Geography

By the end of Year 6 we want our pupils to:

- Have a long-lasting curiosity about the world
- Look wider to have and show empathy towards other people and cultures
- Recognise similarities and differences between people and places
- Articulate themselves and communicate geographically
- Be active and have a sense of social responsibility regarding ecology and global issues

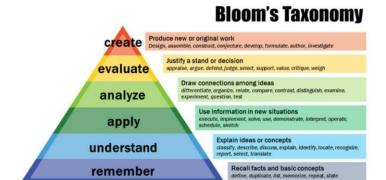
Department for Education

Geography programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

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.





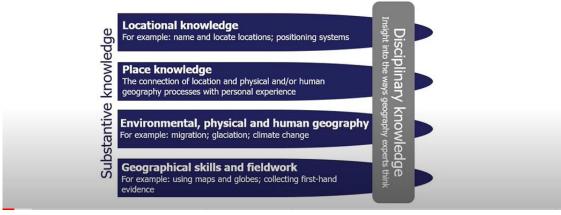


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Oddizzi SOL for KS1 and KS2: Curriculum coverage from Preschool to Year 6

Year group	We are global citizens Our place in the world	Mapping	Zooming in: study of a region in the world
Preschool	Caring for the natural environment	Moving around the school	Begin to understand that there are other countries in the world
Foundation	Recycling and looking after planet earth	Creating simple maps	Similarities and differences between this country and others
Year 1	Weather and climate SEASONAL CHANGES	United Kingdom FAMOUS QUEENS	Newbold Verdon
Year 2	Hot and cold places HABITATS FROM AROUND THE WORLD	Continents and Oceans LIVING THINGS AND THEIR HABITATS	Zambia (Mugumareno village)
Year 3	Climate zones	Living in the UK Stone/Bronze/Iron Age	TBC Ancient Egypt?
Year 4	Rainforests NATURE AND THE ENVIRONMENT	Rivers	Rio de Janeiro and SE Brazil SOUND
Year 5	Volcanoes and Earthquakes	Mountains	North America Windrush Generation
Year 6	Food and farming LOOKING AFTER THE ENVIRONMENT WWII	World trade	European region (Greece) Ancient Greece

Direct links to other curriculum areas within existing year group

SCIENCE

HISTORY

Progression of vocabulary

	Explanation	Examples	Recommendation for teaching
Tier	Everyday words encountered in everyday conversation	dog go happy drink phone play sad	These words do not necessarily need to be explicitly taught, especially in upper grades with native English speakers. Note: Children with learning difficulties or an English as a Second Language background may still benefit from explicit teaching of some Tier 1 words.
Tier 2	Words that are needed in an academic context, and provide access to more complex topics and discussions outside of the everyday. Words that are useful across multiple topic and subject areas.	description hypothesis	Teachers should explicitly teach these words, to ensure they can develop their students' understanding and expression of complex ideas. These words are useful for multiple purposes, and their use and understanding reflect and mature understanding of academic language. Students should learn to use Tier 2 words in multiple contexts and for multiple purposes.
Tier 3	areas. Words that have distinct	lava carburettor legislature circumference aorta polyglot sonata isosceles	Students should learn these for the particular content-areas, but should not be preferenced over more useful Tier 2 words. Students should learn to use Tier 3 words in the context of the specific subject matter where they are useful.

TIER 1	Curriculum area					
Year group	Location and place Physical Human Fieldwork					
Preschool	home,farm	hot,cold,wet,dry,r ain	house, building,shop,scho ol	outside, inside, look, listen, touch		
EYFS	next to, behind, in front of,underneath	sea, village,weather,so il	house, building,shop,scho ol	look, listen, touch		
У1	Autumn, Spring, Summer, Winter, England, Ireland, Scotland, Wales, United Kingdom, London Prepositional phrases e.g. near, left, right, below Local, inside, outside	season,freezing, island, month, warm, temperature, thunderstorm,	building, castle, shop, street, school, months of the year	find, look, gather,		
Y2	hot, cold, place, world, sea, ocean, land,	soil, wildlife,	human, market, recycling,	observe,		

У3	North Pole, South Pole, region	dry, wet, location, county, hamlet,	travel, holiday, trade, recreation,	organise, collect, present
У4	North America Central America South America	canal, drainage, environment, ecosystem, flood, valley,	drinking water, poverty, pollution, transportation,	
У5	sea level	hill land mountain	survivor rescue aid	
У6	ТВС	TBC	TBC	

TIER 2	Curriculum area	Curriculum area				
Year group	Location and place			Fieldwork		
Preschool	street, park	hill,grass,soil	road,pavement	direction		
EYFS	world	forest,lake,town,c ity,mountain	apartment, bungalow, flat,factory	journey,		
У1	north, east, south, west	coast, border, passport	route,	map, symbol, key		
У2	eastern, northern, southern, western	desert adapt, coral reef, habitat, iceberg, hibernate,	crop,	globe		
У3	northeast, northwest, southeast, southwest, orbit, tilt, sphere, tropical, polar, location,	climate, climate change, landscape,	manufacturing, tourism,	index		
У4		channel, canopy, condensation, evaporation, source, mouth,	deforestation, sustainability,	data, chart, graph, present, examine,		

У5	international map reference altitude	crust volcano volcanic eruption border, active	tourism	
У6	TBC	TBC	TBC	

TIER 3	Curriculum area			
Year group	Location and place	Physical	Human	Fieldwork
Preschool	countryside	weather,	bridge	same,different
EYFS	earth,capital,area,,atlas, globe, North Pole, South Pole,England,Wales,Scotl and, Northern Ireland,locate	environment, country,coast,season,s eason,landscape	symbol, community	route, footpath,compare ,similar
У1	English Channel, Irish Sea, River Thames, Cardiff, Edinburgh, Belfast, Arctic	rural, urban	locality, local, land use,	
У2	continent, country ,Sahara Desert, Antarctic Circle,, Arctic Circle, The Equator, Zambia	physical, savanna, waterfall,	culture, population,	
У3	Northern Hemisphere, climate zone, longitude, latitude, Cairo, Egypt, equatorial, latitude, longitude, Tropic of Cancer, Tropic of Capricorn	precipitation, favela,	agriculture, architecture, bay, industry, retail, import, export,	
У4	Brazil Rio de Janeiro Amazon altitude lower course middle course upper course estuary	biome, dam, emergent, forest floor, water cycle, vegetation, understory meander, humidity, river bank, river basin, flood plain, groundwater, biodiversity	irrigation	

У5	Pacific Ring of Fire, Himilayas, Mt Everest, Ben Nevis, Snowdon, Scafell Pike, Slieve Donard, Etna, Mount St Helens,	avalanche, mantle, core, dome, fault-block, landslide, tectonic place, plate boundary, epicentre, crater, valley, ridge, ash cloud, aftershock, dormant		
У6	ТВС	TBC	твс	

Progression of Substantive Knowledge in Geography from Preschool to Y6

Pre-School To use all senses in hands-on exploration of natural objects. Children will be encouraged to talk about what they see. Vocabulary will be modelled and children will Understanding be encouraged to use it to discusbs their findings and ideas the World: To begin to understand the need to respect and care for the natural environment and People, Culture, all living things. Vocabulary will be modelled and children will be encouraged to use it Communities to discuss their findings and ideas. Children will be encouraged to use books, wall displays and online resources to support their investigations and extend their knowledge and ways of thinking. To understand that there are different countries in the world and talk about the differences they have experienced or seen in photos. Children will be encouraged to talk about their own families around the world or holidays they have been on. Diverse books, puppets, props and dolls will be used to encourage children to notice and talk about similarities and differences. To show an interest in different occupations To begin to understand prepositional language Foundation To know what a map is. To know that our school is on Dragon Lane in Newbold Verdon Stage Understanding To know that photographs can be taken from the air and that you can see different the World:: features People, Culture, To know that there are similarities and differences between life in this country and Communities life in other countries. Relevant vocabulary will be modelled to describe contrasting locations. Children will be encouraged to talk about what is the same and different. To know that we can explore the natural world around us. Through access to our large playing field and Forest School, children will engage with the outdoors, this will facilitate curiosity, awe and wonder during hands-on experience. To have opportunities to discuss how we care for the natural world and know that this is important. • To be able to describe what they can see, hear and feel outside. To recognise that some environments are different to ours both locally and nationally. Vocabulary will be modelled to enable children to name specific features of the world - both natural and man made. Children will be encouraged to talk about their understanding of their own and contrasting environments through conversation and in To understand the effect of changing seasons on the natural world around them. To know that people have different occupations To understand prepositional language У1 Weather and climate UK Local area -Understand that there are -to know we live in the UK -Understand that Newbold different months and seasons and this is made up of Verdon is a rural area during the year and we need four countries to dress differently for them -recognise landmarks and basic -know the names of the human and physical features of

four capital cities

the local area e.g Newbold

-know the different weather

	patterns in the UK -understand that the weather and seasons can affect people's work	-know the names of the surrounding seas -know what each country is like and what it might be like to live there -know that the Uk has physical and human features. Human features are made by man and physical features are made by nature.	Verdon, Leicester, Bardon Hill, Old John, Bosworth Battlefield. -Know that people use Ordnance Survey maps and recognise some basic symbols -know that a key is used on a map to help us to understand symbols and pictures -know simple compass directions (North, South, East and West) and locational and directional language (e.g. near, far, left, right)
У2	Hot and cold places -Know that human features are made by man and physical features are made by nature. -Understand that there are hot and hot and cold places in the world. -Know that some animals adapt to hot or cold climates and know how they do this. -Understand that Rainforests are often close to the Equator and they are hot. -Understand that hot deserts are quite near to the Equator. They are very dry. -Antarctica is very cold, with snow and ice covering much of the area. -The North and South Poles are the coldest places on the planet.	Continents and Oceans -Know that the world is made up of many countries and that these are grouped into continents. -Know that we live in a country called the United Kingdom that is in the continent named Europe. -Know that there are seven continents on Earth. -Know that continents can be separated by land or water. The water is called an ocean. -Know that there are five oceans on Earth.	-Know that Zambia is a country in Africa. Know that Africa is a continent. -Know that Mugurameno is a village but that this village is different to Newbold Verdon Village. -Know and name some of Zambia's human and physical features, daily life and animals living there.
У3	Climate Zones	United Kingdom	TBC - Egypt? Cairo?

- -Know where the lines of longitude and latitude are on a world map or globe
- -Know the difference between weather and climate
- -Know what a climate zone is and why we have different climate zones on Earth
- -Know how the weather and temperature can different in tropical and temperate climates
- -Understand weather patterns in each type of climate
- -Understand how climate change is affecting weather globally

- -Know the names of the four countries in the UK
- -Know the names of some of the major cities in the UK
- -Know the name and location of some of the physical features of the UK (mountains, rivers)
- -Know how the UK landscape has changed due to human activity (e.g. development in cities)
- -Know some of the industries and jobs in the UK
- -Know how energy is sourced in the UK and the advantages and disadvantages of different types of energy (wind, solar, fossil fuels)
- -Understand what is meant by renewable energy and how this can positively impact the enviornment

y4 Rainforests

- -Know what a rainforest is.
- -Know the names of the Amazon and Congo and know where they are in the world
- -Know the layers of the rainforest
- -Know the names of some of the animals and plants that survive in the rainforest

Rivers

- -Know and name the stages of the water cycle
- -Know the names of some of the world's longest rivers
- -Know there are different uses for rivers and name some of these
- -Know the different

Rio de Janeiro and Southeast Brazil

- -Know the location of South America on a map or globe and know which geographical words can be used to describe its location.
- -Know the names of some of the countries and capital cities in South America and understand their location in relation to the UK

	-Understand what deforestation is and why it is happening -Understand the role of humans and human activity on deforestation -Understand ways that humans can help to protect the rainforest -Understand the importance of the rainforest - with particular focus paid to the Amazon	-Know that humans and human activity is having a negative impact on rivers -Understand what a flood is and why a flood can occur -Know ways that we can help to protect rivers locally	-Know some of the physical features of Brazil -Know the climate zone that Brazil is in -Know what everyday life is like in Brazil -Know that the UK has trade links with Brazil and some of the products that are imported from Brazil -Know that Rio de Janeiro hosted the 2016 Olympics and understand the advantages and disadvantages this had for the country.
У5	Volcanoes and Earthquakes -Know that the structure of the Earth is composed of three layers (crust, mantle, core) -Know that the crust is made up of tectonic plates that move -Know that volcanoes can occur at plate boundaries -Know that earthquakes can occur when the plates move -Know that many volcanoes are dormant and some volcanoes erupt -Know that some people live near to volcanoes or earthquake zones and that this can be very dangerous	-Know that a mountain is a landform and that there are four main types of mountains. -Know the features of a mountain (valley, ridge, slope, summit) -Know that there are Seven Summits which are the tallest mountains in the world and one is located in each continent. -Know that people do live and work in mountainous areas.	-Know that America is made up of two continents that pass through the equator. -Know that North America is in the Northern Hemisphere. -Know that the USA is a country made up of different states. -Understand what a state is and know the names of some US states. -Know that the US states all differ greatly in terms of their human and physical geography.
У6	Food and farming	World Trade	European region (Greece)

- -Know that one food product that is purchased in the UK can originate from all over the globe.
- -Know some of the countries where food products are grown and sourced.
- -Know that there are different issues surrounding food production (economic, social, environmental, political)
- -Know that the consumer has a choice in the food that they purchase and know where to find sustainable options e.g. Fair Trade products

- -Know that different factors affect where products are made or grown e.g. location, climate
- -Know which countries in the world are the largest exporters and which are the largest importers of goods.
- -Know what a supply chain is and how supply chains are planned out and decided.
- -Know that trade is often involved in conflict and politics around the world and understand some current issues surrounding trade and conflict e.g. Russian War on Ukraine affecting oil prices in the UK.

TBC

Progression of Disciplinary Knowledge in Geography from Preschool through to Year 6

Do children have opportunities to...

Year group Location and place		Environmental geography		Fieldwork
	knowledge	Physical	Human	
Preschool:	Be familiar with	Explore natural	Discuss why they	Move around
Age appropriate	the PreSchool	objects?	are wearing hats,	the classroom
outcomes:	classroom, School,		gloves, suncream?	and school
-child's voice	School grounds and	Talk about what		
- mark making	Forest School?	they can see, hear	Explore the	Explore the
-observations		and touch in the	classroom and its	classroom,
- Tapestry posts	Begin to use	natural world?	resources?	playground
from parents	prepositional			and Forest
- child initiated play	language?	Care for the	Discuss that they	School
- engagement in		natural world?	go to school and	
Forest School	Engage		that it is	Engage with
	with resources as	Use modelled	different to the	the natural
	they build and	vocabulary to	home that we live	environment
	construct?	discuss what they	in?	through
		find in the		examining
		environment?	Experience	natural
			different	objects in the
		Talk about the	occupations	classroom,
		different places	through visits	playground
		that their family	from the police,	and Forest
		lives or where they	fire service etc?	School
		have been on		
		holiday?		
Foundation:	Examine a simple	Begin to recognise	Begin to	-Explore the
Understanding the	map in a story (e.g	and describe	recognise and	EYFS
World	Martha Maps it	similarities and	describe	playground,
	out, Jolly	differences	similarities and	main school
Age appropriate	Postman)?	between features	differences	playground
outcomes:	Normalization	in this country and	between life in	and Forest
-child's voice	Draw simple maps	others?	this country and	School
-simple maps	of our classroom,	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	others?	- Walk around
- write a label,	playground, journey	With adult	Talk about what	the field -Walk to and
caption, simple sentence	to school, journey	support, discuss how we care for	different clothes	
	to the postbox?	the natural world?		from the post
-observations	Study on conici	ine natural world?	they wear at different times of	box, library and club
- Tapestry posts from parents	Study an aerial photograph of	Talk about how the	the year?	- Visit the
- child initiated play	Newbold Verdon	weather and	The year?	farm
- engagement in	Primary School	seasons affect	Discuss the types	- Take a photo
Forest School	Trilliary School	what we wear?	of houses that we	next to our
1 01 651 561001	Discuss that our	wildi we wedi ?	live in and how	class tree to
	school is located on	Engage in the	they are the	track the
	Johnson is located off	natural world	same/different?	THE THE
	l	I hardrar world	James and Let entry	

	Dragon Lane in Newbold Verdon Compare the similarities and differences between life in Newbold Verdon and other countries?	during outside play and Forest School sessions? Examine and talk about natural resources in the classroom, playground and Forest School?	Discuss the different types of jobs that people have in the community?	change of seasons - Engage with recycling within the classroom and at home
	Engage with resources as they build and construct?			
	Discuss how we care for the natural world?			
	Study the seasons by revisiting our playground throughout the year and using a calendar to track the months of the year?			
	Talk about weather and how it changes?			
	Make links with Science e.g planting bulbs and seeds?			
	Use the correct prepositional terms?			
Year 1 Units of work -Weather and climate -United Kingdom -Local area	Study the weather patterns in the Uk by looking at weather forecasts and observations of the weather and	Explain how different types of weather affects the environment in which we live e.g rain can cause puddles, sunny	Explain that weather can affect what you wear and how people work?	-Create a weather gauge to measure the weather in Newbold Verdon

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Age appropriate	seasons in Newbold	weather can make	Understand	-use
outcomes could be:	Verdon?	the ground dry and	human features	observational
-Label a map		hard?	are made by	and fieldwork
- Write an	Use geographical		people and begin	skills to
information	vocabulary to	Use geographical	to recognise these	create maps
booklet/poster	describe the	vocabulary to	on a map/aerial	of the
-Create a journey	weather patterns?	describe how our	photograph?	playground,
stick		local environment		Forest
-Use photography to	Compare and	changes with the	Understand	School, village
compare and	contrast the	seasons?	human features	- go on a walk
contrast	weather across the		are made by	and use
- Create a simple map	UK and across the	Understand	people and	observational
and a basic key	seasons?	physical features	recognise these in	and fieldwork
- Label aerial		are made by nature	the school grounds	skills to study
photographs	Locate the United	and recognise these	and local area?	the parkland
-Using Google maps	Kingdom on a map?	in the school		different
on ipads		grounds and local		parts of the
-Weather diary	Locate the UK's	area?		village
-Weather report	capital cities on a			
-Local area	map?			
scavenger hunt		Understand		
-Houses and homes	Identify basic	physical features		
tally	symbols on an	are made by nature		
	Ordnance Survey	and begin to		
	map?	recognise these on		
		a map/aerial		
	Devise a simple	photograph?		
	map and create a			
	basic key?			
	Use simple			
	compass directions			
	to describe the			
	location and			
	features on a map?			
Year 2	Locate the seven	Use geographical	Use geographical	Data analysis
Units of work	continents on a	vocabulary to name	vocabulary to	e.g use
-Hot and cold places	map?	physical features	name human	research to
-Continents and		on each continent?	features on each	gather
oceans	Locate the five		continent?	information on
-Zambia (Mugu	oceans on a map?	Describe the		different
Mareno)		similarities and	Describe the	aspects of hot
		differences in the	similarities and	and cold
Age appropriate	Locate hot and	physical geography	differences in the	places.
outcomes could be:	cold places on a	of a hot and cold	human geography	Consider how
-label a map	map?	place?		to present

-create a poster			of a hot and cold	this on a bar
advertising a trip to	Locate Zambia,	Describe how	place?	chart or as a
a hot/cold place	United Kingdom,	plants adapt to a		group to the
-have a	Mugurameno and	hot and cold place?		class
debate/discussion -	Newbold Verdon		List the types of	
is it better to live in	on a map?		clothes that you	
a hot/cold place?		Locate the equator	would wear in a	
- create a fact file		on a map and the	hot or cold	
about how		location of a	country?	
animals/plants adapt		Rainforest and a		
to different climates		desert?	Discuss	
-write a letter to a			similarities and	
child in Mugurameno		Locate the North	differences	
about life in Newbold		and South pole on a	between clothes in	
Verdon and how it is		map?	a hot and cold	
the same/different			country?	
Year 3	11a. J:66	Name of the state of	D	Dagaranda daga
	Use different	Name physical	Recognise and	Research data
Units of work -Climate zones	parts of an atlas to	features of an area	name the types of	e.g.
	find a location e.g.	(e.g. mountain, river, coast,	buildings found in each type of	temperature, rainfall of
-United Kingdom -TBC	index	forest)?	settlement?	different
-180	Locate countries on	101631)?	serriement?	climate zones
Age-appropriate	a world map and on	Use a simple key to	List types of jobs	and present in
outcomes could be:	a globe?	locate physical	and industries	a simple chart
-Label a map	a globe?	features of a	found within the	or graph.
-Statement writing	Locate areas within	location on a map?	UK?	or graph.
-Sorting	the UK on a map	location on a maps	OKF	
pictures/images	and begin to	Describe the	Begin to discuss	
-Create a map with a	discuss location	physical features	and explain the	
key	with respect to	of a place using	reason for jobs in	
-Designing a simple	their own locality?	pictures and maps?	an area?	
map of a settlement	,	'		
-Fact file	Use geographical	Recognise physical	Name and define	
-Photography	language to	features of their	energy sources	
-Visit around local	describe a location	own locality and	that are used	
area	(county, village,	places they have	within the UK?	
	city, town, north,	visited.		
	south, east, west)?			
		Compare physical		
	Form simple	features of new		
	sentences to	locations studied		
	articulate locations	with prior learning.		

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	e.g. Manchester is			
	a city in the north	Interpret simple		
	of England?	data to describe		
		physical geography		
		e.g. rainfall?		
Year 4	Use globes,	Name and label	Describe and	Old John visit
Units of work	atlases and maps	features of a	discuss the	and River
-Rainforests	to locate the	physical system e.g.	impact of human	Soar?
-Rivers	world's principal	the water cycle or	activity on	Brook/stream
-Rio de Janeiro and	rivers, rainforests	parts of a river?	physical geography	at Market
Southeast Brazil	(and other biomes),	Use geographical	e.g. rivers?	Bosworth
	including the	language to		Park?
Age-appropriate	Amazon?	describe a process?	Investigate and	
outcomes could be:		,	compare the lives	
-Labelling a map or	Interpret a range	Question and	and culture of	
diagram e.g. layers of	of maps and aerial	argue the	people living in	
the Amazon	views of the	importance of	areas of	
Rainforest. Written	Amazon and apply	major physical	difference to our	
explanation of what a	their current	geography e.g.	own locality. E.g.	
map is showing	understanding of	Rainforests?	in the Amazon?	
writing a series of	it?	114.117 61 65 75.		
sentences.			Understand our	
-Fact-file			role as global	
-Cross-curricular			citizens and our	
outcome e.g.			own contribution	
explanation text or			to issues such as	
diary entry			deforestation?	
Year 5	Transfer	Interpret maps	Research and	
Units of work	knowledge from	and other	present findings	
-Volcanoes and	one geographical	geographical	about tourism and	
Earthquakes	source to another	sources to find	industries that	
-Mountains	e.g. use an atlas or	answers and form	influence and are	
-North America	globe to label a	their own opinion?	influenced by	
	different type of	'	physical features	
Age-appropriate	map?	Locate and	of geography?	
outcomes could be:	Discuss and	interpret	,	
-Independently	compare different	significance of	Compare and	
labelling a map using	types of maps and	locations on a map	contrast cultures	
an atlas or globe	argue which is	e.g. the Ring of Fire	and everyday life	
-Longer written	more useful for	in Asia?	of people living in	
response to define or	their learning		a contrasting	
summarise	context?	Compare and	area?	
-Information text or		contrast the		
leaflet	Communicate	physical features	Advise and make	
-Analysis or	geographically	of geography within	judgements on	
interpretation of an	(written and	a continent.	human impact on	

image or map (own labelled diagram) -Comparison of two or more different places, cultures etc.	verbally) with accuracy using the correct vocabulary? Recall and extend prior knowledge of location and places around the world?		the physical geography and the physical impact on the human geography of an area?	
Year 6 Units of work -Food and farming -World trade -European Region (Greece to link with	Use and annotate ordinance and survey maps (including grid references) to present arguments	Compare and contrast the physical features of a location with their own locality.	Argue the impact of world trade on the lives of people in different places around the world.	
history Ancient Greece)	about geographical change in a region? Recall and apply knowledge of locations globally and use vocabulary accurately to communicate and be understood?	Investigate trends in continuity and change in the physical geography of one location over time?	Weigh up the advantages and disadvantages and form a judgement? Weigh up their own roles as social and global citizens and their impact on the land	
	Design maps and processes to apply their understanding?		in their locality and the wider world? Investigate the economic and social factors that are involved in global food production?	

Potential literacy texts to link



