   * Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | | **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 | | | | | | Can I identify seasonal and daily weather patterns in the United Kingdom?  Can I use the basic geographical vocabulary to refer to:  **Key Physical Features** including; forest, hill, mountain, soil, valley, vegetation?  **Key Human Features** including; city, town, village, factory, farm, house, office? | Can I identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles?  Can I use the basic geographical vocabulary to refer to/and sort:  **Key Physical Features** including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather?  **Key Human Features** including; city, town, village, factory, farm, house, office, port, harbour, shop? | | Can I describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water?  Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (*link to work on the Rainforest*)?  Can I describe and understand key aspects of human geography, including: types of settlements in Viking, Saxon Britain? | Can I describe and understand key aspects of physical geography, including: rivers and the water cycle?  Can I describe and understand key aspects of human geography, including: trade between the United Kingdom and Europe and the rest of the world? | Can I describe and understand key aspects of physical geography, including: volcanoes and earthquakes, focussing on plate tectonics and the ring of fire?  Can I identify and describe in detail the impact of change on the lives of people after a natural disaster?  Can I describe and understand key aspects of physical geography, including: coasts, rivers, and the water cycle including transpiration; climate zones, biomes and vegetation belts? *For example, the Plym and Tamar.*  Can I consider the impact of a river on people and the landscape?  Can I discuss the issues relating to water supply and the impact on people?  Can I begin to describe and understand key aspects of physical geography, including: volcanoes and earthquakes?  Can I describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water? | | Can I discuss the distribution of natural resources, focussing on energy? i.e. power station visit  Can I discuss the fair/unfair distribution of resource (Fairtrade), economic activity and trade?  Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (*link to work on the Rainforest*)?  Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (*link to work on the Rainforest*)? | | **Geographical Skills and Field Work** | **Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.**  **Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.**  **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.**  **Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.** | | | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the 8 points of a compass, 4- and 6-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.** | | | | | | Can I understand that maps give information about the world *(Where? What?)?*  Can I use world maps, atlases and globes to identify the United Kingdom and its countries?  Can I use locational and directional language (*for example, near and far; left and right)*, to describe the location of features and routes on a map?  Can I talk about and describe where I live from photographs and leaflets etc?  Can I label photographs and pictures of the local environment? *For example the church, shops etc?*  Can I use photographs to recognise landmarks and basic human and physical features and use these to devise a simple picture map? | Can I use world maps, atlases and globes to identify the continents and oceans studied at this key stage?  Can I use simple compass directions (North, South, East and West), to describe the location of features and routes on a map?  Can I look down on objects and make a plan?  Can I find information on an aerial photograph?  Can I use aerial photographs and plan persepectives to recognise landmarks and basic human and physical features and use these to devise a simple map?  Can I realise why maps need a key and contruct basic symbols in a key?  Can I use simple fieldwork and observational skills to study the key human and physical features of my schools surrounding environment? | | Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?  Can I recognise that there are eight points of a compass?  Can I use two-figure grid references?  Can I show some understanding of basic symbols and the key (including the use of a simplified Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world?  Can I use fieldwork to observe and record the human and physical features in the local area? *For example, surveys, drawings and photographs.* | Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?  Can I give direction instructions up to eight cardinal points?  Can I follow a route using two-figure grid references but know that four-figure grid references can help you find a place more accurately than two?  Can I use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs, and digital technologies?  Can I make a simple scale plan of an area with whole numbers? | Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?  Can I use the eight points of a compass to give and receive direction?  Can I map a route using four-figure grid references but know that six-figure grid references can help you find a place more accurately than four?  Can I use basic symbols and the key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world?  Can I use fieldwork to observe, measure and record the human and physical features in the local area? *For example, questionnaires and colour coded keys.*  Can I measure straight-line distances on large-scale maps using a scale bar and draw scaled maps? | Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?  Can I locate a city in the UK using six-figure grid references, with some emphasis placed on latitude and longitude?  Can I extend my map skills to include non-United Kingdom countries?  Can I use fieldwork to observe, measure, record and present the human and physical features in the local area? *For example, data logging.* | | |
| **In order to assess impact - a guide** |
| Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in Geography. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task, either individual or whole class, to judge prior knowledge; a KWL (know, want to learn, learnt) grid could be used and may be completed independently in books or constructed with the teacher.  Children’s progress is monitored against National Curriculum expectations and key skills. Judgement is informed through use of children’s books, dialogue, class scrapbooks, evidence on Sway and Tapestry, and AFL pieces. Teachers need to be clear on how the children will show their learning, through a presentation, art work or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.  There is an expectation that Geography learning in books will be the same quality as that in English books. Marking and feedback in Geography should be the same standard as marking/feedback within other learning across the curriculum, including English. The focus for spelling corrections is on Geography vocabulary and the expectation is that children who are ARE will spell these correctly throughout their Geographical writing. |