LANGTOFT PRIMARY SCHOOL

Geography

OUR INTENT FOR GEOGRAPHY

Pupils are curious about, and have context for, the world in which they live. They know the impact of physical and human processes on the landscape. They gather, analyse and interpret data from a range of sources, including maps and photographs and communicate their understanding mathematically and in writing.

The Skills and Knowledge on which our Geography Curriculum is Built

Physical geography: **K**now how the following are formed: rivers, volcanoes, earthquakes, coasts and mountains and how these and the weather impacts on humans	Human geography: **K**now aspects of human's impact on the environment: settlement, deforestation, climate change, distribution of natural resources and trade	Use fieldwork **S** 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

Independently locate **S** and name **K** the 7 continents and 5 oceans (Y2)	Independently name **K** and locate **S** countries and capital cities in UK on a map of the UK (Y1)	Independently identify **S K** countries and capital cities in Europe on a map (Y5/6)	Name **K** and use **S** eight points of a compass to navigate around a map (Y3)	Apply **S** 4/6 figure grid referencing to locate and describe the location of physical and human features on a map (Y4/5)	Name **K** and locate **S** Equator, Northern and Southern Hemispheres, Tropic of Cancer and Capricorn on a World map and a globe (Y3)	Use a map, globe and atlas to locate **S** physical and human features **K**

These topics have geography as the main subject area;

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	• United Kingdom **(UK)** • Australia **(A)** • Local study-environment **(LS)** • Seasons of the Year **(S)**	• Explorers (local area study and Columbus) **(E)** • China **(C)** • Seaside **(S)** • Weather **(W)**	Under the Canopy **(U)** Rock of Ages **(R)** Old Blighty **(O)**	• Volcanoes and Earthquakes **(V)** • North America **(NA)** • Local study-environment **(LS)**	• Water cycle **(WC)** • Rivers **(R)** • Comparative local study Langtoft and Ironbridge **(LS)**	• Mountains **(M)** • Coasts **(C)**

Knowledge Building and Progress in Geography

EYFS

Geographical elements in the ELG *Understanding the World*

Events in their own and their family's lives:

Varieties of 'geographical' events discussed and explored: journeys locally, where children go to visit friends and relatives, shopping, the park, places children might visit in the UK and abroad….

Features of their environment:

Through small world play (e.g. buildings, farm, trains), the range of homes, local buildings and their uses, roads, rivers, gardens, play areas...

The school's locality, its neighbourhood sites and patterns, e.g. housing and shop areas/sites, road layouts, major routes used….

How environments might vary one from another:

Different types of environment, e.g. land and water/sea, urban and rural, farmland and woods, seaside, hot and cold, dry and wet, in the UK and elsewhere in the World….

Show care and concern for environments and living things….

Similarities and difference between places and communities:

The variety of local occupations and ways of life, varieties of homes, aspects of the school's catchment area and the mix in its local population, various leisure and social interests, types of transport used….

Vocabulary:

explore, observe, describe, United Kingdom (UK), country, England, city, town, village, ocean, farm, house, shop, beach, forest, river, hill, island, season, Spring, Summer, Autumn, Winter, weather (rain, snow, frosty, sunny, hot, warm, breezy, windy), similar, different, same, globe, map.

	Year 1	
	Intent - Knowledge to be Gained	**Implementation – Application of Knowledge as Skills**
Enquiry	**Know:** • that geographers use information books/pictures as sources of information • that geographers investigate their immediate surroundings (school) • that geographers make observations about where things are e.g. within school or local area. **Use vocabulary:** bigger/smaller, like/dislike, night/day, hot/cold, size, explore, consider, compare, observe	**Geography as main subject:** ***What if Peterborough was a capital city?*** ***What if I lived in a different country?*** Teacher led discussions based around a geographical image/ photograph. Children use comparative vocabulary. They use precise geographical vocabulary. **Links to Geography:** ***What if it was winter all year round?*** **(Science)**
Locational and Place knowledge	**Know:** • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **(UK)** • 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 **(UK, A)** **Use vocabulary:** **Locational:** United Kingdom (UK), Great Britain, Northern Ireland, Scotland, England, Wales, countries, flag, capital city, Edinburgh, Europe, Belfast, Cardiff, London **Place Knowledge**: human and physical features, similarities, differences, city, town, village, landmarks, population, culture, language, country, Australia, Canberra, Melbourne, Sydney, population, Ayers Rock/Uluru	**Geography as main subject:** • Name and label the countries of United Kingdom on map. • Label seas: North Sea, English Channel, Irish Sea, Atlantic Ocean on map. • Explore four flags of UK and union flag. Match with countries. • Gather children's experiences of London. Find and label London on map of UK. Discuss notion of capital city. • Find out about London landmarks. Sketch landmarks. • Locate Scotland and Edinburgh and Northern Ireland and Belfast on map. • Locate and label UK and Australia on a world map. **Links to Geography:**
Human and Physical Geography	**Know:** • key human features, including: city, town, village **(UK, A)** • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world **(UK, A, S)** **Use vocabulary:** factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, land, island season, Spring, Summer, Autumn, Winter, months, rain, snow, hail, sleet, fog, sun, hot, warm, cold, day, night	**Geography as main subject:** • Look at maps of Struay/Coll. Discuss physical and human features of the island. Identify on map. • Design imaginary island and create key. Mark physical and human features on map. • Use beebot to visit landmarks in Australia using directional language and turns. • Discuss features of Langtoft. Sort into physical and human. (church, school, lakes, park, field, school) • Sort photographs of Australian landmarks i.e. Ayres Rock, Harbour bridge to show physical and human features. **Links to Geography:**
Geographical skills and fieldwork	**Know:** • use world maps, atlases and globes to identify the United Kingdom and its countries • 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 **(LS)** • 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 **(LS)** • 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 **(LS)** **Use vocabulary:** globe, map, atlas, compass, North, South, East, West, orienteering, location, locate, direction, observe, plan, aerial photographs, plan perspectives, landmarks, symbols, key, grounds, near, far, left, right, field	**Geography as main subject:** • Identify position of Great Britain and on map and globe. • Identify seven continents on world map. Label five key oceans. • Draw maps of school to show location of a fairy door. Children create simple key to show human and physical features. • Introduce compasses and their use. Look at aerial photos and maps. Use directional language to locate features. **Links to Geography:** • Learn about toys around the world. Similarities and differences. **(Toys)** • Locate on a map the different countries identified

	Year 2	
	Intent - Knowledge to be Gained	**Implementation – Application of Knowledge as Skills**
Enquiry	**Know:** • that geographers use non-fiction books, stories, maps, pictures/photos and internet as sources of information • that geographers ask questions to enable them to investigate their local surroundings (village of Langtoft) • that geographers make appropriate observations about why things happen • that geographers make simple comparisons between the features of different places. **Use vocabulary:** explore, describe, name, compare, observe, sources (of information)	**Geography as main subject:** ***What if new houses were built on the Pavilion field?*** Children are supported to ask geographical questions**.** Teachers model geographical questions through discussion. Children record their enquiry on a spider gram.
Locational and Place knowledge	**Know:** • name and locate the world's seven continents and five oceans **(E)** • 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 **(E, C)** **Use vocabulary:** **Continents;** Europe, Africa, Asia, North America, South America, Antarctica, Australasia, **Oceans;** Pacific, Southern, Indian, Atlantic, Arctic, North Pole, South Pole, Equator, population, China, cities, Beijing, Shanghai, Great Wall of China, rivers, Yangtze, Yellow	**Geography as main subject:** • Use atlas to name and locate seven continents and five oceans. Complete world map naming continents and oceans. Locate on globe. Name some countries in each continent. • Use atlas to locate China. Label map to show cities, oceans and seas. Find out about human and physical features of China. • Compare life of child in China to their own lives. Consider similarities and differences. **Links to Geography:** • Learn about Columbus' voyage. The continents and countries he travelled to and from and the oceans he travelled on. **(Explorers)**
Human and Physical Geography	**Know:** • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **(E, S)** • 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 **(W)** **Use vocabulary:** similar, same, different, human, physical, river, mountain, farm, city, town, village, factory, house, office, port, harbour, shop, weather, temperature, rain, snow, hail, sleet, fog, sun, hot, warm, cold, day, night	**Geography as main subject:** • Village walk. Look for human and physical features. Answer questions about features in Langtoft. • Use atlas to locate hot and cold areas of word. Label Equator and the North and South Poles. • Record weather in Langtoft. Watch weather reports and use to write and record own weather reports. Compare to weather in different parts of world. Record temperatures in other countries. • Look at key human and physical features in China. **Links to Geography:** • Find out where different foods grow. Label world map to show where foods we eat come from. **(Plants)**
Geographical skills and fieldwork	**Know:** • 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 **(E, C)** • 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 **(E, S, C)** • 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. **(E)** **Use vocabulary:** atlas, globe, location, features, routes, journey, North, South, East, West, near, far, left, right, Aerial photographs, plan, perspectives, landmarks, symbols, key, observe, environment, human, physical	**Geography as main subject:** • Create own map of Langtoft. Label compass directions. Give directions to describe location of different features. • Look at different types of maps. What features can be found? Look at the use of symbols to show where places are. Draw and label different symbols shown on map around Langtoft, eg church, pub, post office. • Aerial views using Google Earth to look at features from above and from street view. Show compass direction, main features using symbols, a key. • How has Langtoft changed? Use sources - maps and photographs to find out about some of ways Langtoft has changed. • How busy is main road in Langtoft? Complete traffic survey showing types of vehicles using road. Complete tally chart and bar chart to show results. • Label map of China showing main human and physical features. **Links to Geography:** • Create maps and use directions to describe locations. Give clear instructions to a Bee-bot to direct from one place to another. (**ICT/Mathematics)**

Year 3

	Intent - Knowledge to be Gained	Implementation – Application of Knowledge as Skills
Enquiry	**Know:** • that geographers use books, stories, atlases, pictures/photos and internet as source of information • that geographers Investigate places and themes at more than one scale • that geographers collect and record evidence whilst out in the field (village of Langtoft) • that geographers gather evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. **Use vocabulary:** primary sources, secondary sources, evidence, explore, predict, analyse, conclude, identify, locate, describe, reason, evaluate, compare, name, recognise	**Geography as main subject:** Begin to suggest questions for investigating • explore 'What if …? scenarios. ***What if there were no time zones? What if there were no rainforests?*** Children begin to initiate geographical questions in relation to their enquiry. They record information in a range of forms. Spider grams, tables and lists. Children write short pieces of writing based on their enquiry. Teachers scaffold independent thinking skills with question stems.
Locational and Place knowledge	**Know:** • 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 **(U)** • 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), **(O)** and land-use patterns; and understand how some of these aspects have changed over time **(R)** • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn **(U),** Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **(O)** • 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 **(O U)** **Use vocabulary:** United Kingdom (UK), Great Britain, Northern Ireland, Scotland, England, Wales, London, Edinburgh, Cardiff, Belfast, capital, North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann, North America, South America, Africa, Asia, Europe, Australasia, Antarctica, Brazil, Amazon rainforest, Amazon river, Andes, River Nile, Egypt, Arctic Ocean, Pacific Ocean, continent, Atlantic Ocean, Southern Ocean, Indian Ocean, latitude, longitude, tropic of Capricorn, tropic of Cancer, equator, northern hemisphere, southern hemisphere, Arctic, Antarctic Circle	Geography as main subject: • Identify land use patterns and how aspects changed over time from Stone to Bronze Age. • Study region of UK. Where and what was Skara Brae? Research Skara Brae. • Use atlas to locate and name cities in UK, and main rivers, mountainous regions and surrounding seas.. • Use UK map to follow course of river. • Use map of UK to explore counties of England. • Mark Langtoft on UK map and label neighbouring counties. • Research and identify key physical and human features of Lincolnshire. • Compare old map of Langtoft to present day. Identify how Langtoft has changed over time. • Locate London. On map of UK. Identify River Thames, M25, Greater London and area of City of London on large scale map. Explore importance of London from past to present. • Explain and identify position of Equator and Tropics of Cancer/Capricorn using globe to locate rainforests**.** • Name and locate countries of South America, Amazon Rainforest and River Amazon. Compare life in Amazon to life in UK • Study similarities and differences in human geography of region of South American city of Brazil, comparing rich CBD to poor favelas. **Links to Geography:** • Show world map and identify **continents** using atlases and two main oceans (Atlantic and Pacific).
Human and Physical Geography	**Know:** • describe and understand key aspects of: human geography, including: types of settlement and land use, **(R, O)** economic activity including trade links **(T)** and the distribution of natural resources including energy, food, minerals and water **(R)** • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, **(O, U)** volcanoes and earthquakes, and the water cycle **(U)** **Use vocabulary:** river, sea, human, physical, rainforest, tropical, temperate, boreal, deciduous, emergent layer, canopy, understory, forest floor, habitat, deforestation, soil erosion, impact, settlement, settlers, climate zones, vegetation belts, characteristics, village, towns, cities, county, counties, Lincolnshire, border, similarities, differences, woodland, water source, hills, mountains, coasts, rivers, land patterns, population, peak, height	**Geography as main subject:** • Study Bronze Age Neolithic Period. Establish reasons for and factors influencing settlement. • Identify resources essential for settlers. • Identify types of settlement and land use in Langtoft. • Explore different types of forest. Which are found in UK? • Identify layers of rainforest. Identify differences in physical characteristics. • Explain difference between weather and climate. • Use data to describe climate of rainforest. Compare to local area. • Explore human geography of rainforest. Discuss impact of deforestation and impact of Fair Trade **Links to Geography:** • Identify Egypt in Africa on a world map. **(Tomb Raider)** • Analyse data and compare to that of UK. • Identify land use of Cairo and settlement types. **(Tomb Raider)**
Geographical skills and field work	**Know:** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **(O, U)** • 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 **(O)** and the wider world • use fieldwork to observe, measure, record and present human and physical features in local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **(O)** **Use vocabulary:** atlas, globe, location, digital mapping, features, routes, journey, north, south, east, west, north-east, east-west, south-east, south-west, aerial	**Geography as main subject:** • Use atlases to find and label early UK towns on maps. • Use UK map to describe directions between cities using eight points of compass. • Use **Bee-Bot** to program routes around UK, visiting different locations. • Focus on sketch maps. Compare sketch map to same area shown on Google maps. • Show map of shopping centre. Show key and discuss symbols. Match up Ordnance Survey symbols to corresponding image/meaning. • Use template of sketch map of Langtoft. Annotate with road names and building types. Map buildings seen and usage. • Create key of symbols used and meanings.

	photographs, landmarks, symbols, key, sketch map, observe, environment, human, physical, Ordnance Survey	**Links to Geography:** • Focus Africa and locate modern day Egypt on a globe and in atlases. • Draw on River Nile and label cities Luxor and Cairo, Valley of Kings and of Queens. **(Tomb Raider)**

Year 4

	Intent - Knowledge to be Gained	Implementation – Application of Knowledge as Skills
Enquiry	**Know:** • that geographers use books, stories, atlases, pictures/photos and internet as source of information. • that geographers Investigate places and themes at more than one scale • that geographers collect and record evidence whilst out in the field (Stibbington) • that geographers gather evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. **Use vocabulary:** primary sources, secondary sources, evidence, explore, predict, analyse, conclude, identify, locate, describe, reason, evaluate, compare, name, recognise, comparison, enquiry, findings	**Geography as main subject:** Begin to suggest questions for investigating • explore 'What if …? scenarios. ***What if we all lived in Hillforts?*** ***What if you lived in North America?*** Children ask and respond to questions. They offer their own ideas and can choose a method to record their enquiry independently. They write longer pieces of writing, inspired by their findings.
Locational and Place knowledge	**Know:** • 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 **(NA, V,E)** **Romans** • 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 **(IA)** • 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) **(NA)** • 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 **(NA)** **Use vocabulary:** climate, topography, population, area, land use, industry, agriculture, North America, cities, Canada, United States, Mexico, Mexico City, Washington D.C, Nuuk, Greenland, Atlantic, ocean, Gulf of Mexico, Alaska, regions, equator	**Geography as main subject:** • Compare our region of the UK and North America. **(NA)** • Identify the countries and major cities using maps and atlases **(NA, V, LS)** • Collect and present information on population, climate, land use and topographical features of the UK and country within North America **(NA).** • Draw reference to position of Equator, Northern and Southern hemispheres in relation to geographical regions studied **(NA)** **Links to Geography:** • Identify land use patterns and make comparisons between land use today and that of U.K during Iron Age. **(Iron Age)** • Locate city of Pompeii on map of Europe and discuss topographical features **(Romans)** • Examine how Roman Empire spread over time. Use maps to demonstrate expanse. Locate countries and major cities conquered by Roman Empire (**Romans)**. • Identify countries under Roman rule and match modern day country name to Roman province. **(Romans)** • Locate Hadrian's Wall on map of UK. **(Romans)** • Present changes made under influence of Roman Empire to infrastructure and land use. **(Romans)**
Human and Physical Geography	**Know:** • describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **(IA)** • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **(NA)** **Use vocabulary:** compare, landscape, habitat, environment, conservation, village, town, settlement, hillfort, tectonic, collision, constructive, destructive, volcano, eruption, mantle, Mount Vesuvius, Pompeii, tectonic, collision, constructive, destructive, eruption, mantle, Yellowstone, earthquake, friction, Richter scale, tremor, development, prediction, aftershock, epicentre, faults, crust, landslides, tsunami	**Geography as main subject:** • Use atlases to name and locate volcanoes in North America. **(NA)** • Cross sectional labelled diagrams of volcanoes and investigation into how volcanoes are formed including different types of volcanoes **(NA)** • Locate most important volcanoes in an area (**NA, V).** • Discuss clusters of volcanic activity and learn about the arrangement of tectonic plates on the Earth's surface. **(NA)** • Case study – Earthquakes in North America. Understand how earthquakes are measured, why and how occur and look at patterns in volcanic and earthquake activity. **(NA)** • Study the Ring of Fire, San Andreas Fault and ridge formation. Locate on map. **(NA)** • Understand and discuss terms tremor, aftershock, epicentre and faults. **(NA, V)** • Use photographs and maps of UK to locate sites of Iron Age settlements and hillforts **(IA)** **Links to Geography:** • Identify part played by evaporation and condensation in water cycle **(Science)** • Make contour maps of Maiden castle hill fort. Look in detail at geographical OS maps of area. Link to suitability for Iron Age tribes. **(Iron Age)** • Study how land in local area was used during historical periods studied. Look at land use in same area today and consider how and why this has changed **(Iron Age, Romans)** • ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?
Geographical skills and field work	**Know:** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **(NA, IA, LS)** • use the eight points of a compass, four and six-figure grid	**Geography as main subject:** • Use maps, atlases and globes to locate countries and geographical features such as mountains, lakes, rivers, human features. **(NA, IA, LS, G)** **Stibbington** • Use globe to illustrate comparison in size to the U.K. Map study –

	references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world **(LS)** • 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. **(LS)** **Use vocabulary:** compare, landscape, habitat, environment, conservation, village, town settlement, hillfort, tectonic, collision, constructive, destructive, volcano, eruption, mantle, Mount Vesuvius, Pompeii, tectonic, collision, constructive, destructive, volcano, eruption, mantle, Yellowstone, Mount Vesuvius, Pompeii, earthquake, friction, Richter scale, tremor, development, prediction, aftershock, epicentre, faults, crust, landslides, tsunami	label/ use atlas to locate capital cities, states etc. Locate and label physical and human features (NA) • Understand how four figure grid references work and apply to practical map reading activity **(LS, H – Stibbington)** • Explore the points of a compass and apply these to practical map reading in the locality. **(LS, H – Stibbington)** • collect data from weather stations. Compare, analyse, graph and draw conclusions. **(LS, H – Stibbington)** **Links to Geography:**

	Year 5	
	Intent - Knowledge to be Gained	**Implementation – Application of Knowledge as Skills**
Enquiry	**Know:** • that geographers use a range of sources to provide information including satellite images and aerial photographs. • that geographers investigate places and themes at more than one scale. • that geographers collect and record evidence in the field (local town, Market Deeping and Ironbridge) • that geographers analyse evidence and draw conclusions • that geographers make comparisons between locations using photographs, diagrams and maps • that geographers analyse evidence and draw conclusions **Use vocabulary:** primary, secondary, source, sources ,evidence, explore, predict, , analyse, conclude, identify, locate, describe, reason, evaluate, compare, name, recognise, comparison, enquiry, findings interpret, pattern, trend, scale, contrast	**Geography as main subject:** Begin to suggest questions for investigating ● explore 'What if …? scenarios. ***What if you could choose a capital city for the world? What if it never rained again?*** Children generate their own geographical questions. They record their enquiry in a range of forms. They write extended pieces of writing based on their findings.
Locational and Place knowledge	**Know:** ● 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 **(R, LS) B, V, I** ● 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 **(R, LS) B, Victorians, Invaders** 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) **(R, LS) Victorians, Invaders** ● 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 **(LS)** **Use vocabulary:** map, topography, location, meridian, longitude, latitude, line, circumference, equator, tropic, hemisphere, prime, environment, ecosystem, compare, landscape, distribution, region, county	**Geography as main subject:** ● use atlases to locate major biomes record on World map **(R, LS, B)** ● use maps, atlases, photographs, remotely sensed imagery to locate world's major rivers **(R, LS, B)** ● use atlases and satellite imagery to identify meanders on rivers **(R, LS, B)** ● investigate Prime Meridian, longitude and latitude read and write longitude/latitude references **(R, LS, B)** ● learn about Geradus Mercator and significance of Mercator map **(R, LS, B)** **Links to Geography:** ● Locate Scandinavia in relation to UK invaders on map Europe to **Invaders** ● Map British Empire in time of Queen Victoria **Victorians** ● Explore time zone ● Map land use changes in local area and that of Ironbridge. Make comparisons over time **Victorians**
Human and Physical Geography	**Know:** Describe and understand key aspects of: ● human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **(LS) Victorians, Invaders, B** ● physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **(R, WC) Victorians, B** **Use vocabulary:** population, density, demographic, suburb, urban, city, town, industrial, village, agriculture, fen, limestone, coal, canal, river, iron ore, cast iron, meander, erosion, transport, suspension, transportation, deposit, deposition, process, load, ox bow, river bed, source, mouth, spring, aquifer, condensation, evaporation, cloud, transpiration, precipitation, runoff, percolation, discharge, abrasion, hydrological, floodplain	**Geography as main subject:** ● Define 'biome' and determine characteristics of major biomes ● Compare, present and analyse data of different biomes ● Establish characteristics of vegetation and animal life in specific biomes and reasons for adaptation. ● Locate longest rivers on each continent and important rivers in UK ● Compare river lengths and catchment sizes use ICT to present data appropriately ● Calculate load of rivers in suspension ● Label key features of river and identify processes operating in a river ● Draw cross sections of river comparing sections as river progresses from source. Consider processes affecting river from source to mouth. ● Study impact of rivers/flooding on people living in region of river ● Image/photo analysis of processes occurring in rivers-formation of meanders, ox-bow lakes. ● Draw and annotate identify key role of rivers. Study role in water cycle

		Links to Geography: ● compare geography of Scandinavia to UK – push/pull factors **Invaders** ● explain and present the differences between Victorian Ironbridge and present day. **Victorians, Invaders** ● study maps and pictures of Victorian Ironbridge. Compare and contrast photos and maps from today. **Victorians** ● study how land in local area was used during historical periods studied. Look at land use in same area today and consider how and why this has changed. **Victorians, Invaders** ● explain and present differences between Victorian Ironbridge and present day. **Victorians** ● reflect on impact trade has on area and generate ideas for cause and effect. ● Compare Victorian settlements **Victorians, Invaders** ● identify main economies in immediate area. Compare with trade in past. Why has changed? **Victorians, Invaders**
Geographical skills and field work	**Know:** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (**LS, R) B** • 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 (**LS, R) B** • 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. (**LS, R) Victorians, Invaders** **Use vocabulary:** remote sensing, image, plot, reference, locate, location, symbol, compass, north, south, east, west, due north, aerial, scale, survey, ordnance, figure, grid, observe, measure, calculate, satellite, contour	**Geography as main subject:** ● draw cross sections from maps using contours ● study impact of river Severn on development of Ironbridge. ● make field notes/observational notes about land there to be discussed at school when talking about features of rivers. Children to take photos to support notes. ● draw maps of local area (Market Deeping) analyse and interpret land use. Compare with that of Ironbridge. ● look at land use there now and compare to how it would have been during Victorian times. ● describe and locate places on UK/world map using 4 and 6 figure grid references. ● collect data from weather stations. Compare, analyse, graph and draw conclusions. **Links to Geography:** ●

	Year 6	
	Intent - Knowledge to be Gained	**Implementation – Application of Knowledge as Skills**
Enquiry	**Know:** • that geographers use a range of sources to provide information including satellite images and aerial photographs • that geographers investigate places and themes at more than one scale • that geographers collect and record evidence in the field (Peterborough) • that geographers analyse evidence and draw conclusions • that geographers make comparisons between locations using photographs, diagrams and maps • that geographers analyse evidence and draw conclusions **Use vocabulary:** primary, secondary, source, sources ,evidence, explore, predict, , analyse, conclude, identify, locate, describe, reason, evaluate, compare, name, recognise, comparison, enquiry, findings interpret, pattern, trend, scale, contrast	**Geography as main subject:** Begin to suggest questions for investigating • explore 'What if …? Scenarios. ***What if the Nazis had won the war? What if mountains didn't exist? What if all snow melted from the earth?*** Children generate their own geographical questions. They record their enquiry in a range of forms. They write extended pieces of writing based on their findings.
Locational and Place knowledge	**Know:** • 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 **(M)** **Battle of Britain** • name and locate counties and cities of 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 aspects have changed over time **(M, C)** • 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) **(M)** **Battle of Britain** • 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 **Use vocabulary:** map, topography, location, meridian, longitude, latitude, line, circumference, equator, tropic, hemisphere, prime, environment, ecosystem, compare, landscape, distribution, region, county	**Geography as main subject:** • Locate highest mountains on each continent. Tabulate heights of highest mountains on each continent. Graph on paper and ICT • OS symbols for mountains • Create contour to elevation diagrams **Links to Geography:** • Locate European countries on map of world/ Europe. Grid refs. • Compare UK/German climate tabulate and graph and explain data- include mean, mode range and median • Locate bombing targets in UK – Grid ref. – compare aerial photography – before and after. • Compare life in London/Berlin. • Locate UK and Australia on world map. Use coordinates to locate places where convicts landed and lived- include use of longtiude and latitude and 6 figure grid refs • Describe UK and Australia in terms of location within hemispheres etc (time zone maths) • Find and plot routes taken by convicts. • Collect and tabulate statistics for those leaving UK and arriving at destination- represent results in appropriate mathematical form.
Human and Physical Geography	**Know:** Describe and understand key aspects of: • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **Use vocabulary:** population, density, demographic, suburb, urban, city, town, industrial, village, agriculture, distribution, density, sparsely populated, relief, economy, urbanisation, population explosion, demographic, glacier, crevasse, erosion, abrasion, summit, transpiration, evaporation, percolation, throughflow, infiltration, sublimation, ridge, plateau, moraine, peak, summit, ascent, ridge, spur, headland, sea cave, sea arch, estuary, dune, backwash, beach, cliff, groynes, longshore drifts, spit, cliff retreat, attrition	**Geography as main subject:** • Study formation of mountains? • what is it like living in a mountainous area? Compare with local area- flat Fens **(M)** • consider the human impact of man on Everest. • analyse rainfall/temperature data – tabulate graph, find averages for different mountain regions • study the processes involved in the formation of coasts **(C)** • compare coastlines between the British Isles and the Galapagos islands. **(C)** • analyse vegetation differences and adaptations on coast. **(C)** • explore how coastal areas change over time.**(C)** **Links to Geography:** • Study population numbers throughout the course of WWII • Study photographs, aerial photographs and maps of Morden pre-war, post war and present day. • Collect images and compare photographs, satellite imagery and aerial photographs – Botany bay **(Stand and Deliver)**
Geographical skills and field work	**Know:** • 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. **What Came First?** **Use vocabulary:** remote sensing, image, plot, reference, locate, location, symbol, compass, north, south, east, west, due north, aerial, scale, survey, ordnance, figure, grid, observe, measure, calculate, satellite	**Geography as main subject:** • write grid references for highest mountains on each continent **(M)** • Identify grid references; Galapagos islands, population and topography. Environmental issues. **(C)** • Undertake a traffic survey of local main road - tally counting, types of vehicle observed, comparing traffic flow at different times of day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses • Collate data collected and record using data handling software to produce graphs and charts of results. • Ask Geographical questions e.g. how is traffic controlled? What are main problems? • Undertake a street/ noise survey of local road/ high street **Links to Geography:** • Identify physical features of Botany Bay compare with UK – including land use. **(Stand and Deliver)**