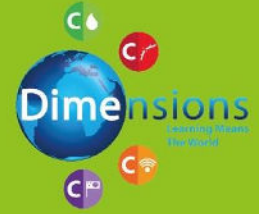




# Geography



## Knowledge Building

### Processes and Changes

**Change** happens as a result of different **geographical processes**. These **processes** can be split into two distinct groups: - human and physical. Human processes involve human activity, whereas physical processes are naturally occurring. An example of a human process would be urbanisation; an example of a physical process would be flooding. The impact of a human process can be a catalyst for a natural process e.g. deforestation has resulted in the physical process known as climate change. Both human and physical processes lead to **change** and children should be able to recognise and understand this, giving examples.

### Human Geography

**Human geography** relates to man-made features and human activity. Human geography includes characteristics like houses, roads and bridges; in other words, things that have been built by people. Children should learn about, identify and explain patterns in human geography e.g. houses are often built along a road (linear settlement).

### Physical Geography

**Physical geography** also relates to features. Physical geography includes natural characteristics like mountains, rivers and trees; in other words, anything that is naturally occurring. Children should learn about how physical geography influences and impacts on the lives of people.

### Geographical Vocabulary

**Geographical vocabulary** can be placed into several categories, such as: - language related to **place, space and location** e.g. Equator, hill; language related to **movement and change** e.g. migration, flooding; language related to **interdependence** e.g. trade.

### Location and Environments

**Location** is integral to the framework of geography because it helps us to know and express where things are. Within location we include space and place, which connects with physical and human geography in terms of the characteristics that make places identifiable, and how one place is different from another. **Environment** can be defined as surroundings, which includes all the living and non-living elements and their effects, that influence human life in any given place.

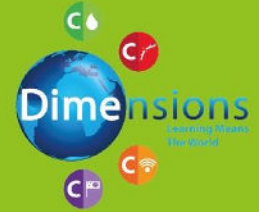
### Similarities and Differences

Comparison is a tool used by geographers to analyse locations, features and environments in order to discover things of geographical importance or interest e.g. common causes, geographical patterns. By looking for **similarities and differences**, children are then able to identify, analyse and evaluate findings, giving reasons for their conclusions.





# Geography



## EXPLORERS AND PATHFINDERS

### Knowledge Building

Processes and Changes	Human Geography	Physical Geography	Geographical Vocabulary	Location and Environments	Similarities and Differences
Identify simple changes in their environment, giving reasons for these, where possible	Know that human geographical features are man-made	Know that physical geographical features are natural	Know and understand simple prepositional and directional language	Know the names of places in their immediate locality and say what those places are like	Name some similarities and differences between places that are familiar to them
Know that places change over time and that there is often a range of evidence to show this	Know some basic human geographical features in the focus area and describe them	Know some basic physical geographical features in the focus area and describe them	Know and understand simple vocabulary related to place	Name and locate some key places in their own country and countries in the wider world	Identify basic similarities and differences between a range of locations

### Skills Progression

#### Reception, Years 1 and 2

<ul style="list-style-type: none"> <li>• Draw information from a simple map</li> <li>• Understand that some places are special to members of their community</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li> </ul>	<p>Ge1 Explore and discover the interesting features of the local environment</p> <p>Ge2 Explore and discover where different foods come from</p> <p>Ge3 Recognise and observe main human and physical features</p> <p>Ge4 Recognise different types of weather and climate</p> <p>Ge6 Communicate in different ways using simple geographical information and vocabulary</p> <p>Ge8 Use globes, maps and plans</p> <p>Ge9 Make simple plans</p> <p>Ge10 Ask and respond to geographical questions about people, places and environment</p> <p>Ge11 Investigate, measure and record changes in the weather</p> <p>Ge12 Recognise, observe, describe and record physical and human features</p> <p>Ge13 Identify links between their locality and other places in the UK and beyond</p> <p>Ge14 Discuss how weather affects our lives</p> <p>Ge15 Locate key features on globes, maps and plans</p> <p>Ge16 Make simple comparisons between features of different places and say how these features influence life there</p> <p>Ge17 Use simple compass directions</p> <p>Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language</p> <p>Ge20 Use aerial photographs and plan perspectives to identify landmarks and features</p> <p>Ge21 Make simple maps and plans</p>
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# Geography




## Knowledge Progression

### Explorers (Reception) and Pathfinders (Year 1 and 2)

#### Cycle A – Autumn 2

##### Unity in the Community

 Through this thematic unit, pupils encounter the meta-concepts of place, space and environment, interdependence, sustainability and processes and changes. As they explore the physical and human geography of their own locality, they learn about the relationship between people and places, and how and why locations change as a result of human activity. Fieldwork, use of compass points and mapping, including perspectives all feature as part of their geography learning.

##### Concepts

- A. To learn about the geography of the school and the key human and physical features of its grounds and immediately surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic physical features of the local area. (NC)
  - B. To know the key human features of the local area, including appropriate vocabulary such as city, town, village, factory, farm, house, office and shop (NC)
  - C. To know the key physical features of the local area, including appropriate vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation (NC)
  - D. To know how to locate the school on a map
  - E. To learn about how places have become the way they are and how they are changing
- To recognise changes in the environment and identify how the environment may be improved and sustained

#### Cycle A – Summer 1

##### No Place Like Home

- To know the key features of a house and identify some of them in their own home
- To know that there are many different types of houses and be able to identify some similarities and differences
- To identify buildings that don't traditionally look like homes, but are places where people live or have lived in the past e.g. palace, castle
- To know that there are places that can be temporary homes, and some can be easily built

##### Key Vocabulary

home, detached, bungalow, village, flat, semi-detached, property, local, area, bedroom, lounge, kitchen, bathroom, garage, garden, window, roof, door, room, furniture, address, street, road, nest, den, lighthouse, den, caravan, farm, palace, castle, brick, cave, map, binoculars

#### Cycle B – Autumn 2

##### Help is at Hand

- To know who works at school, what jobs they have and how these people help them
- To identify ways in which the police, ambulance service and fire service help in the community

#### Cycle A – Spring 2

##### Come Fly With Me! Asia


- To know that a map is a drawing of all or part of Earth's surface
- To know that China / India / Russia / Egypt can be found on a map of the world
- To know about some key aspects of Chinese culture, including Chinese New Year
- To know about some key aspects of Indian culture, including festivals such as Diwali
- To know that Russia is a large country in Asia
- To explore some basic identifying features of Russia's culture
- To know that Egypt is a country located across Africa and Asia
- To identify some key features Egyptian culture both in modern and ancient times such as hieroglyphs, desert environment and the pyramids

##### Key Vocabulary

passport, country, festival, traditions, culture, continent, Diwali, Chinese New Year, chopsticks, lantern, temple, tuk-tuk, climate, culture, desert, continent

#### Cycle B – Spring 2

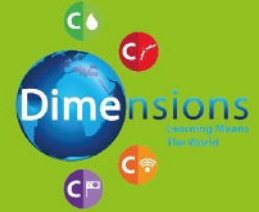
##### Come Fly With Me! Arctic Circle

-  Pupils are introduced to globes and their purpose, focusing specifically on the line of latitude known as the Arctic Circle. They then learn about some of the spaces and places within the Arctic Circle, its





# Geography



- To know how doctors and nurses help in different settings
- To know about a wider range of people who help in our communities such as builders, electricians, waiting staff etc.

### Key Vocabulary

surgery, litter, office, environment, ladder, vehicle, hospital, fire station, police station

weather and the effects of the climate on the environment, including seasonal change, and interdependence between plants, humans and animals. They are introduced to the physical geographical concept of permafrost and learn about some of the challenges and adaptations needed to survive in the coldest climate in the world, the tundra biome.

### Concepts

**NC** - 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

- A. To know what the Arctic Circle is and be able to locate the Arctic Circle on a map
- B. To understand about the weather and climate in the Arctic Circle
- C. To learn about the Inuit people group and their customs and traditions
- D. To learn about the Aurora Borealis (Northern Lights)

### Cycle B – Summer 1

#### Never Eat Shredded Wheat

Pupils learn how to use compass points in the context of maps, and in navigating from one place to another. Locational language also features in this unit. The learning focuses on the four countries of the UK, their capital cities, and key features. They will also develop their understanding of continents and oceans, human and physical features, and maps and plans, including aerial perspectives.

Food production, and the important link of growing with weather and climate, is also introduced.

### Concepts

- A. To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map (NC)
- B. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (NC)
- C. To name and locate the world's seven continents and five oceans (NC)
- D. To know, understand and apply basic geographical vocabulary to refer to key physical features, including valley and coast (NC)
- E. To know, understand and apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm (NC)
- F. To know how to recognise landmarks and basic physical features from aerial photos and plans (NC)
- G. To know where in the world some foods come from

### Cycle B – Summer 2

#### What on Earth...?


- To identify a range of things that are 'big' and make comparisons, identifying things that are larger than other things
- To identify a range of things that are 'small', identifying things that are smaller than other things

### Key Vocabulary

living, precious, gigantic, environment, building, city, mountain, skyscraper, tower


### Cycle C – Autumn 1

#### Additional Knowledge Inter-Nation Media Station

 As pupils learn about the history of the news, including the inventions of radio and television, it is important that they realise the impact this has had on human geography e.g. radio masts. They should also recognise the interdependence with physical geography e.g. the Native Americans found smoke signals well-suited to communicating in mountain and forest environments, as the smoke would rise high enough to be visible.

### Cycle C – Autumn 2

#### Land Ahoy!

 Building their place and space knowledge, pupils learn to name and locate the continents and oceans, linked to their understanding of land and sea. They identify and classify physical and human geographical features, looking in more detail at the island of Madagascar. Locational language and compass directions are reinforced, and pupils also learn about simple co-ordinate grid maps.

### Concepts





# Geography



In addition, when they are learning about messengers in Ancient Greece, this is an opportunity to look at location, using maps and globes.

**NC** - 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

- C. To name and locate the world's continents and oceans (NC)
- D. To name and identify key physical features, such as: beach, coast, forest, hill, mountain, ocean, river, vegetation (NC)
- E. To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map (NC)

## Cycle C – Spring 1

### Paddington's Passport

Using the contrast between Peru and England, pupils will learn about the similarities and differences, including different climates, the interdependence between plants and animals, and will further develop their skills in using maps and globes. Continents and oceans will also be revisited, as well as the four countries of the UK, with a comparison between Lima and London.

#### Concepts

- A. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country i.e. Lima, Peru and London (NC)
- B. To name and locate the world's seven continents and five oceans (NC)
- C. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (NC)

To identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage using world maps and globes (NC)

## Pathfinders 2 / Year 2 The Four Seasons Project

Pupils will, across the four seasons, investigate and identify seasonal weather patterns in the United Kingdom.

#### Concepts

- Identify seasonal and daily weather patterns in the United Kingdom
- Use basic geographical vocabulary to refer to key physical features
- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

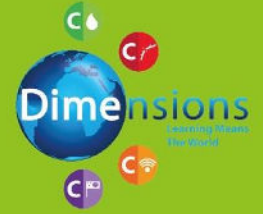
## Key Vocabulary

Never Eat Shredded Wheat				Paddington's Passport			
aerial view	coast	landmark	south	aerial view	capital city	London	Scotland
Africa	compass	locality	South America	Africa	Cardiff	map	South America
Antarctica	direction	location	Southern Ocean	amazon	climate	North America	Southern Ocean





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Arctic Ocean	east	London	United Kingdom	Antarctica	continent	Northern Ireland	survival
Asia	continent	map	valley	Arctic Ocean	country	ocean	United Kingdom
Atlantic Ocean	country	mountain	vegetation	Asia	Edinburgh	Pacific Ocean	Wales
Australasia	Edinburgh	nationality	village	Atlantic Ocean	England	Peru	Europe
beach	England	north	Wales	Australasia	Indian Ocean	rainforest	globe
Belfast	Europe	North America	West	Belfast	Lima	route	
capital city	globe	Northern Ireland	national anthem				
Cardiff	human features	Pacific Ocean	flag				
climate	itinerary	physical features					
	Indian Ocean	Scotland					
<b>Come Fly With Me! Arctic Circle</b>				<b>Land Ahoy!</b>			
Alaska	globe	midnight sun	polar	beach	forest	map	route
Arctic Circle	Greenland	north	Scandinavia	climate	globe	mountain	sea
Aurora Borealis	igloo	North Pole	Siberia	coast	hill	navigation	settlement
Canada	Inuit	Northern Lights	tundra	compass	human geography	north	south
climate	latitudinal lines	permafrost		continent	island	ocean	terrain
Finland	locality			country	land	physical geography	vegetation
				direction	location	rainforest	west
				east	Madagascar	river	
<b>Unity in the Community</b>				<b>Additional Knowledge - Inter-Nation Media Station</b>			
aerial view	countryside	landscape	shops	beacon		radio mast	
beach	factory	local	soil		TV mast		forest
bird's eye view	farm	locality	town	church		hill	
boundary	forest	map	valley				
city	google earth	mountain	vegetation				
coast	hill	offices	village				
country	human features	perspective					
	landmark	physical features					





# Geography



## ADVENTURERS AND NAVIGATORS

### Knowledge Building

Processes and Changes	Human Geography	Physical Geography	Geographical Vocabulary	Location and Environments	Similarities and Differences
Know that both primary and secondary sources of evidence show process and change	Know, compare and describe some human geographical features in the wider world	Know, compare and describe some physical geographical features in the wider world	Know and understand key vocabulary related to geographical processes	Know and understand the interrelationship between location and environment	Understand how and why some places and features are similar or different, giving reasons
Understand the reasons for different processes and resulting changes in a range of locations	Recognise, understand and explain patterns in human geography	Understand how the physical geography of a place influences the lives of its inhabitants	Know and understand more technical vocabulary e.g. biome, climate zone	Compare and contrast diverse locations and environments	Understand why different places employ different strategies for solving similar problems

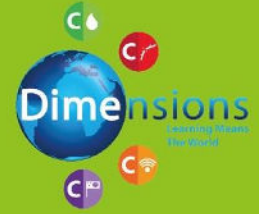
### Skills Progression

Geography Skills Adventurers (Y3 and 4)	Geography Skills Navigators (Y5 and 6)
<p>Ge22 Ask and respond to questions to develop a sense of place</p> <p>Ge23 Collect and record evidence and begin to offer explanations</p> <p>Ge24 Investigate key aspects of human and physical geography</p> <p>Ge25 Explore places with different climate zones</p> <p>Ge26 Identify where significant places are located in the UK, Europe and the wider world</p> <p>Ge27 Identify similarities and differences between places and environments and understand how they are linked</p> <p>Ge28 Identify how the ways in which people live sometimes have consequences for the environment</p> <p>Ge29 Use appropriate geographical vocabulary to communicate their findings</p> <p>Ge30 Collect and analyse a range of data from simple fieldwork experiences</p> <p>Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans</p> <p>Ge32 Use ICT to help in geographical investigation</p> <p>Ge33 Ask and respond to geographical questions and offer their own ideas</p> <p>Ge34 Explore places with different climate zones and compare and describe how climate affects living things</p> <p>Ge35 Identify where significant places are located in the UK, Europe and the wider world</p> <p>Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments</p> <p>Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales</p> <p>Ge38 Use appropriate geographical vocabulary in communicating findings</p> <p>Ge39 Employ a wider range of field work techniques and instruments to collect and analyse a range of data</p> <p>Ge40 Describe, compare and offer reasons for their views</p> <p>Ge41 Interpret information from different types of atlases, globes, maps and plans at a range of scales</p> <p>Ge42 Use secondary sources of information and ICT as part of investigations</p>	<p>Ge43 Ask suitable geographical questions leading to investigation</p> <p>Ge44 Investigate ways in which environments can be improved</p> <p>Ge45 Investigate using an increasing range of primary and secondary sources of information</p> <p>Ge46 Analyse evidence and draw conclusions</p> <p>Ge47 Identify a range of geographical processes that cause change in the physical and human world in different places</p> <p>Ge48 Use appropriate geographical vocabulary to communicate in a variety of ways</p> <p>Ge49 Use atlases, globes, maps and digital /computer mapping at a range of scales</p> <p>Ge50 Draw plans and maps at a variety of scales</p> <p>Ge51 Use the eight points of the compass</p> <p>Ge52 Use appropriate field work techniques and instruments to observe, measure and record human and physical features in the local area</p> <p>Ge53 Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes</p> <p>Ge54 Collect and record evidence independently</p> <p>Ge55 Investigate ways in which environments can be managed sustainably and why this is important now and in the future</p> <p>Ge56 Identify and explain different views that people, including themselves, hold about topical geographical issues</p> <p>Ge57 Observe and explain how human patterns are influenced by both human and physical features</p> <p>Ge58 Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways</p> <p>Ge59 Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six-figure grid references</p>








# Geography



	Ge60 Draw plans and maps at a variety of scales Ge61 Use and select appropriate ICT to help in geographical investigations Ge62 Use symbols and keys when sketching maps, plans and graphs
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## Knowledge Progression

### Adventurers (Year 3 and 4) and Navigators (Year 5 and 6)

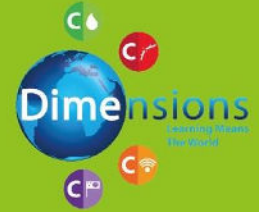
<p><b>Cycle A – Autumn 2</b></p> <p style="text-align: center;"><b>Additional Knowledge Athens v Sparta</b></p> <p> As pupils learn about Ancient Greece, this is an opportunity to learn about how primary sources of geographical evidence (human geography) show changes over time. They will learn how urbanisation occurred in Athens, creating a wealthy trade centre, and about Sparta’s mountainous location and fertile soil, meaning it could be self-sufficient. To know the location of Greece</p>	<p><b>Cycle A – Spring 2</b></p> <p style="text-align: center;"><b>Come Fly With Me! Africa</b></p> <p> In this unit, pupils’ learning is focused on Africa. First using globes to locate this specific continent, they then learn where the five largest countries of Africa are positioned on a map of Africa and learn some facts about these countries, understanding how the location of Africa, in relation to the equator, dictates its climate. Through an African food focus, they learn about its weather and the effects of the climate on the physical landscape, using problem-solving skills to decide where would be best to grow certain foods. They also learn about seasonality and Fairtrade. <b>Concepts</b> <b>NC</b> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied A. To know the location of the continent of Africa and identify its largest countries B. To know about some aspects of African culture</p>
<p><b>Cycle A – Summer 2</b></p> <p style="text-align: center;"><b>Picture Our Planet</b></p> <p> Learning is centred around three contrasting localities: - Brazil, Scotland and Fiji, comparing physical and human features, traditions and customs and gaining an insight into how each country is tackling their own particular conservation issues. This helps pupils understand how human processes lead to physical changes e.g. deforestation. Pupils will also have the opportunity to look at a range of sources and evidence and make comparisons, developing an understanding of the interrelationship between location and environment. <b>Concepts</b> <b>NC</b> - 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 A. To know some key facts about Brazil / Scotland / Fiji B. To know some of the physical features of Brazil / Scotland / Fiji C. To know some of the human features of Brazil / Scotland / Fiji D. To understand some of the traditions and customs of Brazil / Scotland / Fiji E. To understand how Brazil / Scotland / Fiji is tackling conservation issues</p>	







# Geography



## Cycle B – Summer 1

### Out and About

Pupils learn about space (counties) and place (cities) in the UK, looking at specific topographical features, such as mountains and rivers. They will analyse how features change over time and provide explanations, suggesting how (processes) and why such changes occur, making comparisons. They will develop their fieldwork skills, generating questions about the local area and recording information in appropriate ways. They will also become familiar with using the eight points of the compass and Ordnance Survey maps.

#### Concepts

- A. To 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, rivers), and understand how some of these aspects have changed over time (NC)
- B. To know and use the eight points of a compass, four-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 (NC)
- C. To recognise how and why places are similar to and different from other places in the same country and elsewhere in the world
- D. To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (NC)

## Cycle B – Summer 2

### Under the Canopy



Through this thematic unit, pupils build on the meta-concepts of place, space and environment, focusing on interdependence, sustainability, and processes and changes in the tropical rainforest biome. They will further explore the relationship between proximity to the Equator and the Tropics of Cancer and Capricorn with climate, and the resulting biodiversity.

#### Concepts

- NC** - Locate the world's countries, concentrating environmental regions, key physical and human characteristics, countries, and major cities
- NC** - 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)
- A. To learn about the tropical rainforest biome as an ecosystem

## Cycle C – Spring 2

### Come Fly With Me! America



Pupils' learning is focused on North and Central America, building on prior learning about the Arctic Circle and Canada, and setting the geographical and cultural contexts for learning about the American Civil War and the rise of enforced racial segregation in the Deep South. They learn about human and physical landmarks and their significance.

As well as addressing any fundamental misconceptions about continents, countries and, in this case, states, pupils also learn about the varied topography and climate zones of America and resulting impacts on the environment.

#### Concepts

- NC** - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- NC** - Locate the world's countries, concentrating environmental regions, key physical and human characteristics, countries, and major cities
- A. To be able to locate North and Central America, including some of the different countries and states
- B. To know about the weather and climate of North and Central America
- C. To identify the famous landmarks of North America, both physical and human

## Cycle C – Summer 1

### In Your Element

Pupils learn about physical features, such as mountains, and how they influence the lives of nearby communities. This links with rocks, soils and minerals, building on learning from science-focused unit, Rocky the Findosaur.

Processes such as earthquakes and volcanic eruptions are studied, and flooding, linking to learning about the River Nile, along with other extreme weathers.

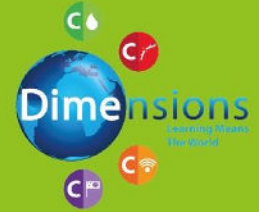
#### Concepts



- NC** - To 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, rivers), and understand how some of these aspects have changed over time
- NC** - Describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water
- Earth**
- A. To name and locate main UK and world mountains
- B. To learn about different types of rocks, soils and minerals
- C. To learn about earthquakes
- Fire**
- D. To name and locate famous volcanoes, studying different types of volcanic material e.g. lava
- Water**





# Geography

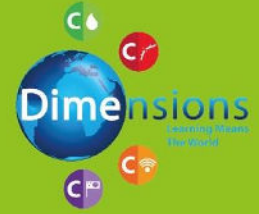


	<ul style="list-style-type: none"> <li>E. To learn about tsunamis and their link with earthquakes</li> <li>F. To name and locate main UK and world rivers and seas</li> <li>G. To learn about the use of water in trade links</li> <li>H. To learn about the distribution of water and water supplies e.g. drought, flooding</li> </ul> <p><b>Air</b></p> <ul style="list-style-type: none"> <li>I. To learn about climate zones</li> <li>J. To know the difference between a tornado, hurricane and cyclone</li> </ul>
<p><b>Cycle C – Summer 1</b></p> <p style="text-align: center;"><b>Pharaoh Queen</b></p> <p><b>NC</b> - To know about and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p>A study of Ancient Egypt provides an opportunity for pupils to build on their learning about Africa and the position and location of some of its countries. They will engage map reading skills in locating Egypt on a globe / atlas and discussing its location on the north coast of Africa, in relation to the Equator and Tropics of Cancer and Capricorn. It also provides an opportunity for pupils to learn more about rivers and associated processes and changes e.g. flooding, drought, whilst focusing on the River Nile.</p>	<p><b>Cycle C – Summer 2</b></p> <p style="text-align: center;"><b>Global Warning</b></p> <p> This thematic unit focuses mainly on processes and changes, exploring the link between waste and pollution. Pupils study the causes and effects of air pollution in different locations and how it effects the environment. They learn how aspects of trade, such as transportation and manufacturing, can be harmful to the environment.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>A. To understand the meaning of the term 'pollution'</li> <li>B. To learn about water pollution and its effects</li> <li>C. To learn about air pollution and its effects</li> </ul> <p>To understand the link between waste and pollution</p>
<p><b>Cycle D – Autumn 2</b></p> <p style="text-align: center;"><b>Wars of the World</b></p> <p> As pupils learn about war, this is an opportunity to identify one of the reasons why the landscape and human geography might change over time. They will learn about borders and territory, as well as understanding how a country's physical and human geography might make it attractive to invaders.</p>	<p><b>Cycle D – Spring 1</b></p> <p style="text-align: center;"><b>Three Giant Steps</b></p> <p>Contrasting the UK, Europe (France) and the wider world (Canada), pupils will learn about the position and key features of each country. They will identify similarities and differences, further developing their vocabulary linked to place, space, location and interdependence.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>A. To understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America (NC)</li> <li>B. To 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 (NC)</li> <li>C. To know about and 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) (NC)</li> <li>D. To identify similarities and differences between Dover UK, France and Canada</li> </ul>
<p><b>Cycle D – Spring 2</b></p> <p style="text-align: center;"><b>Additional Knowledge</b> "I Have a Dream..."</p>	<p><b>Cycle D – Summer 1</b></p> <p style="text-align: center;"><b>Time Team</b></p> <p>This is a multi-disciplinary study of the local area. The geography aspect includes a focus on geographical processes and changes, linking with a historical disciplinary focus on continuity and change and helps pupils</p>





# Geography



As pupils learn about segregation in America and South Africa, this is an opportunity for them to understand how social and economic issues impact on human geography e.g. slums, overcrowding, with a clear visible distinction between the white and non-white areas during the apartheid era.

understand how the events of history help shape a locality. They also further develop their mapping skills as part of this project.

### Concepts

**NC** -To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

- A. To locate and name five key landmarks in the local area using maps and plans
- B. To learn about the five key landmarks, using a variety of sources and asking relevant questions,
- C. discovering how they have changed over time
- D. To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time.
- E. To know how to apply their knowledge when giving a guided tour of the local area

### Cycle D – Summer 2

#### Full of Beans



Learning about different energy sources and their origins leads pupils to further investigate global economic and trade links. They use maps and atlases as part of this process, and study a specific country's development (physical appearance through human influence) as a result of its natural resources.

### Concepts

**NC** - To describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water

- A. To learn about different types of beans
- B. To know how and where in the world beans are grown and how to plan an experiment to grow beans
- C. To know about different energy sources and where they come from
- D. To learn more about non-renewable and renewable energy and the advantages and disadvantages of each source
- E. To learn how to save energy and understand the effect this will have on the environment (local / national / global level)

### Adventurers Seasons Around the World Project

Pupils will, across the four seasons, investigate and identify associated seasonal weathers in each country studied. They will link this learning to location and identify factors that affect the climate in each country.

### Navigators Been Around the World Project

Pupils will explore the links between the UK and Hong Kong by studying location, key features and physical geography. They will also look at why people live or move to either location and the differences in both the UK and Hong Kong's approaches to animal conservation.

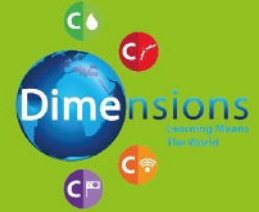
### Concepts

- A. To learn about the movement of people to new settlements and why people leave their home country for other countries
- B. To learn about the human and physical geography of Hong Kong and what factors influence settlement there
- C. To learn about the importance of trade links and find out more about who the UK trades with
- D. To debate whether more should be done to preserve habitats rather than breed animals for conservation in zoos





# Geography



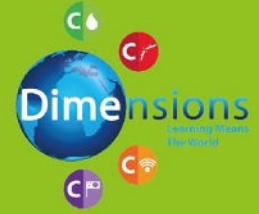
## Key Vocabulary

Come Fly With Me! Africa				Three Giant Steps			
aerial photograph	desertification	South Africa	Uganda	area	Eiffel Tower	population	topography
Africa	drought	Tanzania	Zambia	Calais	English Channel	Russia	tourism
Angola	equator	The Big Five	Zimbabwe	Canada	erosion	time zone	Tropic of Cancer
Benin	Ethiopia	time zone		canes	equator	latitude	Tropic of Capricorn
Botswana	human geography	topology		capital city	Evian	longitude	White Cliffs of Dover
continent	Kenya	Namibia		cliffs	ferry port	Lourdes	
country	landscape	physical geography		climate	France	Louvre Museum	
Congo	Malawi	safari		Dover	Greenwich Meridian	Notre Dame	
Out and About				Picture Our Planet			
city	location	settlement	survey	archipelago	coral reef	locality	Sao Paulo
compass	mountain	southeast	symbol	Brazil	country	loch	Scotland
country	navigation	southwest	topography	Christ the Redeemer	deforestation	mangrove	South America
county	glacier	northeast	valley	climate	endangered species	monolith	Sugar Loaf Mountain
fieldwork	GPS	northwest	weather	coastal plain	Europe	Oceania	tourism
key	grid reference	Ordnance Survey map		colonial	grassland	plateau	urbanisation
lake	human feature	physical feature		colony	inhabited	pollution	conservation
landscape	industrialisation	region		continent	Levuka	River Tiete	volcanic rock
							water cycle
Under the Canopy				Window on the World			
aerial survey	equatorial	originate	settlement	import	extinction	habitation	
biodiversity	fair trade	plaza	trade	export	captive		
canopy layer	forest floor	satellite images					
cocoa	fungi	sustainability					
coffee	hemisphere	trees					
conservation	humidity	Tropic of Cancer					
deforestation	Mayan	Tropic of Capricorn					
emergent layer	Mexico	tropical					
equator		understory layer					
Come Fly With Me! America				Global Warning			





# Geography

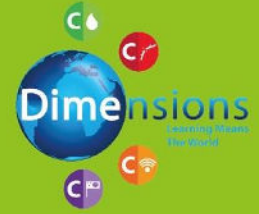


alpine	continent	Mediterranean	Sioux	air pollution	gyre	pollutants	smog
apache	country	Mexico	state	biodegradable	manufacturing	pollution levels	sustainability
Canada	deciduous	migrate	Statue of Liberty	cultivation	methane	recycle	waste
Caribbean	desert	Native American	tribe	environment	nurdles	reusable	water pollution
Central America	grassland	Navajo	tundra				
Cherokee	Greenland	rainforest	unfertile land				
climate zone	hurricanes	region					
coniferous	indigenous	settlement					
<b>Full of Beans</b>				<b>Time Team</b>			
climate	country	location	renewable energy	compass points	industrialisation	northwest	road layout
coal	cultivation	non-renewable energy	sources	grid reference	locality	ordnance survey maps	southeast
consumption	fossil fuel	sources	sustainable	human geography	northeast	property developer	southwest
continent	gas	oil					
		pollution					
<b>In Your Element</b>				<b>Additional Knowledge - "I Have a Dream..."</b>			
biomes	flood	mountain	tornado	economic	outsirts	population	South Africa
climate	hurricane	mountain range	tsunami	homelands	overcrowding	segregation	Township
crystal formations	lava	rock	typhoon	human geography	physical geography	settlement	unemployment
climate zone	magma	soil	volcano	living area	pollution	slum	waste
drought	minerals	tectonic plate		mine		social problems	
earthquake							
<b>Additional Knowledge - Pharaoh Queen</b>				<b>Additional Knowledge - Wars of the World</b>			
transcontinental	agriculture	Tropic of Capricorn	drought	territory	nation	colony	battlefield
river	equator	estuary	springs				
dam	Tropic of Cancer	meander	river mouth				
canal		flood / flood plain					
				<b>Additional Knowledge - Been Around the World</b>			
				immigration	Hong Kong	typhoon	trade link
				emigrate	China	humid	native species
				migrate	land reclamation	export	breeding programme
				sampan	MTR	import	endangered species
							conservation





# Geography



## End Goals

### Explorers / EYFS

Our aim in teaching geography in Explorers is to tap into pupils' natural curiosity and develop in them a fascination with the world, its places and people. By the end of this phase, pupils should be able to make sense of their physical world and environment. They should be familiar with their immediate locality through exploring and observing, and be able to name some key features e.g. houses, trees. They should begin to understand that some are man-made (human geography) and some are natural (physical geography). Pupils should also be able to use simple directional language accurately. Pupils should also know that the world is made up of different countries and that there are similarities and differences between them e.g. climate, buildings. They should know what a map is and that we use them to gain information about a place.

### Pathfinders / KS1

Our aim in teaching geography in Pathfinders is to expand pupils' horizons by learning more about their own locality and country, as well as investigating interesting locations in the wider world. The geography that children learn is brought 'alive' for them through investigating and asking questions about the world. By the end of this phase, they should have a clear understanding of the differences between human and physical geography, including weather and climate. They should be able to name the continents and oceans and know which continent their home country belongs to. Basic geographical vocabulary should be embedded so that pupils are able to ask and answer simple geographical questions and explain their thinking. They should be familiar with compass directions and be able to use those in context e.g. North Pole, South America. They should also begin to understand how and why changes to places and the environment happen, both as a result of natural processes and through human activity.

### Adventurers / LKS2

Our aim in teaching geography in Adventurers is to equip pupils with knowledge of diverse places, people, resources, and natural and human environments. By the end of this phase, they should have an understanding of a wide range of physical and human features and processes, as well as being able to recognise and explain the interrelationship between location and environment. They should understand the difference between primary and secondary sources of evidence and recognise the role that fieldwork plays in contributing to the collection of primary evidence. Geographical vocabulary should include more specific and complex language which pupils are able to use appropriately and in context. Pupils should recognise and value interdependence through themes such as food, tourism and trade.

### Navigators / UKS2

Our aim in teaching geography in Navigators is to deepen pupils' understanding and appreciation of places and their importance to us, of our impact on them and how we can manage and develop them sustainably. By the end of the phase, pupils' growing knowledge about the world they share with all life forms should help them to consolidate their understanding of interdependence, and the interaction between physical and human geography, landscapes, and environments. Pupils' geographical knowledge, understanding and skills should provide a framework in explaining how the Earth's features are shaped, interconnected and change over time, identifying and explaining patterns. They should also understand how the physical geography of a place influences the lives of its inhabitants.

