

Geography at Kirkby Stephen Primary School



Enthuse. Explore. Enrich.



Our vision for Geography

Intent

At Kirkby Stephen Primary School, through our Geography curriculum, we aim to expand geographical vocabulary and increase our children's knowledge and curiosity of the wider world. Children will investigate a range of places, both in Britain and abroad, to help develop knowledge and understanding of the Earth's physical and human processes. We provide opportunities to investigate and enquire about our local area of Kirkby Stephen and the Eden Valley. This supports the children to develop an understanding of who they are, their heritage and what makes our local area so unique and special. We want children to have a love of geographical learning, gaining knowledge and skills through high quality teaching, both inside and outside the classroom. As the future generation responsible for our planet, we want to instill in our children a sense of respect for the world. We want to encourage our pupils to recognise they have a voice and use it confidently to debate topics they feel passionate about..

Our vision for Geography

Implementation

A topic-based approach is used to teach Geography. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Existing knowledge is checked at the start of each new topic. This ensures that teaching is informed by the children's starting points and takes account of pupil voice. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality.



Impact

Our Geography curriculum leads pupils to be enthusiastic Geography learners, evidenced in a range of ways, including through pupil voice and their work in their study books. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Children's knowledge and skills develop progressively as they move through school, which will enable them to meet the requirements of the National Curriculum as well as building on a deeper understanding to enable them to become competent geographers. Our school environment will show the wide range of topics being covered throughout the school, through displays, resources and vocabulary.

Expectations at the end of EYFS

Geography can help support achieving several ELG at the end of EYFS.

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 increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, 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.



Expectations at the end of EYFS

Geography can help support achieving several ELG at the end of EYFS.

- Understand the effect of changing seasons on the natural world around them
- Recognise some environments that are different from the one in which they live
- Describe what they see, hear and feel whilst outside
- Explore the natural world around them
- Recognise some similarities and differences between life in this country and life in other countries
- Draw information from a simple map
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos



Key Stage 1 National Curriculum

Locational Knowledge

Pupils should be taught to:

- 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

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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

Place Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop



Key Stage 2 National Curriculum

Locational Knowledge

Pupils should be taught 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
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Human and Physical Geography

Pupils should be taught to:

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Place Knowledge

Pupils should be taught to:

- 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

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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



Geography in Autumn Term (1)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Body	Look At Me Now!	Volcanoes and Romans	World War II	Grand Designs	The Human Machine
<u>Human and Physical Geography</u> -Talk about their home and the town/village they live in (human and physical features), including what we like and don't like about the place where we live. - Know the main differences between city, town and village. <u>Geographical skills and Fieldwork</u> -Look at aerial photographs of the school. -Undertake simple field work in local area. -Know their address, including postcode. <u>Locational knowledge</u> -Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <u>Ongoing study</u> Identify seasonal and daily weather patterns in the UK. <u>Subject Specific Vocabulary</u> Town , Countryside, Human, Physical, Address, Street, Map, Country, England, United Kingdom, Seasons, Autumn.	<u>Human and Physical Geography</u> -Give opinions about the place I live in. - Explain some advantages and disadvantages of living in a city or village. -Give opinions about a different place. -Refer to key features (farm, house, shop, office, port, factory etc). <u>Locational Knowledge</u> -Locate my home on a UK map. <u>Map skills</u> -Use and label aerial photographs to recognise landmarks (local and international). -Use directional vocabulary to explain where a location is. <u>Geographical skills and Fieldwork</u> - Know and use the terminologies: left and right; below, next to. <u>Ongoing Geography study</u> Identify seasonal and daily weather patterns in the UK and location of hot and cold areas in the world in relation to the equator, North and South pole. <u>Subject specific vocabulary</u> Direction, navigate, human geography, physical geography, aerial photograph, landmarks, address, postcode.	<u>Map skills</u> -Locate places of Roman settlers and volcanoes around the world using a range of maps, atlases and Google maps, including the use of Ordnance Survey. -Use standard symbols and understand the importance of a key -Locate volcanic regions of the world. <u>Geographical skills and Fieldwork</u> <i>-Trip to Vindolanda</i> – fieldwork, observing, measuring and recording features of the area. -Perform a rock study in our local area and record findings in different forms such as graphs and sketch maps. <u>Locational Knowledge</u> -Know the name of and locate at least eight European countries, using maps to focus on Europe (in particular Italy, but also including the location of Russia). -Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn whilst identifying volcanoes around the world. <i>Continued in Autumn 2</i>	<u>Map Skills</u> -Use maps, atlases, globes and digital computer/computer mapping to locate countries and describe features studied. -Locate places on large scale maps. <u>Locational Knowledge</u> -Name and locate counties and cities in the UK. - Know the names of and locate at least eight major capital cities across the world. -Know countries that make up Europe. -Find 6 cities in the UK on a map. <u>Subject Specific Vocabulary</u> Europe, United Kingdom, city, county, country, key, capital city.	<u>Locational Knowledge</u> -Name and locate counties and main industrial cities of the United Kingdom. -Explain why these industrial hotspots have developed and link their geographical location to the important historical events (industrial revolution, development of railways). <u>Human and Physical Geography</u> -Explain the significance of the geographical location of railway to human and economical features. -Review information from my investigation and discuss suitability of the railway route and how the 'Navvies' will have created this route. <u>Geographical skills and Fieldwork</u> - Investigate a local railway route suitability (<i>from the top of Ash Fell looking towards Tebay</i>). - Evaluate the quality of evidence from the survey and identify areas of strength and areas for improvement. - Use sketches and photographs as evidence in an investigation. <u>Map Skills</u> - Locate Kirkby Stephen on different maps; recent and historical maps, small, medium and large scale maps. -Compare aerial photographs (satellite images) and maps (OS maps) of the local area. Use these skills to map out the route of a disused railway. - Confidently use 4-figure co-ordinates to locate features on a map. <u>Subject Specific Vocabulary</u> Transport link, trade link, Arch bridge, Cantilever Bridge, Truss Bridge. Beam Bridge, Suspension Bridge, tunnel, viaduct, valley, gorge, landscaping, embankment, cutting, limestone, natural resources.	<u>Locational Knowledge</u> Locate, describe and ask questions about the Maya area of Central America. <u>Map Skills</u> Use atlases to find out data about other places. Describe an area and answer questions using OS map-reading skills. Know how to use 6-figure grid references. Know what most of the Ordnance Survey symbols stand for. <u>Geographical skills and Fieldwork</u> While hiking, follow a route on an OS map and use an 8-point compass. <u>Human and Physical Geography</u> Describe and understand key aspects of physical geography - earthquakes. Understand geographical similarities and differences through the study of human and physical geography of the Maya region of Central America: farming techniques (3 Sisters/ UK agriculture). Be familiar with the 12 permaculture principles. <u>Subject Specific Vocabulary</u> terrain, aftershock, tsunami, fault, tectonics, magnitude, landslide, Ordnance Survey, symbol, grid reference, legend, scale, contour

Geography in Autumn Term (2)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Our Furry Friends	Construction Fun and Railways	Volcanoes and Romans	World War II	Grand Designs	Evolution
<u>Locational Knowledge</u> -Learn about animals and find out where some of our favourite animals come from. <u>Map Skills</u> -Use world maps, atlases and globes to begin to identify where in the world some of our favourite animals come from. <u>Place knowledge</u> - Know features of hot and cold places in the world. <u>Human and Physical Geography</u> -Locate hot and cold places in the world. - Know which is the hottest and coldest season in the UK. - Know and recognise the main weather symbols. <u>Ongoing study</u> Identify seasonal and daily weather patterns in the UK. <u>Subject specific vocabulary</u> Country, sea, island, ocean, coast, United Kingdom, continent, globe, atlas, season, winter.	<u>Human and Physical Geography</u> -Explain the facilities that a village, town and city may need and give reasons why. - Identify the following physical features: mountain, lake, island, valley, cliff, river, forest and beach. <u>Map skills</u> -Orienteering - Use words like near, far, left, right to describe locations and routes on a map. <u>Locational knowledge</u> Know that name of and locate the four capital cities of England, Scotland, Wales and Northern Ireland (revisit from Year 1.) <u>Skills and fieldwork</u> - Know and use the terminologies: left and right; below, next to (revisit from Autumn 1). <u>Ongoing Geography study</u> Identify seasonal and daily weather patterns in the UK and location of hot and cold areas in the world in relation to the equator, North and South pole. <u>Subject specific vocabulary</u> Urban, rural, physical, human, near, far, left, right, direction.	<i>Continued from Autumn 1</i> <u>Human and Physical Geography</u> -Describe and understand key aspects of volcanoes and earthquakes. - Label the different parts of a volcano. -Human geography, including: types of settlement and land use in volcanic regions. Creation of geothermal energy and minerals from volcanoes. -Human geography including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there? -When considering the life of a Roman, know at least five differences between living in the UK and a Mediterranean country. -Compare a region of the UK (Lake District) with a region in Europe (Lake Garda) link with Science (rocks). <u>Subject specific vocabulary</u> Eruption, region, aftershock, magma, lava, dormant, tectonic plates, the Earth's crust, limestone, marble, metamorphic, permeable, porous, quarrying, igneous, sedimentary.	<i>Continued from Autumn 1.</i>	<i>Continued from Autumn 1</i>	<u>Locational Knowledge</u> Identify the position and significance of latitude, longitude, Equator, Northern/ Southern Hemisphere, the Tropics, Arctic/ Antarctic Circles and Prime Meridian (revision). <u>Map Skills</u> Use lines of longitude and latitude to locate places globally when given their coordinates. Compare different map projections. <u>Human and Physical Geography</u> Adapting to different environments: Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. <u>Subject Specific Vocabulary</u> biome, biodiversity, ecosystem, temperate, tropical, endangered, threatened, extinct, hemisphere, longitude, latitude, prime meridian

Geography in Spring Term (1)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Once Upon A Time	Read Around the World	Metals and Magnets	Extinction	Earth and Space	Mountains
<u>Map skills</u> -Children draw simple maps in relation to stories and traditional tales. Children to devise and use their own key. <u>Locational knowledge</u> - Know the names of and locate the four capitals of England, Wales, Scotland and Northern Ireland. <u>Ongoing study</u> Identify seasonal and daily weather patterns in the UK. <u>Subject specific vocabulary</u> Use stories to develop basic geographical vocabulary: Beach Forest Hill Mountain Sea Ocean Vegetation Season and weather. City, town, village, factory, farm, house, office, port, harbour, shop, United Kingdom, seasons.	<u>Map skills</u> -Name UK’s capital cities and locate on a map. -Use simple compass directions. -Devise a simple map using symbols and a key including features. <u>Human and Physical Geography</u> -Describe features of an island. <u>Ongoing Geography study</u> Identify seasonal and daily weather patterns in the UK and location of hot and cold areas in the world in relation to the equator, North and South pole. <u>Locational Knowledge</u> -Identify characteristics of the 4 countries of the UK. -Use atlases and globes to name and locate 7 continents of the world. - Know the names of and locate the 5 oceans of the world. -Describe key features of a place from a picture using basic geographical vocabulary. <u>Place knowledge</u> Know the main differences between a place in England and that of a small place in a non-European country. Understand that different people have different viewpoints on the Earth and natural world (e.g. indigenous peoples). <u>Subject specific vocabulary</u> Continent, explorer, voyage, compass, symbol, urban, rural.	<u>Map Skills</u> -Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. -Use local town maps to plan a journey for Iron Man. Start the journey from each of their homes locating them on a map (ICT) ending their journey at the Kirkby Stephen scrap yard. <u>Human and Physical Geography</u> -Learn about the ‘recycling journey’. (Include a visit from CC worker and/or discussion with scrap yard worker to talk to the children about recycling/ landfill/ environment) -Describe key features of a place from a picture using basic geographical vocabulary. <u>Locational Knowledge</u> -Identify Northern and Southern regions of England and the world (using globes, atlas). Know that Earth has magnetic fields (link to Science - magnets. Magnets have at least one north pole and one south pole. A magnetic field is the region in space where a magnetic force can be detected.) <u>Geographical skills and fieldwork</u> - Know and name the eight points of a compass. <u>Subject specific vocabulary</u> North pole, South pole, equator, region, magnetic field, compass, Southern region, Southern hemisphere, Northern hemisphere.	<u>Map Skills</u> -Use four compass points well and begin to use 8 compass points. -Locate places on large scale maps. -Use large and medium scale OS maps, junior atlases and map sites on the internet. -Identify features on aerial, oblique and satellite images and photographs. -Know why a key is needed and begin to recognise symbols on an OS map. -Begin to use four figure grid refs. <u>Locational Knowledge</u> - Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. - Know what is meant by the term ‘tropics.’ <i>Continued in Spring 2</i>	<u>Locational Knowledge</u> Understand and use Greenwich Mean Time and time zones, and relate to day and night around the world. <u>Map Skills</u> Locate Equator, Tropic of Capricorn, Tropic of Cancer, Poles and other important imaginary lines on a map. <u>Subject Specific Vocabulary</u> Equator, time zone, lines of longitude, lines of latitude, Prime Meridian, ocean, sea, Poles, 8 compass points.	<u>Locational Knowledge</u> Name and locate key local topographical features (hills and mountains) and understand how some of these have changed over time. Know the names of major mountains and mountain regions of the UK and the world. Locate the Seven Summits and major mountain ranges of the world. <u>Map Skills</u> Create a world and UK map showing major mountain regions. <u>Human and Physical Geography</u> Describe and understand key aspects of physical geography – mountains. Compare major mountains of the world with local and UK mountains (scaled drawing – altitude). Identify impact of climate change on glacial melt in Himalaya and Asia’s rivers. <u>Subject Specific Vocabulary</u> altitude, peak, summit, valley, ravine, gorge, ridge, plateau, range, tectonic plates, mountains (fault-block, fold, volcanic), Third Pole, glacial melt, glacier.

Geography in Spring Term (2)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pirate's Life For Me	Animals around the world	Light	Extinction	Ancient Greeks	Floodland
<u>Locational knowledge</u> -Know the names of the four countries that make up the UK and name the three main seas that surround the UK. <u>Map Skills</u> -Use world maps, atlases and globes to identify the UK, its countries and continents. -Use simple compass directions. -Know where the Equator, North Pole and South Pole are on the globe. <u>Geographical skills and Field Work</u> -Orienteering – use simple compass directions, NSEW and locational and directional language. <u>Ongoing study</u> Identify seasonal and daily weather patterns in the UK. <u>Subject Specific Vocabulary</u> Indian Ocean, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean, Spring , climate, compass, orienteering.	<u>Locational Knowledge</u> -Identify characteristics of 4 countries of UK. -Use atlases and globes to name and locate oceans and continents of the world. -Use atlases and globes to name and locate 7 continents of the world. (revisit) - Know the names and locate the 5 oceans of the world. (revisit) <u>Human and Physical Geography</u> <i>Elephant hunter</i> -Give opinions about a different place. -Describe a place outside Europe using geographical vocabulary. -Explain how jobs may be different in other locations. -Explain how an area may be spoilt or improved and give reasons. <u>Ongoing Geography study</u> Identify seasonal and daily weather patterns in the UK and location of hot and cold areas in the world in relation to the equator, North and South pole. <u>Subject specific vocabulary</u> Continent, explorer, voyage, compass, polar, desert, equator, poles, uninhabitable.	<u>Map skills</u> -Using the impressionism art study (Heaton Cooper) locate the places the pictures were painted using a range of methods which include the use of maps and google earth. <u>Locational Knowledge</u> -Name and locate at least 4 non-European countries in the northern hemisphere and 4 in the southern hemisphere. Locate the tropics of Cancer and Capricorn and Arctic and Antarctic circles. -Observe the different time zones including night and day. Focus particularly on Finland, Greenland... with a specific focus on the Northern lights. <u>Subject specific vocabulary</u> North pole, South pole, equator, desert, Arctic circle, Antarctic circle, Northern Hemisphere, Southern Hemisphere, night, day.	<i>Continued from Spring 1</i> <u>Human and Physical Geography</u> -Name some of the things they and others do that are responsible for climate change and begin to explore alternatives which are less harmful; understand that different lifestyles have a greater or lesser impact. -Understand that some individuals and countries are more responsible than others for greenhouse gas emissions. -Compare the carbon footprints and attitudes to climate crisis of people with a different lifestyle to them (eg in the Global South) -Name different examples of how a group are taking climate action together and identify climate actions that can be taken at school/local level. -Understand that leaders of governments make agreements about climate action and be able to identify some of the content of these agreements. -Imagine different futures within their own lifetimes based on different levels of heating, including optimistic scenarios, and know that action or lack of it now will have an effect on these different futures. <u>Subject Specific Vocabulary</u> Tropics, climate change, climate crisis, carbon footprint, greenhouse gas, Global South	<u>Locational Knowledge</u> - Use a map to locate places in Europe, including capital cities. <u>Human and Physical Geography</u> Explore the physical and human geography of Greece. Case study: <i>Population, size, location, mountains, landscape and climate.</i> <u>Map Skills</u> - Draw a map with an attached key to display desired information about changes in Greece. <i>Creating a map of Greece with key landmarks.</i> - Use 8 compass points to explain where things are in relation to others. <u>Subject Specific Vocabulary</u> Bordering seas, expansion, invasion, reliability, Europe, Athens, mainland, region, coastline.	<u>Locational Knowledge</u> Name and locate key local topographical features (coasts and rivers) and land-use patterns, including flood plains and flood defences, and understand how some of these have changed over time. <u>Map Skills</u> Draw a thematic map to show flood projections and coastal erosion. Use Google Earth and Google Maps to locate a place in the Southern hemisphere threatened by sea level rise. <u>Human and Physical Geography</u> -Describe and understand key aspects of physical geography including rivers and the water cycle. -Identify impact of climate change on local flooding levels. -Describe and understand key aspects of human geography and the distribution of natural resources including energy by learning about the UK energy mix and the impact this has on climate change. -Begin to understand what climate tipping points are and understand the terms “climate emergency” and “climate crisis”. -Know about current trends in total global climate emissions and learn about the concept of emissions reduction targets. -Understand that 2030 is a scientific estimate of a year by which global emissions must have peaked in order to give humanity a reasonable chance of controlling eventual warming levels, and that it is not a deadline for an end-of-the-world scenario; understand the lack of certainty in future predictions and know that scientific understanding is developing and being revised all the time. -Identify current impacts, and a range of predicted future scenarios depending on levels of global heating, including best-case scenarios. -Discuss climate actions being taken nationally and globally and identify actions they can take locally/personally. <u>Subject Specific Vocabulary</u> carbon footprint, sustainable, climate crisis, climate emergency, emissions, energy (nuclear, hydro-electric, geothermal, renewable, non-renewable, fossil fuel)

Geography in Summer Term (1)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Green Fingered Fun	How Does My Garden Grow?	Food and Farming	Anglo Saxons and Vikings	The Amazon Rainforest	India
<u>Human and Physical Geography</u> -Identify seasonal and daily weather patterns. - Know and recognize the main weather symbols. -Locate hot and cold places in the world. - Know which is the hottest and coldest season in the UK. <u>Map skills</u> -Use simple compass directions, NSEW and locational and directional language. <u>Ongoing study</u> Identify seasonal and daily weather patterns in the UK. <u>Subject Specific Vocabulary</u> Summer, North, South, East, West, location, direction, left, right, forwards, backwards, seasons.	<u>Human and Physical Geography</u> -Understand the distinction between “weather” and “climate”. Understand that some human activity causes pollution in the air which is making our world hotter. Know that the climate is always changing but it is changing faster today than ever before. <u>Locational Knowledge</u> -Use atlases and globes to locate the poles, Equator and hot and cold areas of the world. <u>Map skills</u> -Orienteering: Use words like near, far, left, right to describe locations and routes on a map. <u>Geographical skills and Field Work</u> -Study the geography of the school and grounds and make a tally chart about plants/trees. -Use a camera outdoors to help record what is seen. <u>Ongoing Geography study</u> Identify seasonal and daily weather patterns in the UK and location of hot and cold areas in the world in relation to the equator, North and South pole. <u>Subject specific vocabulary</u> data, urban, rural, map symbol, equator, climate, climate change, pollution, drought, desert.	<u>Human and Physical Geography</u> -Explain how jobs may be different in other locations. -Explain how a natural area may be spoilt or improved and give reasons. -Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom linked to farming regions in the UK. <u>Locational Knowledge</u> -Name and locate 6 counties and 6 cities of the United Kingdom, identifying geographical regions and their 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 with a focus on land use in UK. <u>Map skills</u> -Locate the UK on a number of different scale maps. -Plan a journey on a road map. <i>Continued in Summer 2</i>	<u>Map Skills</u> -Use large and medium scale OS maps, junior atlases, map sites on the internet. -Locate places on large scale maps. -Locate Europe on a large scale map. -Name and locate countries in Europe and their capital cities. <u>Locational Knowledge</u> -Explain the difference between the British Isles, GB and the UK. -Name and locate some of the main islands that surround the UK. <u>Geographical Skills and Fieldwork</u> <i>Plan a journey that the Anglo Saxons might have taken:</i> - Know how to plan a journey within the UK, using a map. <u>Subject Specific Vocabulary</u> Europe, countries, Great Britain, United Kingdom, island, key, Ordinance Survey, symbol.	<u>Locational Knowledge</u> - Know the names of, and locate, a number of South or North American countries. <u>Place Knowledge</u> -Know key differences between living in the UK and in a country in either North or South America <u>Human and Physical Geography</u> -Create a thematic map to show the climates of the world, biomes and vegetation belts and discuss reason for this using new and prior geographical knowledge. -Know what is meant by biomes and what are the features of a specific biome. -Know the layers of rainforest and know what deforestation is. -Know that some natural processes like trees growing, healthy soils and oceans take greenhouse gases out of the atmosphere and name key carbon sinks such as forests, peatlands, algal blooms and healthy soil -Understand how climate action strategies can be taken to protect/restore carbon sinks (eg local rewilding and reforestation); identify actions that they can take personally to promote carbon sinks. -Understand the importance of trees for the climate and understand why protecting/replanting forests is important for the climate. -Understand the impact of climate change on ecosystems locally and globally, both in the present and in future scenarios. -Understand how climate change is a factor in the current loss of biodiversity and describe some future predictions in connection with this. <u>Field Work</u> -Complete a field trip to a local forest, surveying the trees found and soil quality, looking at how this changes for areas where trees have been cut down. <u>Map Skills</u> - Use maps and atlases to find out climate zones, biomes and vegetation belts. <u>Subject Specific Vocabulary</u> Emergent layer, forest floor, upper canopy, understory, undergrowth, habitat, environment, climate, biome, deforestation, reforestation, biodiversity, ecosystem, carbon sink.	<u>Locational Knowledge</u> Locate, describe and ask questions about the Indian subcontinent. <u>Map Skills</u> <i>India:</i> Use maps, atlases, globes and digital mapping to locate countries and describe features studied. Compare different map projections. <u>Geographical Skills and Fieldwork</u> <i>Design a survey on chosen aspect of climate change (eg transport to school/ recycling)</i> Select appropriate methods for data collection including interviews (Google Forms); use a database (Google Sheets) to interrogate and amend information collected; use graphs to display data; evaluate the quality of evidence collected and suggest improvements. <u>Human and Physical Geography</u> 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. Understand geographical similarities and differences through the study of human and physical geography by comparing data (UK/India). Know the main human and physical differences between developed and developing countries. Explain how some countries are more responsible than others for producing greenhouse gas emissions and compare this with where the climate crisis has the most severe impacts. <u>Subject Specific Vocabulary</u> Empire, colony, colonialism, commerce, economics, distribution, independence, nationalism, settlement, industrial, agricultural, rural, urban

Geography in Summer Term (2)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creepy Crawlies	It's a bug's life	Food and Farming	The Eden Valley	Ancient Egypt	India
<u>Geographical skills and Field Work</u> -Gathering information about mini beast habitats in the local area. <u>Map Skills</u> -Sketching maps and using pictures to answer geographical questions. -Know what N S E and W are on a compass. <u>Place knowledge</u> - Know features of hot and cold places in the world (revisit). <u>Ongoing study</u> Identify seasonal and daily weather patterns in the UK. <u>Subject Specific Vocabulary</u> summer, habitat, urban, rural, environment, rock pool, hedgerow, seasons, North, South, East, West.	<u>Human and Physical Geography</u> <i>-Habitat of bugs:</i> Recap identifying the following physical features: mountain, lake, island, valley, cliff, river, forest and beach. <u>Geographical skills and Field Work</u> -Study the geography of the school and grounds and make a tally chart about mini-beasts. – Map the school grounds. <u>Map skills</u> -Orienteering - use words like near, far, left, right to describe locations and routes on a map. -Use simple compass directions. <u>Subject specific vocabulary</u> habitats, rural, urban, destroyed, regenerate, mountain, lake, island, valley, cliff, river, forest, beach.	<i>Continued from Summer 1</i> <u>Geographical skills and Field Work</u> -Use fieldwork to observe 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 (Cumbria's land use). -Land Use Recording . Express opinions on environmental issues and recognise how people can affect the environment both positively and negatively. <u>Subject specific vocabulary</u> habitats, local, urban, destroyed, regenerate, accessibility, agribusiness, arable farming, commercial farming, diversification, extensive farming, fertiliser, hedgerow, herbicide, intensive farming, livestock, mechanisation, monoculture, nutrient, organic farming, pastoral farming, pesticide.	<u>Map Skills</u> -Follow a route on a large scale map. -Draw a sketch map from a high view point. <u>Locational Knowledge</u> - Know, name and locate the main rivers in the UK. Name and locate many of the world's most famous rivers in an atlas. -Locate a photo on a local map. <u>Geographical skills and Field Work</u> -Draw an annotated sketch from observation including descriptive/explanatory labels and indicating direction. -Make a judgement about the best angle or viewpoint when completing a sketch. -Evaluate a sketch against set criteria and improve it. -Select views to photograph. -Add titles and label giving date and location information. -Consider how photos provide useful evidence and use a camera independently. -Evaluate usefulness of images. -Ask and respond to geographical questions and offer own ideas. - Collect and record evidence with help. -Use a simple database to present findings. -Collect and accurately measure information e.g. rainfall, temperature, noise levels etc. <u>Human and Physical Geography</u> -Know and label the main features of a river. - Know the name of and locate a number of the world's longest rivers. - Explain the features of a water cycle. - Know why most cities are located by a river. <u>Subject Specific Vocabulary</u> Sketch map, viewpoint, river, estuary, mouth, aerial, oblique, satellite, village, town, city, settlement, land use.	<u>Locational Knowledge</u> Know the names of and locate some of the world's deserts. Know the names of number of capital cities across the world. <u>Geographical skills and Field Work</u> Know how to use graphs to record features such as temperature or rainfall across the world. <u>Subject Specific Vocabulary</u> Desert, comparison, climate, temperature, rainfall, precipitation, location	<i>Continued from Summer 1</i>

Progression of Sticky Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	- Know the main differences between city, town and village. - Know and recognise main weather symbols. - Know their address, including their postcode.	-Explain some advantages and disadvantages of living in a city or village. -Know and use the terminologies: left and right; below, next to. -Know and use the terminologies left and right; below, next to (revisit from Autumn 1).	-Know the names of, and locate, at least eight European countries. -Know at least five differences between living in the UK and a Mediterranean country. - Know what causes an earthquake. - Label the different parts of a volcano.	-Know the names of and locate at least eight major capital cities across the world.	-Know the names of a number of European capitals.	-Know what most of the ordnance survey symbols stand for. -Know how to use 6-figure grid references.
Spring	-Know the names of the four countries that make up the UK and name the three main seas that surround the UK. -Know where the equator, North Pole and South Pole are on a globe. -Know which is N, S, E, W on a compass.	-Know the names and locate the five oceans of the world. -Know the main difference between a place in England and that of a small place in a non-European country. -Use atlases and globes to name and locate oceans and continents of the world.	-Know the names of four countries from the southern hemisphere and four from the northern hemisphere.	-Know where the equator, tropic of Cancer, Tropic of Capricorn and the Greenwich meridian are on a world map. -Know what is meant by the term 'tropics.'	-Know how to use graphs to record features such as temperature or rainfall across the world. (Revisit) -Know the names of and locate some of the world's deserts. -Know about time zones and work out differences.	- Know the names of major mountains and mountain regions of the UK and the world - Use Google Earth and Google Maps to locate a place of interest and follow the journey of the River Eden.

Progression of Sticky Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer	- Know features of hot and cold places in the world. - Know which is the hottest and coldest season in the UK	- Recap identifying the following physical features: mountain, lake, island, valley, cliff, river, forest and beach.	- Use maps to locate European countries and capitals. - Know the names of, and locate, at least eight countries and at least six cities in England. - Know how to plan a journey within the UK. - Know and name eight points on a compass. - Express opinions on environmental issues and recognise how people can affect the environment both positively and negatively.	- Know and label the main features of a river. - Know why most cities are located by a river. - Know the names of, and locate, a number of the worlds longest rivers. - Explain the features of a water cycle. - Know where the main mountain regions are in the UK. - Know how to plan a journey within the UK, using a road map.	- Know the names of, and locate, a number of South or North American countries. - Know key differences between living in the UK and in a country in either North or South America. - Know what is meant by biomes and what are the features of a specific biome. - Label layers of a rainforest and know what deforestation is. - Know how to use graphs to record features such as temperature or rainfall across the world.	- Know the names of a number of the world’s highest mountains. - Know the main human and physical differences between developed and developing countries.

Subject Specific Vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Subject Specific Vocabulary Town , Countryside, Human, Physical, Address, Street, Autumn, Map, Country	Subject specific vocabulary Below, next to, near, far, left, right, direction, human, physical, local, aerial, landmarks, address, postcode.	Subject specific vocabulary Eruption, region, aftershock, magma, lava, dormant, tectonic plates, limestone, marble, metamorphic, permeable, porous, quarrying, igneous, sedimentary.	Subject Specific Vocabulary Europe, United Kingdom, city, county, country, key.	Subject Specific Vocabulary Transport link, trade link, Arch bridge, Cantilever Bridge, Truss Bridge. Beam Bridge, Suspension Bridge, tunnel, viaduct, valley, gorge, landscaping, embankment, cutting, limestone, natural resources.	Subject Specific Vocabulary: terrain, aftershock, tsunامي, fault, tectonics, magnitude, landslide, Ordnance Survey, symbol, grid reference, legend
	Subject specific vocabulary Continents, camouflage, habitat, ocean, winter, globe. atlas. giraffe. African elephant, polar bear, penguin, hot, cold	Subject specific vocabulary urban, rural, physical, human, near, far, left, right, direction.				Subject Specific Vocabulary: biome, biodiversity, ecosystem, temperate, tropical, endangered, threatened, extinct, hemisphere, longitude, latitude, prime meridian
Spring	Subject specific vocabulary Beach, Forest, Hill, Mountain, Sea, Ocean, Vegetation, Season and weather. City, town, village, factory, farm, house, office, port, harbor and shop.	Subject specific vocabulary street, road signs, map symbol, address, postcode, urban, rural, England, Ireland, Scotland, Wales.	Subject specific vocabulary North pole, South pole, equator, region, magnetic field, compass, force, material, southern region. Subject specific vocabulary North pole, South pole, equator, dessert, Artic circle, Antarctic circle, Northern Hemisphere, night, day.	Subject Specific Vocabulary Compass, direction, navigate, countries, continents, aerial, oblique, satellite.	Subject Specific Vocabulary Hemisphere, time zone, lines of longitude, lines of latitude, Prime Meridian, Poles, Equator	Subject Specific Vocabulary estuary, meander, tributary, deposition, erosion, silt, runoff, saturated, rewild, drainage; carbon footprint, sustainable, environmentalism, energy (nuclear, hydro-electric, geothermal, renewable, non-renewable, fossil fuel)
	Subject Specific Vocabulary Indian Ocean, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean, Spring , climate, compass, orienteering	Subject specific vocabulary North pole, South pole, equator, dessert.				
					Subject Specific Vocabulary Bordering seas, physical geography, human geography, population, size, capital city, location	Subject Specific Vocabulary: altitude, peak, summit, valley, ravine, gorge, ridge, plateau, topography, range, tectonic plates, mountains (fault-block, fold, volcanic), glacial, glaciation
Summer	Subject Specific Vocabulary Summer, North, South, East, West, location, left, right, forwards, backwards	Subject specific vocabulary data, urban, rural, map symbol, equator, climate, drought, desert.	Subject specific vocabulary habitats, local, urban, destroyed, regenerate, accessibility, agribusiness, altitude, arable farming, commercial farming, diversification, extensive farming, fertiliser, hedgerow, herbicide, intensive farming, livestock, mechanisation, monoculture, nutrient, organic farming, pastoral farming, pesticide.	Subject Specific Vocabulary Europe, countries, Great Britain, United Kingdom, island, key, Ordnance Survey, Symbol.	Subject Specific Vocabulary Emergent layer, forest floor, upper canopy, understory, undergrowth, habitat, environment, climate, biome	Subject Specific Vocabulary: Empire, colony, colonialism, commerce, economics, distribution, independence, nationalism, settlement, industrial, agricultural, rural, urban
	Subject Specific Vocabulary summer, habitat, urban, rural, environment, rock pool, hedgerow, seasons, north, south, east, west.	Subject specific vocabulary habitats, local, urban, destroyed, regenerate, mountain, lake, island, valley, cliff, river, forest and beach.		Subject Specific Vocabulary Key, Ordnance Survey, symbol, grid reference, sketch map, Viewpoint, river, estuary, mouth. Aerial, oblique, satellite, village, town, city, settlement, land use.	Subject Specific Vocabulary Desert, comparison, climate, temperature, rainfall, Location	