

# **Stamford Green Primary School and Nursery**



## **Geography Compendium**

*“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”*

Barack Obama

## **What is the vision for Geography at Stamford Green?**

It is our vision that our children:

- See themselves as geographers demonstrating the knowledge about diverse places, people, resources and natural and human environments
- Have a curiosity and fascination about the natural world and relate to their own experiences
- Think about their own place in the world and how this impacts their rights and responsibilities to others and the environment
- Use practical resources to ask and answer questions through investigations and field studies
- Develop a range of practical fieldwork skills that they can apply within other areas of the curriculum and their lives

## **Our Geography curriculum is brought to life by our seven commitments:**

### **HAPPINESS**

We want our children to be happy and enjoy their geography lessons as we know that happy children learn well. Our carefully planned curriculum intends to inspire the children to have an awe, wonder, appreciation and enjoyment for the world we live in, through their deepening understanding of knowledge and skills. We ensure that the children learn and develop fieldwork skills, alongside their deepening knowledge to enable children to use the skills in context for their learning. Our curriculum ensures that carefully planned activities and experiences bring the subject alive to allow the children to have a love of learning the subject.

### **INSPIRING**

Geography helps to provoke and provide answers to questions about the natural and physical aspects of the world. Through our carefully planned curriculum, we intend to inspire the children to have a curiosity and fascination about the world we live in. We want the children to ask questions and have the skills and knowledge to investigate further, through learning about places, people and natural and physical processes. We also inspire the children to want to make a difference and to respect and look after our environment through the role of Eco Warriors. These children are elected by their peers and meet regularly to discuss school wide issues and are also responsible for the school’s recycling initiatives.

### **LEARNING**

Our geography curriculum allows the children to develop a wide range of geography skills and knowledge which can be utilised together for the children to become geographers. Our curriculum is built around three enquiry questions per year, where the children build the skills and

knowledge throughout the term to be able to answer those questions. We ensure that the children have a secure locational and place knowledge to articulate their understanding of the world. Children develop an understanding of their own locality and learn to contrast and compare it with places around the world. Children gain a solid understanding of physical processes, such as volcanoes and the water cycle and can confidently use associated vocabulary when discussing these processes.

## **TOGETHERNESS**

Throughout our curriculum, children work together to develop their fieldwork skills. They learn to make observations, measurements and record information about their locality. We aspire for our children to see themselves as citizens of the world and to know that the part they play in looking after our world is an important one. They will know that it is not the actions of an individual but together they can make a difference. As part of our Pupil Leadership Team, children are elected to be an Eco Warrior for their class, working together as team focusing on sustainability and reducing the carbon footprint across the school.

## **VALUES**

In our geography lessons, the school's twenty two values will be evident across the school. Children will be caring, respectful and take responsibility for looking after and making a difference to the environment. Children will be resilient and show co-operation when working together and using maps within the local areas. Children will be empathetic, respectful and aspirational when learning about and discussing important issues such as climate change, deforestation and other cultures.

## **AMBITION**

We have high aspirations for the children and through our geography curriculum, it is our intention that the children see themselves as geographers through the key skills and knowledge that we have equipped them with. We are ambitious for the children to talk like a geographer and as such, we have planned the vocabulary that the children will use, that will build from the EYFS to Year 6. We are ambitious that the children will challenge misconceptions and ask questions about why things happen. We are not only ambitious for the children, but the teaching staff too and as such ensure that the geography subject leader keeps staff up to date with their subject knowledge.

## **ACHIEVEMENT**

We will ensure that our children achieve well and develop their geographical skills and knowledge to an accomplished standard. Our milestones clearly set out the expectations for each year group recording what the children will be able to demonstrate. Our approach to the children working towards answering the termly enquiry question allows the children to feel a sense of achievement, when collectively, they have worked together to be able to communicate to others in a variety of different ways.

## **Aims for National Curriculum**

The National Curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
  - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems
  - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## By the end of Year 6 at Stamford Green, our children will...

<b>Behaviours</b>	Through the skills that the children have learnt and developed during their time at Stamford Green, the children will behave like, and see themselves as geographers. They will show curiosity, be inquisitive and want to know more about the world around them. In addition, the children will have developed their vocabulary to speak like a geographer. Children will understand the definitions of geographical terminology and will be able to use this proficiently and correctly.
<b>Attitudes</b>	The children will demonstrate a positive attitude to geography. They will be inquisitive and want to learn more about the world. The children will demonstrate an appreciation about the lives of people around the world and will show their school values when discussing similarities and differences.
<b>Skills</b>	Our curriculum enables the children to build on and develop a range of geographical skills. They will develop skills to approach a geographical enquiry and will learn a range of fieldwork skills, including map reading, how to use a compass and interpreting geographical information. The children will use these skills in the field, utilising the school's expansive grounds and in the local area.
<b>Knowledge</b>	Our well planned curriculum allows the children to gain a deeper understanding of the diverse world around them. They will show an understanding of the lives of people who live in different countries and will be able to draw on similarities and differences of physical and human geography. The children will demonstrate knowledge the natural world, including knowing about the water cycle, volcanoes and earthquakes.
<b>Experiences</b>	Children will make use of their local environment and fieldtrips to making meaningful links with their learning. The children will utilise the school grounds and will make visits to places in our local area such as the town and the common to enhance their understanding.
<b>Technology</b>	Technology will be used to support the teaching and learning of geography. Children will become proficient in using a range of technology when in the field. They will know how to use compasses, maps, globes and online resources correctly.
<b>Sustained</b>	Our curriculum and approach to teaching geography will help to foster an interest and love for the subject and children will be keen to develop this further at secondary school. Fieldwork skills such as reading and interpreting maps and using a compass are skills that the children will continue to use as they move into the next stage of their lives. Children will continue to be effective global citizens due to their wide, varied base understanding of their world.

## British Values and Spiritual, Moral, Social and Cultural Learning in Geography

**British Values:** The geography curriculum aims to provide children with a fascination of the world they live in and encourage them to be good, active citizens of Britain. The studies of their local areas encourage children to be proud of their culture and heritage and gain an understanding and mutual respect of the multi-cultural society they live in. Individual liberty is taught and encouraged by teaching children about the environment and how they can make a difference. Fieldwork activities allow children to see the effect that humans are having on our planet and can be empowered to make a change.

**Spiritual:** Children will develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Children will have regular opportunities to reflect on their

experiences. Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of geography and how small changes in climate can have far reaching consequences.

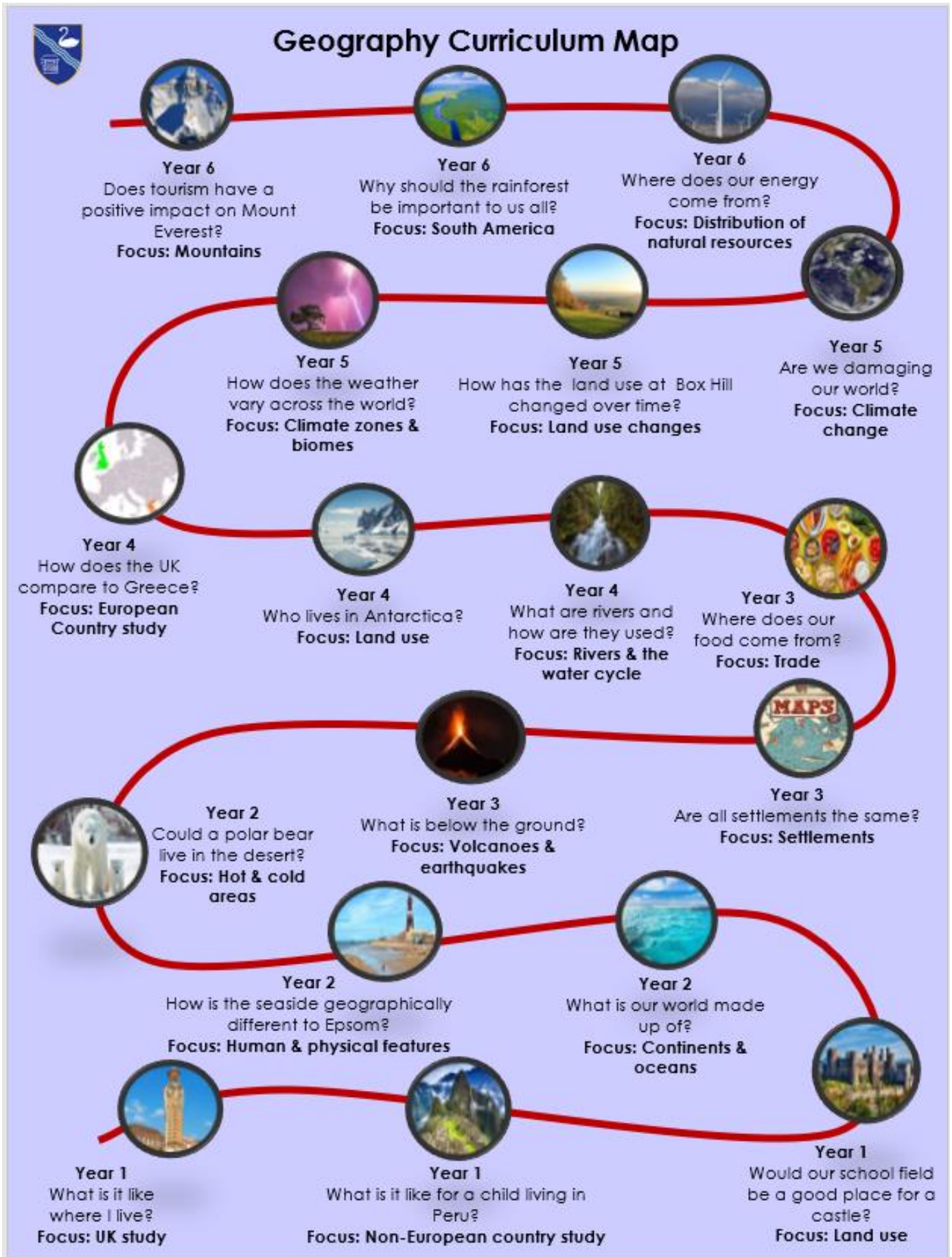
**Moral:** The children's ability to recognise the difference between right and wrong, and their readiness to apply this understanding to their own lives, demonstrates their moral development, understanding the consequences of their own actions, e.g. is it okay if we all drop our litter on the floor? By examining the impact of human activity on the planet's natural resources, pupils develop a strong ethical code for responsible, sustainable living. By investigating the Geography of natural disasters, pupils develop empathy and a sense of responsibility for those in need.

**Social:** Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles. Social development is shown by the way in which they work with others, working collaboratively or in pairs to complete a geographical task.


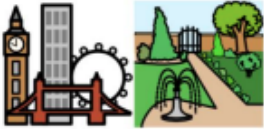


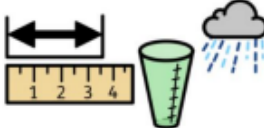
**Cultural:** Children understand different cultures through the geography curriculum. They will look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places and are introduced to customs and traditions, allowing them to develop their understanding of the world as a global community. Cultural development is shown by children's interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.



# Long Term Plan



# Stamford Green's Geography Concepts

	<p><b>Locational Knowledge</b></p>	<p>Where things are located on Earth. <i>Places, directions, distance and landmarks</i></p>
	<p><b>Place Knowledge</b></p>	<p>An area or location that has its own unique characteristics like the weather, buildings, plants, animals. <i>A country (India), a city (London), a park (Court Rec), a school (Stamford Green), or even a room (the hall).</i></p>
	<p><b>Human Geography</b></p>	<p>Knowing how people live, work, and change the places around them. <i>Building cities, growing food on farms, creating roads for travel.</i></p>
	<p><b>Physical Geography</b></p>	<p>Knowing about natural features like mountains, rivers and weather. <i>Tall mountains, flowing rivers, erupting volcanoes, changing weather like rain and snow.</i></p>
	<p><b>Fieldwork</b></p>	<p>When people go outside to study places and how they change. <i>Measuring a river, looking at plants in a forest, counting how many cars use a road.</i></p>

## Long Term Plan: Early Years Foundation Stage

### Milestones – By the end of the EYFS, children will demonstrate...

- I can talk about the weather and talk about seasonal changes
- I know the information that a map can show
- I can draw a map of familiar places or from familiar stories
- I can talk about where I live and familiar places to me
- I know the names of some countries around the world
- I can talk about some of the features of our country, such as the weather

### According to the Statutory Framework, children in Nursery and Reception should be taught:

- Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increase their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society
- Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world
- As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

### The new vocabulary the EYFS children will use will include:

	Tier 1	Tier 2	Tier 3
<b>Personal Experiences</b>		same, different, change, season	
<b>Explore and Respond</b>		country, world, same, different, nature	
<b>The World of Stamford Green</b>	school, areas, season	natural, care, seasonal, record	environment
<b>How the World Works</b>	draw	map, plan, forest	
<b>The Whole Wide World!</b>	season, country, world, plants, animals	spring, summer, autumn, winter, weather	features

### In Nursery, the skills the children will be taught:

Learning Focus	Progression of skills
Personal Experiences	<ul style="list-style-type: none"> <li>• Show interest in leaves/conkers etc making collections and bringing them into the setting</li> <li>• Confidently explore the forest school areas at Forest School</li> <li>• Notice changes in the weather in different seasons</li> </ul>
Explore and Respond	<ul style="list-style-type: none"> <li>• Show respect for living creatures when finding bugs at Forest School and in the outdoor area</li> <li>• Know that there are different countries in the world and some of the similarities and differences</li> </ul>

### In Reception, the skills the children will be taught:

Learning Focus	Progression of skills
The World of Stamford Green	<ul style="list-style-type: none"> <li>• Know about the different areas of the school and what they are for</li> <li>• Talk about and draw the natural environment of the school</li> <li>• Know that it is important to take care of the environment where we learn and ways to do this</li> </ul>



	<ul style="list-style-type: none"> <li>• Observe and talk about seasonal changes and record these ideas</li> </ul>
How the World Works	<ul style="list-style-type: none"> <li>• Find out information from a simple map</li> <li>• Draw maps and plans of familiar places and stories</li> </ul>
The Whole Wide World!	<ul style="list-style-type: none"> <li>• Observe and talk about seasonal changes</li> <li>• Be familiar with the name of Epsom and other places important to them</li> <li>• Know the names of some other countries and the animals that live there</li> <li>• Be able to talk about features of our country – weather, plants, animals etc</li> <li>• Talk about countries that they are familiar with and share details that they know</li> </ul>

## Long Term Plan: Year 1

### Milestones – By the end of Year 1, children will demonstrate...

- I can name and locate the 4 countries of the United Kingdom
- I can name the capital cities in England, Northern Ireland, Scotland and Wales
- I know what a map is and how to use it to locate countries in the United Kingdom and in South America
- I know what is meant by the terminology human and physical features
- I can name some human and physical features
- I can make observations about what I see and identify similarities and differences

### According to the National Curriculum, children should be taught:

- 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
- 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:
  - i. Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - ii. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- 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

### The new vocabulary the Year 1 children will use will include:

	Tier 1	Tier 2	Tier 3
<b>Locational knowledge</b>	country	city, capital city, England, Ireland, Scotland, Wales, United Kingdom, Epsom	London, Edinburgh, Cardiff, Belfast
<b>Place knowledge</b>	country, sea	continent, ocean	Pacific Ocean, Atlantic Ocean, Peru, Lima
<b>Human and physical geography</b>	houses, forest, sea, coast, season, weather	town, city, mountain, ocean, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, castle	human features, physical features
<b>Geographic skills and fieldwork</b>	map, weather	landmarks, globe	aerial photograph, fieldwork

**In Year 1, the knowledge the children will be taught:**



**Substantive Knowledge:  
Locational Knowledge, Place Knowledge, Human and Physical Geography**



<p>What is it like where I live? <b>Focus: UK study</b></p>	<ul style="list-style-type: none"> <li>• Locate the 4 countries of the United Kingdom on a map</li> <li>• Name the 4 countries of the United Kingdom and name the 4 capital cities</li> <li>• Name the town that they live in</li> <li>• Make observations about the town that they live in.</li> <li>• Understand the characteristics of the 4 capital cities of the United Kingdom</li> </ul>
<p>What is it like to be child living in Peru? <b>Focus: Non-European country study</b></p>	<ul style="list-style-type: none"> <li>• Name and locate the continent of South America and the country of Peru on a map</li> <li>• Name and locate the Pacific and Atlantic Ocean</li> <li>• Know about the physical geography of Peru</li> <li>• Use geographical vocabulary to refer to human features, such as town, city, house</li> <li>• Use geographical vocabulary to refer to key physical features such as coast, forest, sea, mountain</li> </ul>
<p>Would our school field be a good place to build a castle? <b>Focus: Land use</b></p>	<ul style="list-style-type: none"> <li>• Know about the location of some castles of the United Kingdom and locate on a map</li> <li>• Discuss the physical geography of the school field</li> <li>• Use geographical vocabulary to refer to key human features such as town, city, farm</li> <li>• Use geographical vocabulary to refer to key physical features such as a hill, mountain</li> </ul>

**In Year 1, the geographical skills the children will be taught:**



**Disciplinary Knowledge  
Geographical skills and fieldwork**

<p>What is it like where I live? <b>Focus: UK study</b></p>	<ul style="list-style-type: none"> <li>• Use maps of the United Kingdom to identify its countries and capital cities</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>
<p>What is it like to be child living in Peru? <b>Focus: Non-European country study</b></p>	<ul style="list-style-type: none"> <li>• Use world maps and globes to identify South America, Peru, Atlantic and Pacific Ocean</li> <li>• Describe similarities and differences and patterns e.g. comparing the lives of people living in different locations</li> <li>• Observe and describe daily weather patterns</li> </ul>
<p>Would our school field be a good place to build a castle? <b>Focus: Land use</b></p>	<ul style="list-style-type: none"> <li>• Express their views on the features of their environment</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features if its surrounding environment</li> <li>• Devise a simple map</li> </ul>

## Long Term Plan: Year 2

### Milestones – By the end of Year 2, children will demonstrate...

- I can name world's seven oceans and five continents and locate them on a map
- I can use simple compass directions
- I can describe the location of features and routes on a map
- I can use a map to locate countries around the world
- I can make comparisons between two places
- I can discuss different weather patterns and can draw on similarities between the UK and other countries
- I can ask and answer simple geographical questions

### According to the National Curriculum, children should be taught:

- 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
- 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:
  - i. Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - ii. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- 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

### The new vocabulary the Year 2 children will use will include:

	Tier 1	Tier 2	Tier 3
<b>Locational knowledge</b>	country, ocean, globe	continent, Europe, North America, South America, Africa, Asia, Antarctica, Oceania, Pacific Ocean, Atlantic Ocean	Indian Ocean, Southern Ocean, Arctic Ocean, Isle of Coll, Maui
<b>Place knowledge</b>	coast, weather, temperature, hot, cold, map, globe	Atlas, coastal region, equator, pole, North Pole, South Pole, climate, Arctic Circle, Antarctica	polar regions
<b>Human and physical geography</b>	beach, coast, cliff, forest, river, town, path, field, city	desert, village, countryside	loch, port, harbour, factory
<b>Geographic skills and fieldwork</b>	weather, season	compass, directions, north, south, east, west, routes	aerial photograph, seasonal weather pattern, daily weather pattern

**In Year 2, the knowledge the children will be taught:**



**Substantive Knowledge:  
Locational Knowledge, Place Knowledge, Human and Physical Geography**



<p>What is our world made up of? <b>Focus: Continents and Oceans</b></p>	<ul style="list-style-type: none"> <li>Name the world's seven continents and five oceans</li> <li>Know about compass directions</li> <li>Know how to use a world map to locate the continents and oceans</li> <li>Know where the equator is.</li> <li>Describe typical weather in different continents using geographical vocabulary.</li> <li>Use basic geographical vocabulary to refer to the world oceans, continents and weather</li> </ul>
<p>How are coastal regions geographically different to Epsom? <b>Focus: Human and physical features</b></p>	<ul style="list-style-type: none"> <li>Name and locate surrounding seas of the United Kingdom</li> <li>Describe the human and physical features of coastal regions and make comparisons with Epsom</li> <li>Use basic geographical vocabulary to refer to key physical features (e.g. beach, coast)</li> <li>Use basic geographical vocabulary to refer to key human features (e.g. town, harbour)</li> </ul>
<p>Could a polar bear live in the desert? <b>Focus: Hot and cold areas</b></p>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents</li> <li>Name and locate the world's five oceans</li> <li>Name and locate the hot and cold areas of the world in relation to the equator and the North and South Poles</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relations to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to key physical features (e.g. desert, polar)</li> </ul>

**In Year 2, the geographical skills the children will be taught:**



**Disciplinary Knowledge  
Geographical skills and fieldwork**

<p>What is our world made up of? <b>Focus: Continents and Oceans</b></p>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and the continents and oceans</li> <li>Use simple compass directions (North, South, East, West) and describe the location of features and routes on a map</li> <li>Devise a simple map; use and construct basic symbols in a key</li> </ul>
<p>How is are coastal regions geographically different to Epsom? <b>Focus: Human and physical features</b></p>	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment</li> <li>Make observations about what Epsom is like</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>Develop simple fieldwork and observational skills when studying the geography of the local environment of the school</li> <li>Use a range of sources such as maps, globes, atlases and aerial photographs to identify features and places as well as to follow routes</li> <li>Use simple compass directions and locational and directional language when describing features and routes</li> </ul>



Could a polar bear live in the desert?

**Focus: Hot and cold areas**

- Use world maps, atlases and globes to identify the United Kingdom and the continents and oceans Identify seasonal and daily weather patterns
- Ask and answer simple geographical questions when investigating different places and environments
- Express views about the environment

## Long Term Plan: Year 3

### Milestones – By the end of Year 3, children will demonstrate...

- I can identify and explain the causes and effects of natural disasters, such as earthquakes and volcanoes
- I can explain how plate tectonics and volcanic activity shape the Earth's surface, and identify areas prone to earthquakes and volcanic eruptions.
- I can explain how to use an Ordnance Survey map
- I can recognise and describe the different types of settlements, such as rural villages, towns, and cities
- I can describe key aspects of human geography including types of settlement and land use
- I can describe and compare different types of landforms, such as mountains, hills, valleys, and plains
- I can discuss where different types of food are grown and/or originate from and can discuss the concept of import and export
- I can identify and describe different types of weather conditions, such as rain, snow, wind, and sunshine and make comparisons between different countries

### According to the National Curriculum, children should be taught:



- 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 of significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region with North or South America
- Describe and understand key aspects of physical geography, including climate, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Describe and understand key aspects of human geography including types of settlement and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water
- 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 and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology

### The new vocabulary the Year 3 children will use will include:


	Tier 1	Tier 2	Tier 3
<b>Locational knowledge</b>	equator, map, continents, oceans	latitude, longitude, prime meridian, hemisphere, scale, map key,	compass rose

<b>Place knowledge</b>	capital city, coast	region, landmark, coastline, natural resources including energy, food, minerals and water	monument, historical site, national park, archipelago
<b>Human and physical geography</b>	plate, town, city, countryside, weather, land, sea, coast	volcano, earthquake, population, density, urban, rural, migration, settlement patterns, land use, trade, culture, heritage, climate	magma, lava, eruption, chamber, crater, tremors, dormant, extinct, plate tectonics economy, biome, natural resources, watershed, landforms, weathering, erosion,
<b>Geographic skills and fieldwork</b>	observe, measure, map	observation, data, survey, measurement, map skills, compass	field notebook, field sketch, field trip

### In Year 3, the knowledge the children will be taught:

 <b>Substantive Knowledge:</b> <b>Locational Knowledge, Place Knowledge, Human and Physical Geography</b> 	
What is below the ground? <b>Focus: Volcanoes and Earthquakes</b>	<ul style="list-style-type: none"> <li>• Locate the world's countries using maps, concentrating on environmental regions, key physical and human characteristics</li> <li>• Describe and understand key aspects of physical geography including climate zones, volcanoes and earthquakes</li> <li>• Describe and understand key aspects of human geography including types of settlement and land use</li> </ul>
Are all settlements the same? <b>Focus: Settlements and land use</b>	<ul style="list-style-type: none"> <li>• Understand different types of settlements, such as rural villages, town and cities</li> <li>• Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</li> </ul>
Where does our food come from? <b>Focus: Locational knowledge and trade</b>	<ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>• Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</li> </ul>

### In Year 3, the geographical skills the children will be taught:

 <b>Disciplinary Knowledge</b> <b>Geographical skills and fieldwork</b>	
What is below the ground? <b>Focus: Volcanoes and Earthquakes</b>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>• Know what an earthquake is and why they happen.</li> <li>• Know what a volcano is and how they are formed</li> </ul>

<p>Are all settlements the same?</p> <p><b>Focus: Settlements and land use</b></p>	<ul style="list-style-type: none"> <li>Analyse and interpret population data, such as birth rates, death rates, and population density, to understand population patterns and trends.</li> </ul>
<p>Where does our food come from?</p> <p><b>Focus: Locational knowledge and trade</b></p>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> </ul>

## Long Term Plan: Year 4

### Milestones – By the end of Year 4, children will demonstrate...

- I can describe and use key aspects of human geography including types of settlement and land use
- I can use a map with 6 figure grid references
- I can understand and use the 8 points of a compass

### According to the National Curriculum, children should be taught:

- Locate the world's countries on maps focusing on Europe and North and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities
- Name and locate countries 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 and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and European country.
- Describe and understand key aspects of:
  - i. Physical geography, including: climate zones, vegetation belts, rivers, mountains and the water cycle.
  - ii. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies



### The new vocabulary the Year 4 children will use will include:

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Locational knowledge</b>	latitude, longitude, equator, prime meridian, hemisphere,	coordinates, compass rose, scale	cartography, topography
<b>Place knowledge</b>	continent, country, region, landmark, capital city, mountain range, river, lake, desert, forest		
<b>Human and physical geography</b>	urban, rural, trade, weather, rain, river, grid, symbol	population, distribution urbanisation, migration, culture, economy, settlement, landforms, climate, weathering, erosion, natural hazards, water cycle,	infrastructure, globalisation, sustainability, biomes, plate tectonics, four and six-figure grid




		biodegradable, conservation, basin, delta, erosion, estuary, grid references	references, Ordnance Survey
<b>Geographic skills and fieldwork</b>	observe, measure	observation, data, survey, measurement, field notebook, compass, field sketch, field trip, analysis	

**In Year 4, the knowledge the children will be taught:**

 <b>Substantive Knowledge:</b> <b>Locational Knowledge, Place Knowledge, Human and Physical Geography</b> 	
How does the UK compare to Greece? <b>Focus: Region in a European Country</b>	<ul style="list-style-type: none"> <li>• Locate the worlds using maps, concentrating on key physical and human characteristics and major cities</li> <li>• Understand geographical similarities and differences between the UK and Greece</li> <li>• Describe and understand key aspects of physical geography including climate zones, rivers and mountains</li> <li>• Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including</li> </ul>
Who lives in Antarctica? <b>Focus: Land use</b>	<ul style="list-style-type: none"> <li>• Locate the world's countries using maps, concentrating on key physical and human characteristics</li> <li>• Describe and understand key aspects of human geography including types of settlement and land use and the distribution of natural resources including energy, food, minerals and water</li> </ul>
What are rivers and how are they used? <b>Focus: River study and the water cycle</b>	<ul style="list-style-type: none"> <li>• Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns</li> <li>• Describe and understand key aspects of physical geography, including rivers and the water cycle</li> <li>• Describe and understand the key aspects of human geography including the distribution of natural resources</li> </ul>

**In Year 4, the geographical skills the children will be taught:**

 <b>Disciplinary Knowledge</b> <b>Geographical skills and fieldwork</b>	
How does the UK compare to Greece? <b>Focus: Region in an European Country</b>	<ul style="list-style-type: none"> <li>• Use atlases and globes to locate countries and describe features studied</li> </ul>
Who lives in Antarctica? <b>Focus: Land use</b>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, four and six figure grid references</li> <li>• 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 and plans</li> </ul>
What are rivers and how are they used?	<ul style="list-style-type: none"> <li>• 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</li> </ul>

**Focus: River study and the water cycle**

- Use the eight points of a compass
- Use a range of sources such as maps, globes, atlases and aerial photographs to identify features and places as well as to follow routes

## Long Term Plan: Year 5

### Milestones – By the end of Year 5, children will demonstrate...

- I can explain how natural processes, such as weathering and erosion, shape the Earth's surface
- I can identify and explain the causes and effects of natural disasters, such as tsunamis, hurricanes, and floods
- I can describe the characteristics and major features of different biomes, such as rainforests, grasslands and tundras
- I can analyse and interpret climate graphs and charts to understand weather patterns and climate variations
- I can use latitude and longitude coordinates to determine the precise location of a place on Earth
- I can analyse and discuss the causes and consequences of environmental issues, such as deforestation, pollution, and climate change
- I can recognize and discuss the importance of sustainable practices and conservation efforts to protect the environment
- I can recognize and explain the concept of globalisation and its impact on the interconnectedness of people and places
- I can describe and compare the characteristics of different climate zones and their impact on human activities and natural environments

### According to the National Curriculum, children should be taught:

- Locate the world's countries on maps focusing on Europe and North and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities
- Name and locate countries 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 and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Describe and understand key aspects of:
  - i. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
  - ii. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

**The new vocabulary the Year 5 children will use will include:**

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Locational knowledge</b>	latitude, longitude, equator, prime meridian, coordinates, hemisphere,	geographical grid, time zones	cartography, topography, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn
<b>Place knowledge</b>	continent, country, capital city, landmark, mountain range, river, desert	rainforest, archipelago, coastline, grassland	savannah, tundra
<b>Human and physical geography</b>	population, migration, settlement, urbanisation, culture, economy, trade, landforms, climate, ecosystem, biome, weathering, erosion, conservation, water cycle	infrastructure, tourism, globalization, natural hazards, plate tectonics, four and six-figure grid references, Ordnance Survey symbols	
<b>Geographic skills and fieldwork</b>		observation, data, survey, measurement, field notebook, compass, field sketch, sampling analysis	

**In Year 5, the knowledge the children will be taught:**



**Substantive Knowledge:**

**Locational Knowledge, Place Knowledge, Human and Physical Geography**



How does the weather vary across the world? <b>Focus: Climate zones and biomes</b>	<ul style="list-style-type: none"> <li>• Locate the world's countries using maps, concentrating on key physical and human characteristics and major cities</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn</li> <li>• Understand geographical similarities and differences between the UK and North America – particularly focusing on weather patterns and climate zones</li> <li>• Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts</li> </ul>
Are we damaging our world? <b>Focus: Climate change</b>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity and the distribution of natural resources</li> </ul>
How was the land use at Box Hill changed over time? <b>Focus: Land use changes over time</b>	<ul style="list-style-type: none"> <li>• Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns</li> </ul>

**In Year 5, the geographical skills the children will be taught:**



**Disciplinary Knowledge  
Geographical skills and fieldwork**

<p>How does the weather vary across the world? <b>Focus: Climate zones and biomes</b></p>	<ul style="list-style-type: none"> <li>• Use atlases and globes to locate countries and describe features studies</li> <li>• Use the eight points of a compass, four and six figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the UK and the world</li> <li>• Understand what a biome is</li> <li>• Identify different extreme types of weather and use geographical vocabulary to explain this</li> <li>• Use locational knowledge when comparing extreme weather in North America and the UK.</li> </ul>
<p>Are we damaging our world? <b>Focus: Climate change</b></p>	<ul style="list-style-type: none"> <li>• Use atlases and globes to locate countries and describe features studied</li> <li>• Observe, measure and record human and physical features using a range of methods e.g. sketch maps, plans, graphs</li> <li>• Recognise geographical issues affecting people in different places and environments</li> </ul>
<p>How was the land use at Box Hill changed over time? <b>Focus: Land use changes over time</b></p>	<ul style="list-style-type: none"> <li>• Use four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK Demonstrate an understanding of the difference between Ordnance survey and other maps and when it is most appropriate to use each</li> </ul>



## Long Term Plan: Year 6

### Milestones – By the end of Year 6, children will demonstrate...

- I can analyse and interpret different types of maps, including physical maps, political maps, and thematic maps
- I can explain the causes and consequences of environmental issues, such as deforestation, desertification, and water scarcity
- I can use geographic skills, such as fieldwork, map reading, and data analysis, to investigate and solve real-world problems
- I can analyse and evaluate the impact of human activities on the environment, such as pollution, habitat destruction, and resource depletion
- I can explain the concept of globalization and its effects on trade, culture, and the movement of people
- I can analyse and interpret data on economic indicators, such as GDP, employment opportunities, and income levels, to understand regional and global disparities
- I can investigate and analyse the challenges and opportunities of urbanization, including issues related to infrastructure, housing, and social inequalities
- 



### According to the National Curriculum, children should be taught:



- Locate the world's countries on maps focusing on Asia and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities
- Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time
- Understand geographical similarities and differences through the study of human and physical geography of a region of South America
- Describe and understand key aspects of:
  - i. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
  - ii. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use 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

### The new vocabulary the Year 6 children will use will include:

	Tier 1	Tier 2	Tier 3
<b>Locational knowledge</b>	latitude, longitude, equator, coordinates, hemisphere, map	global positioning system (GPS), geographic information system (GIS), topographic map, geographical coordinates	
<b>Place knowledge</b>	climate, landform, river volcano, desert, rainforest	river system, glacier, terrain, mountain range	Amazon
<b>Human and physical geography</b>	population, migration, settlement, urbanization, culture, economy, trade, infrastructure,	biodiversity, ecosystem, emergent, canopy, understory, forest floor	

	globalization, governance, landforms, climate, biome, weathering, erosion, natural hazards, plate tectonics, water cycle, soil		
<b>Geographic skills and fieldwork</b>		observation, data, survey, measurement, field notebook, sampling, equipment, data analysis, conclusion	

In Year 6, the knowledge the children will be taught:	
	<b>Substantive Knowledge:</b> <b>Locational Knowledge, Place Knowledge, Human and Physical Geography</b> 
<p>Where does our energy come from? <b>Focus: Distribution of natural resources</b></p>	<ul style="list-style-type: none"> <li>• Locate the world's countries using maps, concentrating on key physical and human characteristics and major cities</li> <li>• Understand geographical similarities and differences through the study of human and physical geography between the UK and a region in Europe</li> </ul>
<p>Why should the rainforest be important to us all? <b>Focus: Study of a region in South America</b></p>	<ul style="list-style-type: none"> <li>• Locate the world's countries using maps, concentrating on key physical and human characteristics and major cities</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn</li> <li>• Understand geographical similarities and differences through the study of human and physical geography between the UK and a region in South America</li> </ul>
<p>Does tourism have a positive impact on Mount Everest? <b>Focus: Mountains</b></p>	<ul style="list-style-type: none"> <li>• Locate the world's countries using maps, concentrating on key physical and human characteristics and major cities</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn</li> <li>• Know what a mountain range is and how mountains are formed</li> <li>• Locate Mount Everest and the Himalayas</li> <li>• Describe and understand the key aspects of human geography including economic activity</li> <li>• Understand the impact of tourism on the Everest region.</li> </ul>

In Year 6, the geographical skills the children will be taught:	
	<b>Disciplinary Knowledge</b> <b>Geographical skills and fieldwork</b> 
<p>Where does our energy come from?</p>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity and the distribution of natural resources</li> </ul>

<p><b>Focus: Distribution of natural resources</b></p>	<ul style="list-style-type: none"> <li>• Use atlases and globes to locate countries and describe features studied</li> </ul> <p>Use four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK</p>
<p>Why should the rainforest be important to us all?</p> <p><b>Focus: Study of a region in South America</b></p>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity and the distribution of natural resources</li> <li>• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts</li> <li>• Use atlases and globes to locate countries and describe features studied</li> <li>• Create maps of locations, identifying patterns such as land use, climate zones, population densities</li> </ul>
<p>Does tourism have a positive impact on Mount Everest?</p> <p><b>Focus: Mountains</b></p>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including mountains</li> <li>• Describe and understand the key aspects of human geography including economic activity Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns</li> <li>• Use atlases and globes to locate countries and describe features studied</li> </ul>