

Knights Templar Community Church School and Nursery  
*Work at it with all your heart*



# Geography

*(subject progression)*

*Intent, Implementation and Impact*



## Intent

*At Knights Templar Community Church School, we strive to develop learners' curiosity and a fascination for the world and its people that will remain throughout their lives. We want our learners to be excited about the world they live in and understand the distinctive features of the local geography of Watchet and all the local area has to offer.*

*Our Geography Curriculum allows for a range of opportunities for investigating places around the world as well as physical and human processes. Content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum and ensures the skills taught are transferrable to other curriculum areas. It develops contextual knowledge of the location of globally significant places and an understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time.*

*At Knights Templar, we strive to improve learners' geographical vocabulary, map skills and geographical knowledge and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.*

## Implementation

*In the Early Years Foundation Stage, our learners work towards the Early Learning Goal (ELG) linked to Understanding the World which is a prerequisite for geographical study in the National Curriculum. There is a strong focus on the characteristics of effective learning which includes Playing and Exploring, Active Learning and Creating and Thinking Critically. Our learners are encouraged to discuss similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments may vary from one another.*

*Our geography curriculum in Key Stage 1 and 2 covers the statutory learning objectives outlined in the National Curriculum. We recognise that knowledge and skills are linked, where each year group's learning objectives and vocabulary build upon the previous year's coverage; our main aim being to ensure the building blocks of knowledge and skills are place to underpin further learning. Geography is taught on a two-year rolling programme with six geography topics being covered over that time.*

*In KS1, learners will:*

- Develop knowledge about the world, the United Kingdom and their locality
- Use subject-specific vocabulary relating to human and physical geography
- Use geographical skills, including first-hand observation to enhance their locational awareness
- Begin to use maps and recognise physical and human features to do with the local area, building up to using maps to explore the continents and oceans of the world.

In KS2, learners will build upon knowledge and skills acquired in KS1 to:

- Extend their knowledge and understanding beyond the local area, including the location and characteristics of a range of the world's most significant human and physical features
- Develop a wider range of fieldwork skills
- Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Through revisiting and consolidating skills, our Geography planning and resources help learners build on prior knowledge alongside introducing new skills and challenge. All learners expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork.

Across the Early Years, KS1 and KS2, learners have a range of opportunities to experience geography through practical engaging tasks beyond the classroom.

### **Assessment**

Assessment takes many forms, which include both formative and summative assessments. Teachers use questioning to test conceptual knowledge and skills alongside knowledge retrieval activities to assess geographical knowledge and understanding. This may take the form of end of topic quizzes and/or thought shower at the start and end of a unit of work to demonstrate new learning. Work is recorded in individual children's books, using IT and within our curriculum portfolios. End of unit retrieval quizzes are used to assess knowledge acquired.

### **Impact**

By the end of their time at Knights Templar, our young geographers will be:

- **Confident individuals** who make relevant links from geography to other curriculum subjects, such as history and are able to speak confidently about their geography learning, skills and knowledge.

- **Successful learners** who use geographical vocabulary accurately and have a deep understanding of the Earth's key physical and human processes; who improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world; who become competent in collecting, analysing and communicating a range of data gathered.
- **Responsible citizens** who realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet.

## Statutory Expectations:

### Early Years Foundation Stage Framework:

ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comment Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>
	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>

### National Curriculum Expectations:

Learners should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

#### Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### Human and physical geography

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

### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Learners should be taught about:

#### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### Place knowledge

- 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

#### Human and physical geography

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

#### Geographical skills and fieldwork

- 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.

## Knights Templar Community Church School Long Term Overview and Linear Links:

*\*under review*

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b>	Belonging to the School community  Harvest time	Autumn changes	Where can we visit in Watchet?  Exploring our local area- including building  Winter changes	What is it like in different parts of the world  Farms  Can we make a map?	What grows in and around Watchet- comparing different places e.g. beach, wildlife area etc  How to look after our world	Minibeasts here and around the world.  Summer changes
<b>KS1 Year A</b> <i>(*suggested location can be substituted)</i>		Local  Watchet		UK  Cardiff	International  New York	
<b>KS1 Year B</b>	Local West Somerset – Taunton to Minehead. Exmoor to the Quantocks (follow the railway)		UK  London		International  Asian Locality – Yangshuo	
<b>KS2 Year A</b>		International River Nile From source to sea		Europe  Sicily		UK  Hinkley Point

				Volcanoes and Earthquakes		Where does energy come from?
KS2 Year B		Europe  A study of Scandinavia		UK  A comparison of Exmoor Bath		International  The Amazon Rainforest

### KS1 Linear Links:

	Places	Natural World	Map Skills
Year A	<ul style="list-style-type: none"> <li>• Watchet as a harbor town</li> <li>• Our place in the world (Watchet, England, UK, Europe)</li> <li>• Seven continents of the world</li> <li>• Oceans of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of key physical geography features of Watchet and USA location</li> </ul>	<ul style="list-style-type: none"> <li>• Infant Atlases to locate continents of the world</li> <li>• World Maps</li> <li>• Globes</li> </ul>
Year B	<ul style="list-style-type: none"> <li>• Significant features of the local area</li> <li>• London as a capital city</li> <li>• China and famous landmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Weather patterns linked to seasons within the UK</li> <li>• Knowledge of key physical geography of London including River Thames</li> </ul>	<ul style="list-style-type: none"> <li>• Google Maps</li> <li>• Aerial Photographs</li> <li>• Map of the UK</li> <li>• Fieldwork skills- drawing maps and creating keys</li> <li>• Use compass points (NESW)</li> </ul>

## KS2 Linear Links:

	Places	Natural World	Map Skills
Year A	<ul style="list-style-type: none"> <li>• Locational comparison of UK and Sicily</li> <li>• Comparison of UK and Egypt</li> <li>• Locations of energy sources</li> </ul>	<ul style="list-style-type: none"> <li>• Natural disasters: earthquakes, flooding, volcanoes and tsunamis</li> <li>• Know Northern/ Southern Hemisphere, the Tropics of Cancer/Capricorn, Arctic/ Antarctic Circle, the Prime/Greenwich Meridian and time zones;</li> </ul>	<ul style="list-style-type: none"> <li>• OS Maps</li> <li>• Junior Atlas and globes</li> <li>• Use co-ordinates</li> <li>• Digital mapping</li> </ul>
Year B	<ul style="list-style-type: none"> <li>• Counties and cities of the UK</li> <li>• Study of Scandinavia, and comparison of local city with one in Scandinavia</li> <li>• South America - Amazon</li> </ul>	<ul style="list-style-type: none"> <li>• Rainforest habitats and their threats</li> <li>• Climate and the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>• OS Maps</li> <li>• Junior Atlas</li> <li>• Use co-ordinates</li> <li>• Digital mapping</li> </ul>

## Knowledge and Skills Progression Maps KS1 Year A:

Year A KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Geography</b> <u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>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</li> </ul>		<p><b>Watchet</b></p> <p><i>Recap/learn continents</i></p> <p><b>Lesson 1 – Where do we live?</b> KN – know that we live in Watchet KN – Know that a county is made of different towns and cities and we live in Somerset KN – Know that England is a country that we live in KN – Know that England/UK is in Europe</p> <p><b>Lesson 2 – What makes Watchet special?</b> KN – Know that Watchet has a harbour KN – Know the difference between a harbour and marina (a marina is specially designed for leisure boats and yachts, harbours are for all types of</p>		<p><b>Cardiff</b></p> <p><i>Recap/learn about UK counties</i></p> <p><b>Lesson 1 – Where is Cardiff?</b> KN – Know that Cardiff is in Wales KN – Know that Wales is a different country to England but still in the UK KN – Know that Cardiff is the capital city of Wales (recap capital cities) KN – Know where Wales and Cardiff are on a map</p> <p><b>Lesson 2 – What are the key human features of Cardiff?</b> KN – Know the term landmark KN – Know the term human geography <i>KN – Know what the key human features are in Cardiff – Cardiff Castle, Millennium Centre, Principality Stadium, Bute Park.</i></p> <p><b>Lesson 3 – What are the key physical features of Cardiff?</b> KN – Know that Cardiff is relatively flat</p>	<p><b>New York</b> – a much larger city than Cardiff (also links with Titanic history)</p> <p><i>Recap/learn 5 oceans</i></p> <p><b>Lesson 1 – Where is New York?</b> KN – Know that New York is in America KN – Know where America is on a map and be able to locate it KN – Know that America has states and that New York is a state. KN – Know that New York is in North America (continent)</p> <p><b>Lesson 2 What are the key human features of New York?</b> KN – Know that while New York is a state, it is known for its city. KN – Know what a city is. KN – know that New York has lots of tall buildings <i>KN – Know that there is a large park called Central Park (note this is man-made)</i> <i>KN – Know what the key buildings are called – Statue of Liberty, Times Square, Empire State Building</i></p>	

<p>contrasting non-European country</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p>boats including cargo, freight and passenger ships).</p> <p><i>KN – Know the human geography of Watchet – marina, shops, roads, school, memorial part etc.</i></p> <p><b>Lesson 3 – What is Watchet’s river?</b></p> <p>KN – Know the river in Watchet is called the Washford River.</p> <p>KN – Know that rivers start in the mountains and end in the sea.</p> <p><i>KN – Know that the Washford River starts in the Brendon Hills, past Cleeve Abbey, through Washford and into the sea at Watchet.</i></p> <p>KN – Know that it is joined by smaller rivers further up the river.</p> <p><b>Lesson 4 – What is the mineral line?</b></p> <p>KN – Know that Watchet has a mineral line.</p> <p>KN – Know that the mineral line was used to transport iron</p>	<p>KN – Know that Cardiff is also bounded by hills</p> <p><i>KN – Know how to spot the hills using the lines on a topology map.</i></p> <p>KN – Know Cardiff’s river is called the River Taff</p> <p>KN – Know that the River Taff flows through the city of Cardiff.</p> <p><i>KN – Know where the River Taff is on a map.</i></p> <p><b>Lesson 4 – How does Cardiff compare to another capital city? (London)</b></p> <p><i>KN – Know that capital cities are built around a river (make sure children can name the Taff and Thames)</i></p> <p>KN – Know that capital cities have a cathedral</p> <p>KN – Know the term ‘population’</p> <p>KN – Know that the population of capital cities is often higher than other cities in the same country.</p> <p><b>Lesson 5 – How does Cardiff compare to Watchet?</b></p> <p>KN – Know that Cardiff has docks (a dock is a closed area in a port of loading and unloading) and Watchet has a marina</p> <p><b>KN – Know that Cardiff is a city and Watchet a town.</b></p>	<p><b>Lesson 3 – What are the key physical features of New York?</b></p> <p>Use <a href="https://study.com/academy/lesson/what-is-the-physical-geography-of-new-york.html">https://study.com/academy/lesson/what-is-the-physical-geography-of-new-york.html</a></p> <p>To show the physical geography.</p> <p>KN – Know what physical geography means</p> <p><i>KN – Know that New York has a river running through it called the Hudson.</i></p> <p><i>KN – Know that New York is surrounded by lakes, mountain ranges and National Parks.</i></p> <p><b>Lesson 4 – How do the human features of New York and Bristol compare?</b></p> <p>KN – Know that Bristol is not far from us and it is a city</p> <p><i>KN – Know that they are both cities</i></p> <p>KN – Know that Bristol has a few smaller parks and New York has one large one (Central Park)</p> <p><i>KN – Know that they both have lots of buildings including cathedrals and churches.</i></p> <p>KN – Know that New York has lots of famous buildings but Bristol does not.</p> <p><b>Lesson 5 – How do the physical features of New York and Bristol compare?</b></p> <p><i>KN – Know that they both have rivers running through the city</i></p> <p>KN – Know that Bristol has a few smaller parks and New York has one large one (Central Park)</p>
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<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• 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</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple</li> </ul>	<p>ore from the Brendon Hills to Watchet to be transported on ships to South Wales</p> <p>KN – Know that it was a railway track</p> <p><i>KN – Know the mineral line goes from the Brendon Hills, through Washford and to Watchet.</i></p> <p><b>Lesson 5 – Where are our special features of Watchet?</b></p> <p><b>TRIP to spot the human features we have learnt about – marina, mineral line, shops and physical geography by seeing the river.</b></p> <p>KN – Know that the mineral line between Washford and Watchet has now been reclaimed by nature. Try and find evidence of it.</p> <p>KN – Know where you can see Washford River</p> <p>KN – Know and spot what makes the marina human geography.</p>	<p><b>KN – Know that Cardiff is bigger than Watchet in terms of area and population.</b></p> <p>KN – Know that they are both coastal towns but Cardiff doesn't have a beach.</p> <p><b>Lesson 6 – What have I learned?</b></p> <p>Assess knowledge recall and use this lesson to fill in any gaps throughout the topic</p> <p><u>Skills</u></p> <p>SK Locational and place: Use world maps, atlases and globes to identify the countries, continents and oceans studied</p> <p>SK Locational and place: Use world maps, atlases and globes to identify the town, city, village, mountain, London, Cardiff, capital city 1/2</p> <p>SK: Place Knowledge understand geographical similarities and differences through the study of human geography of a region of the UK</p> <p>SK Locational and place: Identify the 4 countries of the UK and their capital cities</p> <p>SK – Physical geography: identify daily weather patterns</p>	<p><b>KN – Know that New York is MUCH bigger than Bristol – NY population = 8.3 million, Bristol = 483.000</b></p> <p><i>KN – Know that New York is surrounded by lakes and mountains but Bristol is surrounded by countryside.</i></p> <p><b>Lesson 6 – What have I learned?</b></p> <p>Assess knowledge recall and use this lesson to fill in any gaps throughout the topic</p> <p><u>Skills</u></p> <p>SK Locational and place: Name and locate world's seven continents and five oceans.</p> <p>SK Locational and place: Use world maps, atlases and globes to identify the countries, continents and oceans studied</p> <p>SK: Human and Physical: Compare UK with a contrasting country in the world</p> <p>SK Locational and human/physical: Compare local town/city with a contrasting town/ city in a different country</p>
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<p>map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Lesson 6 – What have I learned?</b></p> <p>Assess knowledge recall and use this lesson to fill in any gaps throughout the topic.</p> <p><u>Skills</u></p> <p>Locational and place: Name and locate world's seven continents and five oceans.</p> <p>SK: Use key vocabulary: United Kingdom, England, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica</p> <p>SK: Locational and place: Use world maps, atlases and globes to identify the countries, continents and oceans studied</p> <p>SK: Locational and place: Use world maps, atlases and globes to identify the town, city, village, mountain</p>	<p>SK – Physical vocab: river and human: city and name landmarks</p> <p>SK – Geographical skills and fieldwork: Use world maps to identify the UK and its countries.</p>	<p>SK Human and physical: Use world maps, atlases and globes to identify the town, city, village, mountain, country – UK and North America</p> <p>SK Geographical and fieldwork: Use world maps and atlases to find UK and North America.</p> <p>SK Geographical and fieldwork: use simple compass directions to describe where North America is in relation to UK.</p>	
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		<i>SK Haman and physical: use basic vocab to refer to physical features (beach, coast, sea etc)</i>			
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*By the end of Year A, learners are able to name the oceans and continents of the world and recognise their home town within the UK. They will know how to use an age-appropriate atlas and maps of different styles to locate places. Learners will be able to identify the four different countries which make up the United Kingdom and name and locate their capital cities. They will be able to make comparisons about the place they live and a contrasting locality using a variety of sources of information.*

## Knowledge and Skills Progression Maps KS1 Year B:

<p><b>Geography</b> <u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Local</b> West Somerset</p> <p><i>Recap/learn 5 oceans</i></p> <p><b>Session 1 – What are the key geographical features of West Somerset?</b></p> <p>KN: Know that West Somerset is where our school is</p> <p>KN: Know what special places are in West Somerset – Minehead, Dunster, Wimbleball Lake, Quantocks and Exmoor National Lake</p> <p><i>KN: Know by using maps what the physical geography of West Somerset is (towns, countryside, coasts, rivers)</i></p> <p><b>Session 2 – How has the physical geography impacted human land use?</b></p> <p>KN: Know what jobs parents do in West Somerset</p> <p>KN: Know that Butlins is a big source of employment</p>	<p><b>UK</b> London</p> <p><i>Recap/learn UK counties</i></p> <p><b>Session 1 – where is London?</b></p> <p>KN: Know that London is the capital city of England</p> <p>KN: Know that London is in the southeast part of England</p> <p>KN: Know that London is big with many buildings</p> <p>KN: Know that people from all over the world live in London.</p> <p><b>Session 2 – What is special about London?</b></p> <p>KN: Know the river Thames flows through London</p> <p>KN: Know there is a famous clocktower with a bell inside called Big Ben.</p> <p><i>KN: Know the King lives in a palace called Buckingham Palace</i></p> <p>KN: Know the Tower of London is an old castle with lots of history.</p> <p><b>Session 3 – How do we find places on a map?</b></p> <p>KN: Know the purpose of a map</p>	<p><b>International</b> Asian Locality – Yangshuo</p> <p><i>Recap/learn 7 continents</i></p> <p><b>Session 1 – Where is China?</b></p> <p>KN – know that China is in Asia</p> <p>KN – Know the capital of China</p> <p>KN – know where China is on a globe and map</p> <p>KN – know the shape and size of China in relation to other countries</p> <p><b>Session 2 – What are some traditions and customs in China?</b></p> <p>KN – Know that China has different traditional music and clothing to us</p> <p>KN – know that they celebrate Chinese New Year</p> <p>KN – Know some foods that are popular in China</p> <p><b>Session 3 – What are some famous places in China?</b></p> <p><i>KN – know the famous landmarks – Great Wall of China, Terracotta Warriors, Forbidden City.</i></p>
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<p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes</li> </ul>	<p><b>Session 3: How does the human/physical features impact tourism?</b></p> <p>KN – Know that Minehead beach is a seaside town that brings in tourists</p> <p>KN – Know that Butlins and the West Somerset Railway also brings in tourists</p> <p><b>Session 4: How does the human/physical features impact tourism?</b></p> <p>1/2 KN: Know that Minehead draws a lot of tourists to Minehead</p> <p>1/2 KN: Know that Dunster is a popular tourist site. Dunster By Candlelight used to be popular,</p> <p><b>Session 5: Exmoor National Park –</b></p> <p>KN: Know and Identify key landscapes e.g. moorland, forests, river</p> <p>KN: Know where Exmoor is on a map</p> <p>KN: Know how the physical features are shown on different maps.</p>		<p>KN: Know that the key helps us understand symbols</p> <p>KN: Know that a compass helps us know which way is which</p> <p><b>KN: Know the compass points</b></p> <p><b>Session 4: How do maps of London and Somerset look different?</b></p> <p>KN: Know that maps can be big or small</p> <p>KN: Know that we can find streets, parks and rivers on a map</p> <p>KN: Know that London has different areas – office/work district, parks, shops (Oxford Street) and streets houses)</p> <p><b>KN – Know where London and Somerset are on a map</b></p> <p><b>Session 5 – What's the River Thames?</b></p> <p>KN: Know that it is a big river that runs through the middle of the city</p> <p>KN: Know that the river has lots of bridges over it to connect parts of London</p> <p><b>KN: Know what Tower Bridge is and why it moves.</b></p> <p>KN: Know that people use rivers for transportation of people and goods</p> <p>KN: Know that rivers can provide fishing for food</p>		<p>KN – know the importance of each landmark.</p> <p><b>Session 4 – What is special about Yangshuo?</b></p> <p>KN – know that Yangshuo is in China</p> <p>KN – Know that Yangshuo is a town</p> <p><b>KN – know the physical geography of Yangshuo</b></p> <p><b>Session 5 – How is Yangshuo different from Watchet?</b></p> <p>KN – know some key differences between the 2 places</p> <p>KN – know key similarities between the 2 places</p> <p><b>Lesson 6 – What have I learned?</b></p> <p>Assess knowledge recall and use this lesson to fill in any gaps throughout the topic</p> <p><b>Skills</b></p> <p>SK Locational and place: Name and locate world's seven continents and five oceans.</p>
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<p>to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> <p>use simple fieldwork and observational skills</p>	<p><b>Lesson 6 – What have I learned?</b></p> <p>Assess knowledge recall and use this lesson to fill in any gaps throughout the topic</p> <p><b>Skills</b></p> <p>SK Locational and place: Name and locate world's five oceans.</p> <p>SK Locational and place: Use world maps, atlases and globes to identify the town, city, village, mountain</p> <p>SK Locational and place: Name, locate and identify characteristics of the four countries, capital cities of the United Kingdom</p> <p>SK Human and physical: Use vocab related to physical and human features (beach, cliff, town, shops etc)</p> <p>SK Human and physical: Know some physical and human features lead to tourism (in Minehead)</p>		<p><b>Lesson 6 – What have I learned?</b></p> <p>Assess knowledge recall and use this lesson to fill in any gaps throughout the topic</p> <p><b>Skills</b></p> <p>SK – Locational and place: Locate UK and London on a map</p> <p>SK – Human and physical: identify human and physical features that lead to a successful city.</p> <p>SK – Locational and place: Comparing London and Somerset on a map</p> <p>SK Geographical and fieldwork: Use maps and atlases to identify UK and its countries</p> <p>SK Geographical and fieldwork: Use simple compass directions and directional language (near/far, left/right) to describe the location and features and routes on a map.</p>		<p>SK Locational and place: Use world maps, atlases and globes to identify the countries, continents of Asia and Europe</p> <p>SK: Human and Physical: Compare UK with a contrasting country in the world</p> <p>SK Locational and human/physical: Compare local town/city with a contrasting town/ city in a different country</p> <p>SK Human and physical: Use world maps, atlases and globes to identify the town, city, village, mountain, country – UK and North America</p> <p>SK Geographical and fieldwork: use world maps, atlases and globes to identify Asia and China</p> <p>SK Geographical and fieldwork: use aerial photos to recognise landmarks</p>	
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<p>to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>SK Geographical and fieldwork: use world maps, atlases and globes to identify the UK and its countries</p> <p>SK Geographical and fieldwork: use aerial photos to recognise landmarks</p>					
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By the end of Year B, learners are able to locate the school and other local landmarks on a map and understand the different symbols used on maps. They will learn about their local area, a national and international location. They will learn about what the capital city is of the UK and an Asian locality. They will learn about the human and physical geography of each place. They will learn and consolidate learning of the 7 continents and capital cities of the UK. They will develop a broader geographical vocabulary.

## Knowledge and Skills Progression Maps KS2 Year A:

<p><b>Geography</b> <b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	<p>The River Nile – from source to sea</p> <p><i>Reca/learn: Locate River Nile in reference to UK using compass directions</i></p> <p><b>Lesson 1 – How are rivers formed?</b> KN- Know that rivers are natural pathways on Earth which transport water off the land to the sea</p> <p>KN- Know they flow from higher places to lower places.</p> <p>KN – Know that rivers have banks and tributaries that shape the land.</p> <p><b>Lesson 2 – Fieldwork opportunity</b> to follow the flow of a river from upstream to downstream. Walk along the Washford River a while to observe how it spreads out as it encounters the beach into many streams just like the Nile does in the Nile Delta region.</p> <p><b>Lesson 3 – Where is the River Nile?</b></p>	<p><b>Sicily – volcanoes and earthquakes</b></p> <p><i>Recap/learn: Latitude and longitude</i></p> <p><b>Lesson 1 – Where is Sicily?</b> KN – Find it on one map. KN – Know where it is in the world. KN – Know and comment on significant biome or physical features – rivers, mountains, volcanoes.</p> <p><b>Lesson 2 – What is a volcano?</b> KN – Know what a volcano is. KN – Know how a volcano is formed. KN – Know about different forms of volcanoes – active, dormant and extinct. KN- Know where other volcanoes are on a map.</p> <p><b>Lesson 3 – Do volcanoes have names?</b> KN – Know the names of Sicily's volcanoes – Etna, Stromboli and Vulcano. KN – Know the devastation and impact of an eruption – some form new islands.</p>	<p><b>Hinkley – Where does our energy come from?</b></p> <p><i>Recap/learn: 4 UK countries and capitals</i></p> <p><b>Lesson 1 – Where is Hinkley?</b> KN – Know where Hinkley is in the UK KN – Know the different types of natural energy sources, e.g. biofuels, coal, natural gas, oil, wind turbines, solar, hydroelectric, geothermal and nuclear.</p> <p><b>Lesson 2 – What it Hinkley?</b> KN – Know that Hinkley is a power station <i>KN – Know that Hinkley produces nuclear energy</i> KN – Know that nuclear energy provides electricity.</p> <p><b>Lesson 3 – Is it safe?</b> KN – that some energy sources are natural <i>KN – Know which natural energy sources are sustainable and do not harm our environment.</i></p>
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<ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate</li> </ul>	<p><i>KN – Know that the River Nile is one of the longest rivers globally at 4132 miles long.</i></p> <p><i>KN – Know that It flows northward through northeastern Africa, passing through countries like Burundi, Rwanda, Tanzania, Uganda, South Sudan, Sudan, and Egypt.</i></p> <p><i>KN – Know that The Nile is formed by the merging of the White Nile, starting at Lake Victoria, and the Blue Nile, originating from Lake Tana in Ethiopia.</i></p> <p><i>KN – Know that It ends at the Nile Delta, where it meets the Mediterranean Sea, creating a significant impact on the surrounding countries.</i></p> <p><b>Lesson 4 – Why is the Nile so important in Sudan and Egypt?</b></p> <p><i>KN – Know that It plays a crucial role in Sudan and Egypt for agriculture and daily life.</i></p> <p><i>KN – Know that people in these regions depend on the Nile's water.</i></p>	<p><b>Lesson 4 – What is an earthquake?</b></p> <p><i>KN – Know the earth is made of tectonic plates and that they move.</i></p> <p><i>KN – Know that they can move slowly and then suddenly due to build-up of energy and friction.</i></p> <p><i>KN – Know where the main tectonic plates are on a map and consider the places most likely to be affected by them.</i></p> <p><b>Lesson 5 – Why does Sicily have earthquakes and volcanoes?</b></p> <p><i>KN – Know why fault lines play such an important factor in earthquakes and volcanoes.</i></p> <p><i>KN – Know that Sicily's last earthquake was in 2018</i></p> <p><i>KN – Know what Sicily's landscape is like</i></p> <p><i>KN – Know whether they would want to live in Sicily after careful consideration</i></p> <p><b>Lesson 6 – Home or abroad?</b></p> <p><i>KN – Know where Catania is in Sicily</i></p> <p><i>KN – Know that Catania is where Mount Etna is.</i></p> <p><i>KN – Know that Catania is a city</i></p> <p><i>KN – Know where Bristol is in the UK</i></p>	<p><b>Lesson 4 – Do we need to worry?</b></p> <p><i>KN – Know which natural energy sources can have a negative effect on the environment and why.</i></p> <p><b>Lesson 5 – Where are they?</b></p> <p><i>KN – Know and locate the distribution of natural energy sources in the UK.</i></p> <p><b>Lesson 6 – What have I learned?</b></p> <p>Assess knowledge recall and use this lesson to fill in any gaps throughout the topic.</p> <p><b>Skills</b></p> <p><i>SK Geog skills&amp;FW use maps, atlases, globes and digital/computer mapping to locate energy sources in the UK.</i></p> <p><i>SK Geog skills&amp;FW Use key vocabulary: fossil, fuel, non-renewable, coal, gas, oil, renewable, nuclear, wind, solar, hydroelectric, geo-thermal, global warming, environment, sustainable.</i></p>
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<p>zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Geographical skills and fieldwork</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> </ul>		<p>KN – Know that The Nile Delta is a triangle-shaped area in northern Egypt.</p> <p>KN – Know that It is formed by the Nile River slowing down and spreading out as it meets the Mediterranean Sea.</p> <p><i>KN – Know that the delta has fertile soil, making it suitable for agriculture.</i></p> <p><b>Lesson 5 – How have humans affected the Nile?</b></p> <p>KN – Know that the Grand Ethiopian Renaissance Dam (GERD) is located on the Blue Nile.</p> <p>KN – Know that it has created tensions between Ethiopia, Sudan, and Egypt.</p> <p><i>KN – Know that the dam's impact on water availability downstream is a concern.</i></p> <p><b>Lesson 6 – What have I learned?</b></p> <p>Assess knowledge recall and use this lesson to fill in any gaps throughout the topic</p>		<p><i>KN – Know key similarities and differences between Catania and Bristol</i></p> <p><b>Skills</b></p> <p>SK – Locational: Locate countries on a map</p> <p>SK Place: Understand geographical differences of physical geography in a European country</p> <p>Sk Human and physical: Understand physical geography including, climate, zones, biomes, volcanoes, tornadoes, tsunamis, earthquake</p> <p>SK Human and physical: Understand human geography including types of settlements and land use</p> <p>SK Geog skills and fieldwork: Use maps, atlases and aerial photos to describe physical features</p>		<p>Consider the advantages and disadvantages of nuclear power.</p> <p>Compare and identify the advantages and disadvantages of each energy source.</p> <p>Describe and understand key aspects of the distribution of natural resources of energy.</p>
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	<p><b><u>Skills</u></b></p> <p>SK Locational: Locate countries using maps</p> <p>SK Place: Understand geographical similarities and differences between Egypt and UK</p> <p>SK Human and Physical: Understand and describe land use, economic activity including trade links</p> <p>SK – Geog skill and fieldwork: Use 8 points of a compass</p> <p>SK – Geog skill and fieldwork: Observe the natural flow of a local river</p>		
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*By the end of Year A, learners will know the position of the lines of longitude and latitude, the Tropics of Cancer and Capricorn, the equator and the Northern and Southern hemispheres and understand their significance. They will know and understand what a natural disaster is and the impact this may have on a country. They will make comparisons between the UK and a contrasting locality in terms of both physical and human geography using a variety of sources of information. They will develop a broader geographical vocabulary. They will understand renewable and non-renewable energy.*

## Knowledge and Skills Progression Maps KS2 Year B:

<p><b>Geography</b>  <b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>identify the position and significance of latitude,</li> </ul>	<p><b>Europe</b>  <b>A study of Scandinavia</b></p> <p><i>Recap/learn: where equator and tropics of cancer and Capricorn are</i></p> <p><b>Session 1: What/where is Scandinavia?</b>  <i>KN: Know what the Scandinavian countries are (Denmark, Norway, Sweden)</i></p> <p><i>KN: Know where they are on a globe and in relation to the UK.</i></p> <p><i>KN: Know how to find the UK and Scandinavian countries on different maps (physical, climate and topography maps)</i></p> <p><b>Session 2 Can we get technical?</b>  <i>KN: Know/recap where Scandinavia/UK is on a map and globe</i></p> <p><i>KN: Know the longitude and latitude of Scandinavia and the UK</i></p> <p><i>KN: Know where the countries lie in relation to the equator and tropics of cancer and Capricorn. Make link to climate.</i></p>	<p><b>UK</b>  <b>A comparison of Bath and the Exmoor</b></p> <p><i>Recap/learn: Latitude and longitude</i></p> <p><b>Session 1: What is it?</b>  <i>KN – Know that Bath is a city in the UK</i></p> <p><i>KN – Know that Exmoor is a national park</i></p> <p><i>KN – Know that a national park is protected natural beauty, wildlife, and cultural heritage</i></p> <p><b>Session 2: Where is Bath and Exmoor?</b>  <i>KN – Know where Bath and Exmoor are on a map</i></p> <p><i>KN – Know where to locate them on a globe</i></p> <p><i>KN – Know the information that can be learned by different maps (political, topography, physical, thematic etc.)</i></p> <p><b>Session 3: How does the human geography compare?</b></p>	<p><b>International</b>  <b>Amazon rainforest</b></p> <p><i>Reca/learn: Locate Amazon in reference to UK using compass directions</i></p> <p><b>Session 1: Where is it?</b>  <i>KN: Know how to use maps to locate the Amazon rainforest</i></p> <p><i>KN: Recap longitude and latitude</i></p> <p><i>KN: Know the meridian time zone of the Amazon</i></p> <p><b>Session 2: What makes a rainforest?</b>  <i>KN: Know the structure of the rainforest</i></p> <p><i>KN: To know the different layers of the rainforest</i></p> <p><i>KN: To know the unique ecosystems of each layer</i></p> <p><b>Session 3: Why does deforestation happen?</b>  <i>KN: Know what deforestation is</i></p> <p><i>KN: Know the key causes of deforestation</i></p> <p><i>KN: Know the impacts of deforestation on biodiversity</i></p>
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<p>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)</p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</li> </ul>	<p><b>Session 3 How does it compare?</b> Compare UK city with Scandinavian city (Bristol with Gothenburg) KN: Know the population of both cities (Gothenburg 600,000 Bristol 430,000) <i>KN: Know that Sweden is a bordered country but GB is an island</i> KN: Know the importance of building a city around a river – (Bristol and Gothenburg both sit around a river)</p> <p><b>Session 4 – What's it like?</b> Cont. <i>KN: Know how the climate is similar/different in both cities</i> <i>KN: Know how the biomes of each city are similar/different (a geographic area defined by its climate, vegetation, and animal life)</i> KN: Know how many lakes are in each country</p> <p><b>Session 5 – why do people visit?</b> Compare tourism – <i>KN: Know what landmarks are in Gothenburg (Liseberg, the Haga district, and the Feskekörka market)</i></p>	<p>KN – Know what the human geography of Bath is KN – Know what the human geography of Exmoor is KN – Know how the human geography of Bath and Exmoor compare.</p> <p><b>Session 4 – How does the physical geography compare?</b> KN – Know what the physical geography of Bath is KN – Know what the physical geography of Exmoor is KN – Know how the physical geography of Bath and Exmoor compare.</p> <p><b>Session 5 – Why are they so different?</b> KN – Know that Exmoor has not been built upon because it is protected KN – Know that Bath is a city and what that means for the human geography KN – Know that Bath has been built up because of the River Avon <i>KN – Know and discuss the reasons of physical geography for why one</i></p>	<p><b>Session 4: What are the impacts of deforestation?</b> KN: Know the environmental impact of deforestation <i>KN: Know how deforestation contributes to global warming.</i></p> <p><b>Session 5: Surely there's no more threats?</b> KN: Know about the threats to the rainforest <i>KN: Know the human impacts on the rainforest e.g. mining, urbanisation</i></p> <p><b>Lesson 6 – What have I learned?</b> Assess knowledge recall and use this lesson to fill in any gaps throughout the topic</p> <p>Skills</p> <p>SK – Locational: Locate South America on a map.</p> <p>SK – Locational: Identify key topographical features using a map</p>
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<p>volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> </ul>	<p><b>KN – Know what landmarks are in Bristol</b> (SS Great Britain, Bristol Cathedral, Clifton Suspension Bridge)</p> <p>KN: Know the importance of tourism on the city including financial gain</p> <p>KN: Know and discuss why people want to visit the cities</p> <p><b>Lesson 6 – What have I learned?</b></p> <p>Assess knowledge recall and use this lesson to fill in any gaps throughout the topic</p> <p><b>Skills</b></p> <p>SK – Locational: locate world countries on a map focusing on Europe (Scandinavia and UK)</p> <p>SK – Locational Identify position and significance of latitude, longitude, Equator, Tropics of Cancer and Capricorn.</p> <p>SK – Locational: Understand key topographical features and land-use patterns.</p> <p>SK – Place: Understand geographical similarities and differences of a</p>	<p><i>became a city and one has stayed countryside.</i></p> <p><b>Lesson 6 – What have I learned?</b></p> <p>Assess knowledge recall and use this lesson to fill in any gaps throughout the topic</p> <p><b>Skills</b></p> <p>SK – Locational: locate UK on a map particularly, Bristol and Exmoor</p> <p>SK – Locational Identify position and significance of latitude, longitude,</p> <p>SK – Locational: Understand key topographical features and land-use patterns.</p> <p>SK – Place: Understand geographical similarities and differences of 2 local cities</p> <p>SK – Human and Physical: Identify human and physical geography of each place studied.</p>	<p>SK – Human: distribution of natural resources, types of settlement and land use.</p> <p>SK – Physical: climate zones, biomes, rivers.</p> <p>SK – Geographical and fieldwork: use maps, atlases, globes and digital mapping to locate the rainforest and describe the features.</p>
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	<p>region in UK (Bristol) to a European country (Scandinavia – Gothenburg)</p> <p>SK – Human and Physical: Identify human and physical geography of each place studied.</p> <p>SK – Human and Physical: Identify how the climate is different to that of ours</p> <p>SK – Physical: Understand the physical geography including mountains, volcanoes and earthquakes.</p> <p>SK – Geographical and fieldwork: Use maps, atlases and globes and computer mapping to locate countries.</p> <p>SK – Geographical and fieldwork: use the eight compass points.</p>	<p>SK – Geographical and fieldwork: Use maps, atlases and globes and computer mapping to locate countries.</p> <p>SK – Geographical and fieldwork: use the eight compass points.</p> <p>Use fieldwork to observe, measure, record, and present the human and physical geography in a local area by comparing it to Bath and Exmoor</p>	
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By the end of Year B, learners will know where Scandinavia, Bath and the Amazon are on a map and describe human and physical features of the locations. They will study a city in Scandinavia and compare it with one of similar size in the UK. They will understand that countries can be made of range of environments with different climatic zones. They will know what life exists in the Rainforests and the key features of this ecosystem They will be able to use specific vocabulary to describe rainforests and have an understanding of the threats facing this ecosystem.

## Geography Vocabulary Progression

EYFS	Year One	Year Two
<p><i>Places: Watchet, Somerset, Exmoor, Quantocks,</i></p> <p><i>Maps: world map, google Earth, street map, globe, aerial map, symbols</i></p> <p><i>Scale/Positional Language: Near, far, in front, behind, next to, up, down, forwards, backwards, journey, route</i></p> <p><i>Human Geography: house, town, shop, park, Post Office, farm, school, home, park, shops, outdoors, town, country, harbour, church, lighthouse,</i></p> <p><i>Physical Geography: weather, hill, seaside, water, beach, cliff, forest/trees, weather</i></p>	<p><i>Places: United Kingdom, England, Scotland, Wales, Northern Ireland, London, Belfast, Cardiff, Edinburgh, North Sea, Irish Sea, English Channel, Bristol, Exeter</i></p> <p><i>Map: maps, large scale UK map, aerial view</i></p> <p><i>Scale/Positional Language: up, down, left, right, forwards and backwards, big, bigger, small, smaller, direction, position</i></p> <p><i>Human Geography: town, city, countries, village, landmark, capital city, port, marina</i></p> <p><i>Physical geography: sea, ocean, forest, seasons, valley, river, equator, poles, continent, mountain., coast, seasons,</i></p>	<p><i>Places; Europe, Africa, Asia, Australasia, North America, South America, Antarctica, South America, Caribbean</i></p> <p><i>Map: key, symbol, atlas, globe, large scale OS maps, plan view, aerial photograph</i></p> <p><i>Scale/Positional Language: North, South, East, West surrounding, observations, features, compare, compass,</i></p> <p><i>Human Geography: county, country, population, similarities, differences, culture, compare, factory, Wonders of the World,</i></p> <p><i>Physical geography: route, real, imaginary, sketch, vegetation,</i></p>

### Year Three

Places: Amazon, Bath, Exmoor, Scandinavia

Maps: Atlases, sources, investigate, collect, record, evidence, analyse, conclude, comparisons, temperature, features, orienteering, standard symbols, aerial view/photographs, large scale maps and large-scale OS maps

Scale/Directional Language: compass points N, S E W, co-ordinates-letter/number, distance

Human Geography: human features, deforestation, land use, fossil fuel, non-renewable, coal, gas, oil, renewable, nuclear, wind, solar, global warming, environment, sustainable

Physical Geography: physical features, climate, rainforest, landscape, water cycle

### Year Four

Places: tropics of Cancer and Capricorn, Arctic and Antarctica Circle, Prime/Greenwich Meridian and time zones;

Map: thematic, atlas symbols, OS map, plan view, map, aerial view, view, landmark, distance, urban, rural, coordinates, population

Scale/Directional language: 8 compass point, latitude, longitude, 4 figure coordinates and 6 figure, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere

Human Geography: weather patterns, mountain regions, hydroelectric, geothermal

Physical Geography: agricultural, climate zones, biomes. mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate

## Geography Non-Negotiables

Planning:	Resources:	Presentation:	Assessment:	Inclusion for All:
<ul style="list-style-type: none"> <li>• School format for planning will be used and will identify: Learning Objective, Skills Progression, Teacher input, Practise It and Review It sections</li> <li>• Planning will be shared on p/drive with Key Stage Team</li> <li>• Resources will be identified on the planning</li> <li>• Links to other curriculum areas will be made where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Geography overview</li> <li>• Knowledge organisers</li> <li>• End of unit retrieval quizzes</li> <li>• Resources for Learning books</li> <li>• Somerset Heritage</li> <li>• Atlases</li> <li>• Globes</li> <li>• Map- Ordnance survey</li> </ul>	<ul style="list-style-type: none"> <li>• Dates underlined</li> <li>• LO- as a question linked to knowledge</li> <li>• Begin writing by margin</li> <li>• Draw diagrams/ pictures on plain paper</li> <li>• Stick worksheets in straight with glue</li> <li>• Floor books can be used to record class learning</li> </ul>	<ul style="list-style-type: none"> <li>• Prior learning revisit</li> <li>• Elicitation- as a Geographer I would like to know/I would like to ask</li> <li>• Now I know...</li> <li>• Oral quizzes to recap learning</li> <li>• Lesson plenary- what have we learnt today? What do we now know?</li> <li>• End of unit retrieval quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teaching of key vocabulary</li> <li>• Teacher modelling and scaffolding of language</li> <li>• Use of practical resources</li> <li>• Alternative methods of recording- floor books/photos</li> <li>• Use of scribes/partnered work</li> <li>• Large scale maps</li> <li>• Use of Technology</li> </ul>

