

Geography 2022/2023

What will our geographers be able to do when they leave us?

Our geographers will have been inspired by a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children will be equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. They use the correct geographical terms and vocabulary to communicate geographical ideas effectively. As children progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. This will be taught through inspirational learning experiences which will enable them to put key geographical skills into place by means of field work, computing and developed geographical skills. Through this, the pupils will gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time. From this, the pupils can continue their education with the geographical knowledge and skills to understanding how humans impact and influence the physical geography of the world around us. This knowledge will help to influence their life choices in making it a better place for all of earth's inhabitants.

As geographers we will...							
	EYFS	KS1 A	KS1 B	Year 3	Year 4	Year 5	Year 6
Key Concepts	Environment/Locality	Locality	Locality	Locality	Locality	Locality	Locality
Locational and Place Knowledge Core Knowledge Progression	- Discuss their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know that there are different countries in the world and talk about differences they have experienced or seen in photos. - Recognise and explain some similarities and differences between life in this country and life in other countries.	Name and know some characteristics of the four countries that make up the UK.	- Name and know some characteristics of the seven continents and five oceans of the world. - Name and know some characteristics of the UK's capital cities. - Name and locate the seas around the UK. - Identify and compare features of Grantham, UK with Grantham and comparison of another country with Grantham.	- Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; - Explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; - Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; - Explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; - Use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood	- Locate world's countries (South America), environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map (compare sustainability levels between South America and England). - Describe their location in relation to the equator, tropics, hemispheres and the poles. - Suggest reasons for their location.	- Locate physical geographical features on a map. - Describe their location in relation to land use and look for patterns in the locations. - Locate countries where there are dangerous waters which WaterAid help with. - Locate on a world map and identify key features and characteristics. - Locate the seas around the UK, and counties which suffer flooding.	- Compare maps over time. - Understand how time zones are shown on a map.

				Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. • Locate the world’s countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; • Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones; • Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.			
Key Concepts	Environment	Environment	Environment/Locality	Environment/Locality	Environment/Locality	Environment/Locality	Environment/Locality

Human and Physical Geography Core Knowledge Progression	●Use all their senses in hands-on exploration of natural materials. ●Begin to understand the need to respect and care for the natural environment and all living things. ●Explore the natural world around them. ●Recognise and explain how some environments are different to the one in which they live. ●Understand some important processes and changes in the natural world around them, including the seasons.	●Identify seasonal and daily weather patterns in the UK. ●Use vocabulary such as forest, hill, mountain, season, weather, village, town, city, port...	●Identify and locate hot and cold regions of the world in relation to the equator and poles. ●Use vocabulary such as beach, cliff, coast, ocean, valley, locality, factory, parliament...	●Describe and understand key aspects of physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; ●Describe and understand human geography, including: types of settlement and land use; ●Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.	● Describe the different climate zones and Vegetation belts on a global scale. ● Be able to say what weather and vegetation is related to these and begin to give reasons why. ● Describe economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK. (South America and trade links around the world) ● Compare different types of settlements and land use. ● Recognise that our choices impact the lives of other people.	● Describe how physical geographical features are formed. ● Describe and understand the water cycle and how Tsunamis are formed. ● Describe how humans are impacted both positively and negatively by physical features. ● Recognise that humans can have some control over physical features.	● Explain the water cycle using scientific terminology and explain the changes of state. ● Describe how geographical features change over time. ● Describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. ● Analyse the positive and negative impact of a human change on both a local and global scale.
Key Concepts	Locality	Locality	Locality	Locality	Locality	Locality	Locality
Geographical Skills and Fieldwork Core Knowledge Progression	●Understand position through words alone, “the bag is under the table” with no pointing. ●Describe a familiar route. ●Discuss routes and locations, using words like ‘in front of’ and ‘behind’. ●Draw information from a simple map.	●Ask and respond to questions about the world around me. ●Use first-hand observation to study the geography of the school. ●Use and follow directional language. ●Use symbols on own maps of imaginary places. ●Express views about a place or environment.	●Ask simple geographical questions. ●Make observations as part of a local enquiry. ●Make simple measurements of the school and its grounds. ●Use maps, atlases and globes to locate places studied. ●Use compass directions and describe routes. ●Use agreed symbols on own sketch maps. ●Describe enquiry findings. ●Give some reasons for views about places or environments.	●Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; ●Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; ●Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; ●Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ● Use the eight points of a compass and follow directions to the nearest 10 degrees. ● Use four grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world. ● Understand how colours are used on a map to show different physical zones. ● Use fieldwork to observe, measure, record and present the human and physical features in the local	● Use 6 figure grid references. ● Explain what data which has either been collected or researched shows and the impact of it. ● Record data in a line graph. ● Use less common OS symbols to show geographical features. 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.	● Begin to use latitude and longitude to describe location. ● Compare aerial photos and maps over time. ● Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.

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