LANGTOFT PRIMARY SCHOOL

Geography

Legal framework

The Understanding the World sections of the Statutory Framework for the Early Years Foundation Stage (2017) and the national curriculum geography programmes of study (2013) form the roots of our geography curriculum. From this national documentation, our geography curriculum has been devised, developed and personalised to our school community and has evolved from our values, vision and mission statement.

Our Geography curriculum is underpinned by the National Curriculum statement for Geography:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time

Intent

At Langtoft Primary School we adopt an enquiry-based approach to the teaching of geography, believing that this enables children to engage actively with their learning, allowing for deeper geographical thinking. They immerse themselves in their enquiry, generating questions and seeing a topic as something to investigate, rather than just learn. Children establish a context for the ever-changing world in which they live and their role within it. Through their growing curiosity and fascination of the world around them, its people and cultures, children develop an appreciation of the environment, its geographical features and the impact on our society. Our geography curriculum is based on the National Curriculum objectives and employs a range of pedagogical strategies, allowing children to achieve the expected standard and beyond. All pupils within a year group work on the same objectives. Work is set at an appropriate level, with pupils given support and challenge relative to their own developmental needs. Children are supported with devising their own questions and developing key skills of research, investigation, analysis and problem-solving.

At Langtoft Primary School we aim for all children to:

- Demonstrate **respect** for their environment;
- Develop a positive appreciation of the diversity of the people, places and resources around them;
- Demonstrate teamwork **(cooperation)** and **resilience** to work both collaboratively and independently;
- Consider the impact of human processes on the environment and **ambition** to inspire a positive change for the environment;
- Have the **confidence** to gather, analyse and interpret data from a range of sources, including maps, and photographs and communicate their understanding with **independence** both mathematically and in writing.
- Develop a growing knowledge about the world and the interaction between human and physical processes, reflecting over time and having **consideration** for the human and physical changes that may have had impact

Our Geography curriculum is divided into four key concepts. These concepts are the 'big ideas' in Geography and travel through the curriculum, being built upon, progressively year upon year as our children move through the school.
The concepts are as follows:

- Locational knowledge
- Place knowledge
- Human and Physical Geography
- Geographical skills and Fieldwork

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)** • Coasts (c) • Comparative local study Langtoft and Ironbridge **(LS)**	• Mountains **(M)** • Rivers **(R)** • Local fieldwork **(LF)**

Progression in Geography Langtoft Primary School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	People, culture, communities Pupils describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	• Pupils can name and locate two of the seven continents • Pupils can name and locate the five oceans • Pupils name and locate two of the four countries of the UK • Pupils can name two of the four capital cities of the UK	• Pupils can name and locate five of the seven continents • Pupils can name and locate four of the five oceans • Pupils can name and locate the four countries of the UK • Pupils can name the four capital cities of the UK	• Pupils are becoming more confident to locate the countries in Europe, North and South America on a map • Pupils are becoming more confident to locate cities in the UK (e.g., Peterborough) • Pupils can identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle	• Pupils can locate countries in Europe, North and South America on map • Pupils can locate cities in the UK • Pupils can identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic, and Antarctic Circle Meridian and beginning to identify their significance	Pupils are Developing accuracy in locating countries of the world on a map Pupils are Developing accuracy in locating counties and cities in UK • Pupils can identify at least 5 of: the position and significance of latitude, longitude, Equator, Northern Hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian and time zones • Pupils are beginning to identify aspects of physical and human geography which have changed over time	• Pupils can, with increasing accuracy, locate countries of the world on a world map • Pupils can, with increasing accuracy, locate counties and cities in the UK • Pupils can, for the majority, identify the position and significance of latitude, longitude, Equator, northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circles, the Prime Greenwich Meridian and time zones • Pupils can identify how aspects of physical and human geography have changed over time

Place Knowledge	• Pupils can talk about the lives of the people around them and their roles in society	• Pupils can identify one similarity and one difference in human geography between UK and non-European country • Pupils can identify one similarity and one difference in physical geography between UK and non- European country	• Pupils can identify similarities and differences in human geography between UK and non-European country • Pupils can identify similarities and differences in physical geography between UK and non-European country	• Pupils are beginning to understand similarities and differences in the human geography between a small area in the UK and in a non-European country • Pupils are beginning to understand similarities and differences in the human geography between a small area in the UK and in a non-European country	• Pupils can identify at least one similarity and difference in human geography between a studied region in UK, in a European country and a region within North or South America • Pupils can identify at least one similarity and difference in human geography between a studied region in UK, in a European country and a region within North or South America • Pupils are beginning to understand the significance of time zones	• Pupils can identify and differences in human geography between a studied region of the U.K, a region in a European country and a region within North or South America • Pupils can identify similarities and differences in human geography between a studied region of the U.K, a region in a European country and a region within North or South America	• Pupils can understand similarities and differences in human and physical geography between a studied region on the UK, a region in a European country and a region in North or South America

Human and Physical Geography	• Pupils understand some important processes and changes in the natural world around them • Pupils know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	• Pupils can identify seasonal patterns • Pupils can locate small number of hot and cold areas in world in relation to the equator, N and S Poles • Pupils are beginning to use basic geographical vocabulary to refer to human features • Pupils are beginning to use basic geographical vocabulary to refer to physical features	• Pupils can identify seasonal patterns and beginning to identify daily weather patterns • Pupils are confident to locate hot and cold areas of the world in relation to the Equator, North and South Poles • Pupils use a range of basic vocabulary to refer to physical features • Pupils use a range of basic vocabulary to refer to human features	• Pupils are beginning to describe some aspects of physical geography: rainforests • Pupils are beginning to describe some aspects of human geography types of settlement	• Pupils can describe aspects of physical geography: volcanoes • Pupils can describe aspects of physical geography: earthquakes • Pupils can describe aspects of human geography: land use patterns over time in the local environment	• Pupils can describe and understand key aspects of physical geography: coasts and the impact on populations living near them • Pupils can describe and understand some key aspects of physical geography: biomes • Pupils can describe and understand some key aspects of human geography land use in the local area	• Pupils can describe and understand key aspects of physical and human geography: mountains and their impact on human populations • Pupils can describe and understand key aspects physical and human geography: rivers and their impact on human populations • Pupils can analyse and compare changes in land use in the local area over time, investigating the impact on physical and human landscapes

Geographical skills and Fieldwork	Pupils explore the natural world around them, making observations and drawing pictures of animals and plants;	• Pupils are beginning to use simple compass directions • Pupils are beginning to recognise landmarks • Pupils are beginning to devise a simple map • Pupils are beginning to use maps, atlases and globes to identify regions studied	• Pupils can use maps, atlases and globes with increasing confidence to identify studied regions • Pupils can use simple compass directions • Pupils recognise some landmarks • Pupils can devise a simple map and are beginning to use a key	• Pupils practise using maps, atlases and globes to locate countries and describe features studied. Becoming more confident using these. • Pupils are becoming increasingly accurate with symbols and keys • Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local are practising using sketch maps, plans, graphs and digital technologies	• Pupils are developing confidence using two of these three: maps, atlases, globes and digital mapping to locate countries and describe features studied • Pupils are developing confidence using four figure grid references, with symbols and key (including use of OS maps) • Pupils are developing confidence using four figure grid references, with symbols and key (including use of OS maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area, practising using sketch maps, plans, graphs and digital technologies	• Pupils can use two of these three: maps, atlases, globes and digital mapping to locate countries and describe features studied • Pupils can use some of the eight points of a compass, four figure grid references and six figures more accurately, symbols and key (including use of OS maps) • Pupils can use fieldwork to observe, measure, record and use fieldwork to observe, measure, record and present the human and physical features in the local area using at least one of the following: sketch maps, plans, graphs and digital technologies	• Pupils can use maps, atlases, globes and digital computer mapping to locate countries and describe features studied • Pupils can use the eight points of a compass, four and six figure grid references, symbols, and key (including OS maps) • Pupils can use fieldwork to observe, measure, record and present human and physical features in the local area using most of the following: sketch maps, plans, graphs and digital technologies

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	Describe immediate environment: New classroom and school environment	Use the Atlas and non-fiction books to discuss life in this country and in other countries. Name features e.g. river, sea, beach, etc.	Compare Similarities and Differences between England and China	Continue to describe environments when listening to stories and looking at non-fiction books.	Continue to describe environments when listening to stories and looking at non-fiction books.	Creating Maps- What the Ladybird Heard
Y1	**The United Kingdom** Are we nearly there yet?	**Australia** Where is the land down under?	**CC Toys around the world** What toys do children around the world play with?		**Compass directions and maps** How do we get there?	
Y2	**Let's Explore** Why do people choose to live in Langtoft?		**China** What would it be like to live in China? What are the differences and similarities to where we live?			**Weather** What is the weather like in other parts of the world? What difference does the weather make? **The Seaside** What are the physical and human features at the seaside? What are the similarities and differences to where we live?
Y3		**Settlements Changes from the stone age** Why live here?		**South America Amazon** How does the rainforest support	**Fieldwork in the local area** How has land-use in Langtoft	

				diversity in plants and animals?	changed over time?	
Y4		**North America Earthquakes and volcanoes.** What impact do volcanoes and earthquakes have on the landscape and those who live near them?				**Fieldwork in the local area** How can maps be used to chart variation in vegetation and land use?
Y5		**Time Zones** Why is it not 12pm at the same time in every world country?	**Coasts** Why does our coastal landscape alter over time?	**Local Area / Ironbridge** How did the Industrial Revolution impact on the landscape? How does Ironbridge compare to Market Deeping?	**Biomes** How does a biome's climate affect the flora and fauna found within it?	**Field work in the local area** How can a nature reserve meet the leisure needs of Langtoft?
Y6		**Rivers** How do rivers impact on the landscape and people living near them?		**Mountains** What's the attraction? Why do mountains draw people to climb them?		**Fieldwork in local area** Has land use in Langtoft changed for the better in the last 50 years?

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	**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.

	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	• Introduce compasses and their use. Look at aerial photos • Village walk, identify physical / human features, sort pictures • 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:** • Village walk:, consider physical and human aspects of the village, draw maps/ take photographs – use ArcGIS - My Map, Scribblemaps www.scribblemaps.com, identify and include N, S, E and W, create journey booklet Making a Journey booklet including 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	**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.

	• 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 photographs, landmarks, symbols, key, sketch map, observe, environment, human, physical, Ordnance Survey	• 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. • Complete a survey e.g into housing types, features • Complete tally charts to record the number of certain types of features e.g. different types of housing, land-use or shops. For example see the tally chart below which could be used to see how buildings on either side of your local high street are used. • Graph the results **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. **(North America)** • Identify the countries and major cities using maps and atlases **(North America, Volcanoes,)** • Collect and present information on population, climate, land use and topographical features of the UK and country within North America **North America)** • Draw reference to position of Equator, Northern and Southern hemispheres in relation to geographical regions studied **(North America)** **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:** • Compare geography of Scandinavia to UK – push/pull factors. **(Anglo-Saxons)** • 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. **(Anglo-Saxons)** • Use atlases to name and locate volcanoes in North America. **(North America)** • Cross sectional labelled diagrams of volcanoes and investigation into how volcanoes are formed including different types of volcanoes **(North America)** • Locate most important volcanoes in an area **(North America, Volcanoes)** • Discuss clusters of volcanic activity and learn about the arrangement of tectonic plates on the Earth's surface. **North America, Volcanoes)** • Case study – Earthquakes in North America. Understand how earthquakes are measured, why and how occur and look at patterns in volcanic and earthquake activity. (**North America)** • Study the Ring of Fire, San Andreas Fault and ridge formation. Locate on map. **North America)** • Understand and discuss terms tremor, aftershock, epicentre and faults. **North America, Volcanoes)** • Use photographs and maps of UK to locate sites of Iron Age settlements and hillforts **(Iron Age)** **Links to Geography:** • Identify part played by evaporation and condensation in water cycle **(Science)** • 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 **(Anglo Saxons, 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 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	**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)** **Residential visit** • Use globe to illustrate comparison in size to the U.K. Map study – 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 – Residential visit)** • Explore the points of a compass and apply these to practical map reading in the locality. **(LS, H – Residential visit)** • collect data from weather stations. Compare, analyse, graph and draw conclusions. **(LS, H – Residential visit)** **How can maps be used to chart variation in vegetation and land use?** • Explore Penfield Nature Reserve • Create a land-vegetation map of the area create - symbols with a key and annotated sketches or photos) to record the information from field notes. • (use aerial photograph and overlay/expanded diagrams) **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** • 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 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. • explore how coastal areas change over time. **coasts** • study the processes involved in the formation of coasts **coasts** • analyse vegetation differences and adaptations on coasts. **coasts** • **Links to Geography:** • 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** •
	Know:	**Geography as main subject:**

Geographical skills and field work	• 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	• 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. **How can a nature reserve meet the leisure needs of Langtoft?** • Explore Penfield Nature Reserve. Draw maps., map land use of reserve now, plan and publish a geographical walk as a guide to your local area. This should be based on your local map and include key points of interest and land-marks as well as information which would allow others to better understand your local area's geography. **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. ***How would Europe look if the Nazis has won the war? What if mountains didn't exist? What if all snow on Earth melted? What if the Earth had no tilt?*** 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 ITT • OS symbols for mountains • Create contour to elevation diagrams • Locate longest rivers on each continent • Make comparisons with rivers in UK **Links to Geography:** • Compare UK/German climate tabulate and graph and explain data- include mean, mode range and median WWII • Locate bombing targets in UK – Grid ref. – compare aerial photography – before and after. WWII • Compare life in London/Berlin. WWII • Locate UK and Australia on world map. Use coordinates to locate places where convicts landed and lived- include use of longitude and latitude and 6 figure grid refs Crime and Punishment • Describe UK and Australia in terms of location within hemispheres etc (time zone maths) Crime and Punishment • Find and plot routes taken by convicts. Crime and Punishment • Collect and tabulate statistics for those leaving UK and arriving at destination- represent results in appropriate mathematical form. Crime and Punishment
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 • consider the human impact of man on Everest. • analyse rainfall/temperature data – tabulate graph, find averages for different mountain regions • 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. • Consider role in water cycle **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 Crime and Punishment

		Importance of Stamford A1/Great North Road to travellers/highwaymen Crime and Punishment
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:** • draw cross sections from maps using contours **(M)** • write grid references for highest mountains on each continent **(M)** • Identify grid references; Galapagos islands, population and topography. Environmental issues. **(C)** • 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)**Locate European countries on map of world/ Europe. Grid refs. **How does land use around Langtoft vary? How has land use changed over the last 20 years? (LF)** • Explore Penfield Nature Reserve, Langtoft- building on last year's work, consider land use before after formation of reserve - gravel extraction- now Then and now maps, identify key aspects of change in the village, using old photographs historic resources and the current circumstances, use OS maps/satellite photography to identify the area- compare before and after. • Use of gravel? Local industry- where else is there gravel extraction- Baston- how is the land use , how will it be used now – survey village. analyse results • Ask and investigate geographical questions e.g. How does the weather affect humans? How is does traffic vary throughout the day? What are the main leisure interests of people living in Langtoft? How has commuting changed since covid? **Links to Geography:** Identify physical features of Botany Bay compare with UK – including land use. Crime and Punishment