Cheriton Bishop 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.

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.

KS1 Vocabulary List – Bold highlighted vocabulary to be displayed on working wall and taught, revisited and meaning embedded throughout the unit.

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 don't penguins need to fly?**			**What is the geography of where I live? UK countries and capital cities/Continents and oceans**			**Why do we love being by the seaside so much?**		
	Continent Ocean Antarctica Southern Ocean Mountain Valley Snow Ice Blizzard Desert Landscape Environment Wind	Rain Ice Sheet Pebbles Shore Hill Cliff Habitat Adapted Africa Iceberg Sand dune Arctic	carnivore temperature Summer Winter Predator Food chain Krill Animal Phytoplankton Plant River Waterfall Gorge Country Jungle	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
Rolling Programme B	**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**	Green-grocer **Harvest Hedgerow Industry Landscape Locally** Organic	**Rainfall Seasonal Sunshine** Supermarket Temperature **Transport** Tropical	Agriculture/Farm Asia Beach Building Characteristics **Capital City Country**	Forest **Globe Habitat** Harbour Hill House **Map**	Soil Sea Season Shop Tourism Traffic Transport	Adapt Aid Atmosphere Blizzard Bush fire Building City	Country Disaster Drought Emergency Environment Equator Flood	Pollution Rain gauge Rainfall Season South Pole Temperature Thermometer

	Field Free-range Fruit	Plantation Produced Processing	**United Kingdom** Vegetable	Cliff **climate** Coast **Continent** **Environment** Equator Europe Factory Features	Mountain **Ocean** Office Pollution Population Port Poverty **River**	Tropical rainforest **United** **Kingdom** Valley Vegetation Village Weather Wealthy	Climate Climate change Compass Continent	Hurricane Natural disaster North Pole Ocean	Tornado Tourism Weather Weather vane

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 the biggest earthquakes not always cause the most damage?**			**Why are jungles so wet and deserts so dry?**			**How and why is my local environment changing?**		
	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	Adaptation. Atmosphere Choropleth map City Climate Conservation Drought Environment Equator Evacuation Hazard	Drought Environment Equator Humid Inhabited Key Landscape Location Mountain Mouth Northern Hemisphere	Source Southern Hemisphere Temperate Temperature Tributary Tropic of Cancer Tropic of Capricorn Tropical Rainforest Tundra	Census City Commercial Costs and benefits distribution Environment Fieldwork Geographical Information System (GIS) Irrigation	Key Land use Location Mountain Natural disaster Pollution Population Rainfall Recreation Classify	Redevelopment Residential Scale Settlement Town Transport Valley Vegetation Village development Transport Unsustainable

		River	Vegetation belt Weather	Deforestation
Rolling Programme B	**Why do so many people live in megacities?**		**Beyond the Magic Kingdom: What is the Sunshine State really like?**			**How can we live more sustainably? What does living sustainably actually mean?**		
	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	**Basin** Biome City Classification **Climate** Condensation **Country** **Deciduous** Forest Evergreen **Desert**	**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** **glacier**	**Energy** **erosion** Finite Fossil fuels Global warming **Greenhouse effect/gas** Infinite Mineral **Pollution** Rechargeable	**Recycle** **Resource** Reusable Solar **settlement** **Sustainable** **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	**Why is fair trade fair?**	**How do volcanoes affect the lives of people on Hiemaey**	**What is a river?**

B	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	**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	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
Rolling Programme A	**How is climate change affecting the world?**			**Why are mountains so important?**			**Who are Britain's National Parks for?**		
	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** **Earthquake** Economic Elevation Environment **Erosion** **Glacier** **Hemisphere** 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 City Community Coniferous Conservation Country Countryside Culture Tourists Tradition Urban Wildlife	Deciduous Diversify Economic activity Environment Habitat Heritage Site	Landscape Lifestyle National Park Protection Quarry Rural Species

Curriculum Organisation and Information

The Early Years Foundation Stage (EYFS)

In Reception, children begin to develop an early understanding of geographical concepts through the **'Understanding the World'** area of learning, particularly within the strands **'People, Culture and Communities'** and **'The Natural World'**. This foundational knowledge is embedded through a rich,

language-led curriculum and is woven across all areas of learning, as outlined in **Development Matters (2021)** and **Birth to 5 Matters**. Children's developing sense of place, community, and the natural world is nurtured through a combination of high-quality adult-led teaching, well-planned continuous provision, and meaningful child-initiated experiences.

Geography in the Early Years is not taught in isolation but permeates everyday classroom practice. Practitioners provide **responsive teaching** that builds on children's fascinations and prior experiences, capitalising on spontaneous moments to deepen understanding—central to Ofsted's expectations for building **strong foundations** and ensuring **the best start in life**.

Children participate in weekly **'Outdoor Explorers'** sessions which provide them with direct, hands-on experiences of the local environment. These sessions promote curiosity, awe and wonder, and enable children to witness **seasonal change** first-hand. Through these experiences, children develop **early fieldwork skills**, including making detailed observations, asking questions, and drawing simple representations of plants, animals, and habitats. The outdoor environment provides a rich context in which children can use all of their senses to explore, describe, and develop vocabulary relating to their surroundings.

Reception teachers design meaningful and engaging learning opportunities that are closely linked to inspiring, child-centered two week topics. These planned experiences support the development of **map skills**, **place knowledge**, and **awareness of diversity** in environments and cultures beyond their own. The curriculum reflects the EYFS commitment to nurturing **'Characteristics of Effective Learning'**, especially playing and exploring, active learning, and creating and thinking critically.

Within **'Understanding the World'**, children are introduced to new vocabulary, engage in imaginative role-play, and explore simplified non-fiction texts and maps. These strategies develop **cultural capital**, enabling children to gain knowledge and understanding of the wider world. Practitioners use story, talk, and carefully curated resources to extend thinking and support children to identify **similarities and differences** between their own lives and those in contrasting environments.

A language-rich environment underpins all provision, with opportunities carefully planned to promote geographical thinking and early enquiry. Children learn to use **positional and directional language** with increasing accuracy and confidence. Through our school's **Oracy approach**, children are supported to develop their speaking and listening skills, learning to articulate ideas clearly, explain their thinking, and listen actively to others.

Throughout, children are encouraged to **observe closely**, **ask questions**, **make comparisons**, and **follow their natural curiosity**—skills that form the bedrock of geographical understanding. These early experiences lay the groundwork for future learning and ensure that our youngest learners are equipped with the knowledge, skills, and attitudes to become confident, articulate, and inquisitive geographers.

Key Stage One and Two

Children in **Key Stage 1 and Key Stage 2** receive their full entitlement to the **National Curriculum for Geography**, delivered through a well-sequenced and thoughtfully constructed **enquiry-led curriculum**. This curriculum has been developed in consultation with key stakeholders and is underpinned by the **Connected Geography** units—an approach recognised by the **Royal Geographical Society** for its robust disciplinary foundations and clear progression in knowledge and geographical skills.

To meet the needs of mixed-age classes, topics are organised through carefully constructed **two-year rolling programmes**, ensuring coherence and continuity across key stages. Units are purposefully selected and sequenced to build cumulatively on prior learning and to deepen understanding over time. Geography is taught in **half-termly blocks** that alternate with history, enabling focused learning and supporting the retention of key knowledge and concepts. Where geography is not taught discretely, opportunities for **cross-curricular links**, particularly with literacy and science, are leveraged to reinforce core vocabulary and ideas.

Each unit is framed around a **'big question'**, which drives enquiry and gives learning a purposeful, investigative focus. This approach fosters curiosity and encourages children to think critically and independently—core skills emphasised by both **Ofsted** and the **National Curriculum**. At the beginning of each topic, children engage in an **elicitation task** to identify existing knowledge and areas for development. Learning is then built step-by-step, with each lesson contributing towards answering the central enquiry question through the acquisition of both **substantive knowledge** (such as continents, settlements, and weather patterns) and **disciplinary knowledge** (including fieldwork, data analysis and interpreting geographical sources).

Learning is supported by a whole-school **oracy approach**, where children are explicitly taught to express ideas clearly, reason geographically, and engage in collaborative discussion. These opportunities for talk—whether in pairs, groups, or whole-class settings—are deliberately planned to deepen thinking and consolidate understanding. Lessons are inclusive, differentiated to meet the needs of all learners, and informed by **assessment for learning** practices that enable teachers to swiftly identify next steps and adapt teaching accordingly. This ensures that all children, including those with **SEND** or **EAL**, can fully access and participate in geography learning.

Fieldwork is a core component of the geography curriculum. Children are given regular opportunities to investigate their local environment and develop geographical enquiry skills. Fieldwork activities are planned progressively across key stages, incorporating observation, measurement, recording, and analysis. These experiences are supported through the use of **maps, aerial photographs, globes, compasses and digital technologies**, helping children develop a strong sense of place and spatial awareness in line with expectations from both **Ofsted** and the **RGS**.

Each geography unit concludes with a **'Time to Shine'** activity, giving children the opportunity to consolidate and showcase their learning. These outcomes may include presentations, written work, or creative outputs and are assessed in line with the school's feedback and marking policy to ensure learning is purposeful and misconceptions are addressed.

Classroom environments are designed to support geographical learning, featuring displays with **key vocabulary**, maps, globes, and **topic-linked texts** to build geographical literacy. Topics are launched with memorable 'hooks' to capture children's interest and are supported by access to the **outdoor environment**, where relevant fieldwork and observational opportunities are built into lesson sequences.

Geography is also enriched beyond the classroom through **eco and global citizenship initiatives**, participation in national and international events (such as the **Climate Change Conference – COP26**), and deliberate exposure to a wide range of **stories and non-fiction texts from different cultures and environments**. These opportunities help children develop **cultural capital**, broaden their global awareness, and foster an appreciation of the diversity of people and places.

The **geography subject leader** plays a vital role in overseeing the quality of provision across the school. Monitoring activities—including work scrutiny, learning walks, pupil conferencing and staff dialogue—ensure high standards and consistency in practice. The subject leader also supports staff with **ongoing professional development** and curriculum refinement.

Geography is taught not only as a subject but as a **discipline that enables children to make sense of the world around them**. It encourages them to be curious, informed, and responsible global citizens. Through a rich, enquiry-based curriculum, pupils develop the knowledge, skills, and attitudes needed to understand, question, and care for their environment—both now and in the future.

Pre School and Reception : DM Understanding the world – Geography strands ***People, Culture, and Communities*** *– Learning about diversity and real–world experiences.* ***The Natural World*** *– Exploring science, nature, and geography.*						
Year A texts	***Dear Zoo*** *Watch live web cams of zoos. Paignton Zoo shows meerkats and flamingos and Edinburgh Zoo has penguins. Use a globe and maps to show where these animals live in the wild. Why do you think we have zoos?* ***People who help us*** *Set up role play enhancements that allow children to explore the different jobs, e.g. a doctor's surgery with bandages and dolls or a police station. Support children who have no experience of this. Set up deconstructed role play to allow children to create their own stories around people who help us. Dentists – set up a focus station/tuff tray on oral health. Fire safety – have a visit from the fire service to*	***Brown Bear*** *Choose an animal per week to look after as a class 'pet'. Build a habitat for that animal and discuss what it will need to stay healthy.* *Visit a local wildlife centre/school animal visit to look at animal types and habitats.* *Ask the children to design and draw a map of the wildlife centre, naming and labelling the animals with pre–written labels.* ***The Gingerbread man*** *In a water tray, put a selection of materials for the children to build bridges.* ***Whatever Next*** *Look at sun safety. Discuss how you look after the Earth and the environment.*	***Space – How to catch a star.*** ***Dinosaurs*** *Look at the dinosaur world map on p.122. Discuss land and sea. Explore geographical features such as land, sea, desert, forest, volcanos, swamps, etc.* ***Nocturnal Animals – Owl Babies*** *Match different leaves and trees. Who lives in the wood?* *Sort natural and man–made items. Visit the Watch BBC Bitesize: Where do owls live? – BBC Teach*	***From Tadpole to frog*** *Explore the four seasons. Look at and discuss photographs. What happens to trees and the weather in different seasons? Children can draw pictures and write simple sentences.* *Go on a spring walk. What do children see and hear? Take photographs which can then be made into a class book.* ***Goldilocks and the Three bears.*** *Explore and discuss different settings, e.g. a forest. What might you see, hear, feel or smell in the different settings? Use the linked text North Pole, South Pole to explore different habitats and the natural world.* ***Lost and found*** *Look at weather and seasons. Keep a weather chart for two weeks and*	***Dear Dinosaur*** *Discuss how we know dinosaurs existed. Look at photos of dinosaur bones, skeletons and footprints. What did the world look like when dinosaurs existed? Look at photographs of volcanoes.* ***Bears don't eat egg sandwiches.*** *Explore different foods around the world.* *Arrange a visit – farm to fork.* ***Sam Plants a Sunflower***	***The Ugly Vegetables*** *The girl in the story grew Chinese vegetables – Where is China on the map/ globe? Talk about places they have visited. Find out more about China and what it is like using the linked text, China.* ***The Lighthouse Keepers Lunch*** *Lighthouses – what is a lighthouse and what is it used for? Use pictures and simple videos to allow children to explore the purpose of a lighthouse.* *Look at features of the coast and pay a visit to your local coast or lifeboat station.* *Look at the role of the lifeboats using the book People Who Help Us: Lifeboat Crew.* *Look at a map of the UK that marks where the*

	talk to the children. Community police officer visit. Have a day's focus on road safety. Research people who help us with the children, e.g. Who helps you and your family? – EYFS – Reception – BBC Bitesize **The Little Red Hen** Provide a map of the story that children can use to build their own copy or version of. Visit a local farm to explore Farm to Fork. Watch the NFU video, 'Meet farmer Henry': https://youtu.be/IzcFM99MMBI?si=8tb8cVTGQ8Mi3m2E			talk about changes between seasons. Map work: create maps of settings. Research penguins and other animals and their habitats: What do they eat? Where do they live? etc.		lighthouses are – discuss the reasons for this. **Big Book of Bugs.** Use bug boxes and Photograph what you find in different habitats.
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Ages 2–3	1.Shows interest in people, animals, and objects around them.		2.Starts recognising familiar places and objects (e.g., points to their house or favourite park).	1.Notices differences between people and objects (e.g., pointing out different colours, sizes, or shapes).	1.Begins to talk about personal experiences (e.g., "We went to the shop"). 2.Explores simple role play based on real–life experiences (e.g., pretending to cook).	1.Recognises and names familiar animals, objects, and people in their environment. 2.Enjoys playing outside and exploring nature (e.g., splashing in puddles, digging in sand).
Ages 3–4	1.Shows interest in different weather conditions (e.g., talking about rain, sun, or snow).	1.Talks about personal experiences in familiar places (e.g., visiting the park, the supermarket). 2.Starts recognising that people have different jobs (e.g., firefighters, doctors, teachers).	1.Engages in role play that reflects real–life experiences (e.g., playing "house" or "shop").	2.Notices and talks about changes in their environment (e.g., flowers growing, ice melting).	1.Recognises that different animals live in different places (e.g., "Fish live in water"). 2. Starts asking simple questions about the world (e.g., "Why is the sky blue?").	1. Begins to understand basic technology (e.g., using toy phones, tablets, or remote controls). 2.Recognises landmarks in their local area (e.g., "That's the shop we go to").

Ages 4–5 (Reception)	*1.Talks about changes in the environment and how they affect people and animals (e.g., "It's cold in winter, so we wear coats").* *2.Describes places they have visited, discussing features and experiences.* *3.Shares personal experiences and compares them with others, recognising similarities and differences. (language of locality)* *4. Talks about different occupations and their roles in helping the community (where food comes from)*	*1.Identifies features of different places and environments (e.g.,animal habitats, comparing cities and the countryside).* *2.Understands the importance of caring for the planet and nature through actions such as recycling and protecting wildlife.*	*1.Begins to explore maps and locations in a simple way (e.g., drawing a basic map of their home or school, dinosaur maps).* *2.Recognises basic human needs and how people live in different parts of the world.* *3. Identifies features of different places and environments (Antarctica)*	*1.Recognises how technology is used in daily life and its purpose (e.g., traffic lights, microwaves, smartphones).*	*1.Begins to discuss different traditions, customs, and cultures from around the world.* *2.Recognises that people live in different types of homes and environments.* *3.Describes their surroundings using appropriate language (e.g., "The mountains are tall and snowy").* *4.Explores different sources of information, such as books, videos, and maps, to learn about the world (Antractica)*	*1.Talks about their environment and ways to care for it (e.g., recycling, planting flowers).* *2.Describes a journey or trip they have taken, linking places and events together.(seaside)* *3Recognises basic human needs and how people live in different parts of the world. (food from different places)*

		Cheriton's Two-Year Rolling Programme		
		2nd Autumn Half-Term	**2nd Spring Half-Term**	**2nd Summer Half-Term**
Pre School and Reception		**Dear Zoo ,People Who Help us .The Little red Hen, Brown Bear, The Little Red hen, Whatever next**	**How to Catch a Star, Owl Babies, Tadpole to Frog, How to Catch a Star, Dinosaurs**	**Dinosaurs, Bears don't eat sandwiches, Sam plants a sunflower, big book of bugs, the lighthouse keepers lunch, The Ugly Vegetables**
Key Stage One	**Yr A**	Why don't penguins need to fly?	What is the geography of where I live?	Why do we love being by the seaside so much?

	Yr B	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?
Lower Key Stage 2	**Yr A**	Why do the biggest earthquakes not always cause the most damage?	How can we live more sustainably?	How and why is my local environment changing?
	Yr B	Why do so many people live in megacities?	Why are deserts so dry and jungles so wet?	What is the Sunshine State really like?
Upper Key Stage 2	**Yr A**	How is climate change affecting the world?	Why are mountains so important?	Who are Britain's National Parks for?
	Yr B	Why is fair trade fair?	How do volcanoes affect the lives of people on Hiemaey?	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

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	**Where we live, locations of familiar places.**	**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 recognise familiar places? Can I draw a simple map of my local environment? Can I recognise local landmarks?	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	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	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

				England? Can I compare land-use maps of the United Kingdom from the past with the present, focusing on land use and tourism impact?	name principle cities?		Capricorn? Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones?
Place Knowledge	**Talks about changes in the environment and how they affect people and animals (e.g., "It's cold in winter, so we wear coats").**	**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 Identify features of different places and environments (e.g.,animal habitats, comparing cities and the countryside). Describes a journey or trip they have taken, linking places and events together.	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	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		Can I understand geographical similarities and differences through the study of human and physical geography of a region within South America?

		small area of the United Kingdom?			America with significant differences and similarities?		
Human and Physical Geography	**2.Recognises that people live in different types of homes and environments.** **Talks about their environment and ways to care for it (e.g., recycling, planting flowers).**	**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	Can I identify the location of hot and cold areas of the world in	Can I describe and understand key aspects of human geography,	Can I describe and understand key aspects of physical geography,	Can I describe and understand key aspects of physical geography, including: volcanoes	Can I discuss the distribution of natural resources, focussing on

		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?	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?	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?	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?	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	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*)?

						water?	
Geographical Skills and Field Work	**Begins to explore maps and locations in a simple way (e.g., drawing a basic map of their home or school, dinosaur maps).**	**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 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	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	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	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	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	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-

		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?	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?	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.*	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?	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?	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.

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 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. Teachers use the assessment guidance provided within each Connected Curriculum unit to make informed judgements against the specific learning objectives and outcomes for that unit.

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.