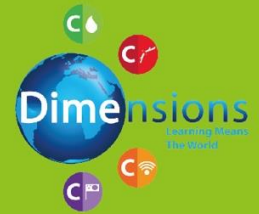




Geography



Knowledge Building

Processes and Changes

Change happens as a result of different **geographical processes**. These **processes** can be split into two distinct groups: - human and physical. Human processes involve human activity, whereas physical processes are naturally occurring. An example of a human process would be urbanisation; an example of a physical process would be flooding. The impact of a human process can be a catalyst for a natural process e.g. deforestation has resulted in the physical process known as climate change. Both human and physical processes lead to **change** and children should be able to recognise and understand this, giving examples.

Human Geography

Human geography relates to man-made features and human activity. Human geography includes characteristics like houses, roads and bridges; in other words, things that have been built by people. Children should learn about, identify and explain patterns in human geography e.g. houses are often built along a road (linear settlement).

Physical Geography

Physical geography also relates to features. Physical geography includes natural characteristics like mountains, rivers and trees; in other words, anything that is naturally occurring. Children should learn about how physical geography influences and impacts on the lives of people.

Geographical Vocabulary

Geographical vocabulary can be placed into several categories, such as: - language related to **place, space and location** e.g. Equator, hill; language related to **movement and change** e.g. migration, flooding; language related to **interdependence** e.g. trade.

Location and Environments

Location is integral to the framework of geography because it helps us to know and express where things are. Within location we include space and place, which connects with physical and human geography in terms of the characteristics that make places identifiable, and how one place is different from another. **Environment** can be defined as surroundings, which includes all the living and non-living elements and their effects, that influence human life in any given place.

Similarities and Differences

Comparison is a tool used by geographers to analyse locations, features and environments in order to discover things of geographical importance or interest e.g. common causes, geographical patterns. By looking for **similarities and differences**, children are then able to identify, analyse and evaluate findings, giving reasons for their conclusions.

EXPLORERS

Knowledge Building

| Processes and Changes | Human Geography | Physical Geography | Geographical Vocabulary | Location and Environments | Similarities and Differences |
|-----------------------|-----------------|--------------------|-------------------------|---------------------------|------------------------------|
|-----------------------|-----------------|--------------------|-------------------------|---------------------------|------------------------------|



Geography



| | | | | | |
|--|--|--|---|---|---|
| Identify simple changes in their environment, giving reasons for these, where possible | Know that human geographical features are man-made | Know that physical geographical features are natural | Know and understand simple prepositional and directional language | Know the names of places in their immediate locality and say what those places are like | Name some similarities and differences between places that are familiar to them |
|--|--|--|---|---|---|

Learning Progression

| 3 – 4 years | Reception |
|---|--|
| <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos | <ul style="list-style-type: none"> Draw information from a simple map Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 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 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 |

Theme Progression

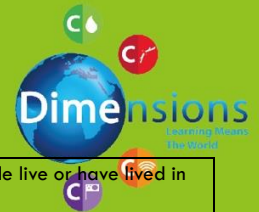
Explorers 1 / Nursery and Explorers 2 / Reception

| Under the Sea | No Place Like Home |
|--|--|
| <ul style="list-style-type: none"> To know that some fish live in freshwater and some live in salt water (the sea) <p>Key Vocabulary tropical, freshwater, arctic, river, sea, island, shipwreck, marine</p> | <ul style="list-style-type: none"> To know the key features of a house and identify some of them in their own home To know that there are many different types of houses and be able to identify some similarities and differences |





Geography



Come Fly With Me! Asia

- To know that a map is a drawing of all or part of Earth's surface
- To know that China / India / Russia / Egypt can be found on a map of the world
- To know about some key aspects of Chinese culture, including Chinese New Year
- To know about some key aspects of Indian culture, including festivals such as Diwali
- To know that Russia is a large country in Asia
- To explore some basic identifying features of Russia's culture
- To know that Egypt is a country located across Africa and Asia
- To identify some key features Egyptian culture both in modern and ancient times such as hieroglyphs, desert environment and the pyramids

Key Vocabulary

passport, country, festival, traditions, culture, continent, Diwali, Chinese New Year, chopsticks, lantern, temple, tuk-tuk, climate, culture, desert, continent

- To identify buildings that don't traditionally look like homes, but are places where people live or have lived in the past e.g. palace, castle
- To know that there are places that can be temporary homes, and some can be easily built

Key Vocabulary

home, detached, bungalow, village, flat, semi-detached, property, local, area, bedroom, lounge, kitchen, bathroom, garage, garden, window, roof, door, room, furniture, address, street, road, nest, den, lighthouse, den, caravan, farm, palace, castle, brick, cave, map, binoculars

What on Earth...?

- To identify a range of things that are 'big' and make comparisons, identifying things that are larger than other things
- To identify a range of things that are 'small', identifying things that are smaller than other things

Key Vocabulary

living, precious, gigantic, environment, building, city, mountain, skyscraper, tower

Help is at Hand

- To know who works at school, what jobs they have and how these people help them
- To identify ways in which the police, ambulance service and fire service help in the community
- To know how doctors and nurses help in different settings
- To know about a wider range of people who help in our communities such as builders, electricians, waiting staff etc.

Key Vocabulary

surgery, litter, office, environment, ladder, vehicle, hospital, fire station, police station

PATHFINDERS

Knowledge Building

| Processes and Changes | Human Geography | Physical Geography | Geographical Vocabulary | Location and Environments | Similarities and Differences |
|--|---|--|--|---|--|
| Know that places change over time and that there is often a range of evidence to show this | Know some basic human geographical features in the focus area and describe them | Know some basic physical geographical features in the focus area and describe them | Know and understand simple vocabulary related to place | Name and locate some key places in their own country and countries in the wider world | Identify basic similarities and differences between a range of locations |

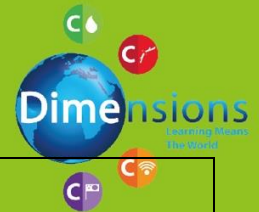
Skills Progression

| | |
|--|--|
| Geography Skills Pathfinders 1 / Y1 | Geography Skills Pathfinders 2 / Y2 |
|--|--|





Geography



- Ge1 Explore and discover the interesting features of the local environment
- Ge2 Explore and discover where different foods come from
- Ge3 Recognise and observe main human and physical features
- Ge4 Recognise different types of weather and climate
- Ge6 Communicate in different ways using simple geographical information and vocabulary
- Ge8 Use globes, maps and plans
- Ge9 Make simple plans

- Ge10 Ask and respond to geographical questions about people, places and environment
- Ge11 Investigate, measure and record changes in the weather
- Ge12 Recognise, observe, describe and record physical and human features
- Ge13 Identify links between their locality and other places in the UK and beyond
- Ge14 Discuss how weather affects our lives
- Ge15 Locate key features on globes, maps and plans
- Ge16 Make simple comparisons between features of different places and say how these features influence life there
- Ge17 Use simple compass directions
- Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language
- Ge20 Use aerial photographs and plan perspectives to identify landmarks and features
- Ge21 Make simple maps and plans

Knowledge Progression

Pathfinders 1 / Year 1

Never Eat Shredded Wheat

Pupils learn how to use compass points in the context of maps, and in navigating from one place to another. Locational language also features in this unit. The learning focuses on the four countries of the UK, their capital cities, and key features. They will also develop their understanding of continents and oceans, human and physical features, and maps and plans, including aerial perspectives. Food production, and the important link of growing with weather and climate, is also introduced.

Concepts

- A. To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map (NC)

Pathfinders 2 / Year 2

Paddington's Passport

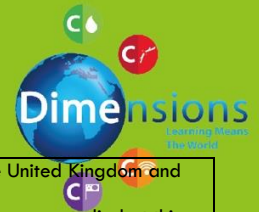
Using the contrast between Peru and England, pupils will learn about the similarities and differences, including different climates, the interdependence between plants and animals, and will further develop their skills in using maps and globes. Continents and oceans will also be revisited, as well as the four countries of the UK, with a comparison between Lima and London.

Concepts

- A. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country i.e. Lima, Peru and London (NC)
- B. To name and locate the world's seven continents and five oceans (NC)



Geography



| | |
|--|--|
| <p>B. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (NC)</p> <p>C. To name and locate the world's seven continents and five oceans (NC)</p> <p>D. To know, understand and apply basic geographical vocabulary to refer to key physical features, including valley and coast (NC)</p> <p>E. To know, understand and apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm (NC)</p> <p>F. To know how to recognise landmarks and basic physical features from aerial photos and plans (NC)</p> <p>G. To know where in the world some foods come from</p> | <p>C. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (NC)</p> <p>D. To identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage using world maps and globes (NC)</p> |
| <p>Come Fly With Me! Arctic Circle</p> <p>Pupils are introduced to globes and their purpose, focusing specifically on the line of latitude known as the Arctic Circle. They then learn about some of the spaces and places within the Arctic Circle, its weather and the effects of the climate on the environment, including seasonal change, and interdependence between plants, humans and animals. They are introduced to the physical geographical concept of permafrost and learn about some of the challenges and adaptations needed to survive in the coldest climate in the world, the tundra biome.</p> <p>Concepts</p> <p>NC - 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</p> <p>A. To know what the Arctic Circle is and be able to locate the Arctic Circle on a map</p> <p>B. To understand about the weather and climate in the Arctic Circle</p> <p>C. To learn about the Inuit people group and their customs and traditions</p> <p>D. To learn about the Aurora Borealis (Northern Lights)</p> | <p>Land Ahoy!</p> <p>Building their place and space knowledge, pupils learn to name and locate the continents and oceans, linked to their understanding of land and sea. They identify and classify physical and human geographical features, looking in more detail at the island of Madagascar. Locational language and compass directions are reinforced, and pupils also learn about simple co-ordinate grid maps.</p> <p>Concepts</p> <p>NC - 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</p> <p>A. To name and locate the world's continents and oceans (NC)</p> <p>B. To name and identify key physical features, such as: beach, coast, forest, hill, mountain, ocean, river, vegetation (NC)</p> <p>C. To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map (NC)</p> |

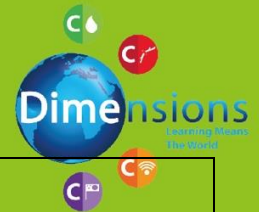
Knowledge Progression

| Pathfinders 1 / Year 1 | Pathfinders 2 / Year 2 |
|--|---|
| <p>Unity in the Community</p> <p>Through this thematic unit, pupils encounter the meta-concepts of place, space and environment, interdependence, sustainability and processes and changes. As they explore the physical and human geography of their own locality, they learn about the relationship between people and places, and how and why locations change as a result of human activity. Fieldwork, use of compass points and mapping, including perspectives all feature as part of their geography learning.</p> <p>Concepts</p> <p>A. To learn about the geography of the school and the key human and physical features of its grounds and immediately surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic physical features of the local area. (NC)</p> <p>B. To know the key human features of the local area, including appropriate vocabulary such as city, town, village, factory, farm, house, office and shop (NC)</p> <p>C. To know the key physical features of the local area, including appropriate vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation (NC)</p> <p>D. To know how to locate the school on a map</p> <p>E. To learn about how places have become the way they are and how they are changing</p> <p>F. To recognise changes in the environment and identify how the environment may be improved and sustained</p> | <p>Additional Knowledge</p> <p>Inter-Nation Media Station</p> <p>As pupils learn about the history of the news, including the inventions of radio and television, it is important that they realise the impact this has had on human geography e.g. radio masts. They should also recognise the interdependence with physical geography e.g. the Native Americans found smoke signals well-suited to communicating in mountain and forest environments, as the smoke would rise high enough to be visible. In addition, when they are learning about messengers in Ancient Greece, this is an opportunity to look at location, using maps and globes.</p> |

Pathfinders 2 / Year 2 The Four Seasons Project



Geography



Pupils will, across the four seasons, investigate and identify seasonal weather patterns in the United Kingdom.

Concepts

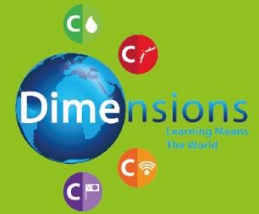
- Identify seasonal and daily weather patterns in the United Kingdom
- Use basic geographical vocabulary to refer to key physical features
- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Key Vocabulary

| Pathfinders 1 / Year 1 | | | | Pathfinders 2 / Year 2 | | |
|--------------------------|----------------|-------------------|------|------------------------|------------------|--------|
| Never Eat Shredded Wheat | | | | Paddington's Passport | | |
| aerial view | continent | north | flag | aerial view | Indian Ocean | Wales |
| Africa | country | North America | | Africa | Lima | Europe |
| Antarctica | Edinburgh | Northern Ireland | | amazon | London | globe |
| Arctic Ocean | England | Pacific Ocean | | Antarctica | map | |
| Asia | Europe | physical features | | Arctic Ocean | North America | |
| Atlantic Ocean | globe | Scotland | | Asia | Northern Ireland | |
| Australasia | human features | south | | Atlantic Ocean | ocean | |
| beach | itinerary | South America | | Australasia | Pacific Ocean | |
| Belfast | Indian Ocean | Southern Ocean | | Belfast | Peru | |
| capital city | landmark | United Kingdom | | capital city | rainforest | |
| Cardiff | locality | valley | | Cardiff | route | |
| climate | location | vegetation | | climate | Scotland | |
| coast | London | village | | continent | South America | |
| compass | map | Wales | | country | Southern Ocean | |
| direction | mountain | West | | Edinburgh | survival | |
| east | nationality | national anthem | | England | United Kingdom | |



Geography



Key Vocabulary

| Pathfinders 1 / Year 1 | | Pathfinders 2 / Year 2 | |
|--|-----------------|------------------------|--------------------|
| Come Fly With Me! Arctic Circle | | Land Ahoy! | |
| Alaska | Northern Lights | beach | map |
| Arctic Circle | permafrost | climate | mountain |
| Aurora Borealis | polar | coast | navigation |
| Canada | Scandinavia | compass | north |
| climate | Siberia | continent | ocean |
| Finland | tundra | country | physical geography |
| globe | | direction | rainforest |
| Greenland | | east | river |
| igloo | | forest | route |
| Inuit | | globe | sea |
| latitudinal lines | | hill | settlement |
| locality | | human geography | south |
| midnight sun | | island | terrain |
| north | | land | vegetation |
| North Pole | | location | west |
| | | Madagascar | |

Key Vocabulary



Geography



| Pathfinders 1 / Year 1 | | Pathfinders 2 / Year 2 | |
|------------------------|-------------------|--|--|
| Unity in the Community | | Additional Knowledge Inter-Nation Media Station | |
| aerial view | landscape | beacon | |
| beach | local | church | |
| bird's eye view | locality | TV mast | |
| boundary | map | radio mast | |
| city | mountain | hill | |
| coast | offices | forest | |
| country | perspective | | |
| countryside | physical features | | |
| factory | shops | | |
| farm | soil | | |
| forest | town | | |
| google earth | valley | | |
| hill | vegetation | | |
| human features | village | | |
| landmark | | | |

ADVENTURERS

| Knowledge Building | | | | | |
|--|---|--|--|---|--|
| Processes and Changes | Human Geography | Physical Geography | Geographical Vocabulary | Location and Environments | Similarities and Differences |
| Know that places change over time and that there is often a range of evidence to show this | Know some basic human geographical features in the focus area and describe them | Know some basic physical geographical features in the focus area and describe them | Know and understand simple vocabulary related to place | Name and locate some key places in their own country and countries in the wider world | Identify basic similarities and differences between a range of locations |
| Skills Progression | | | | | |
| Geography Skills Adventurers 1 / Y3 | | | Geography Skills Adventurers 2 / Y4 | | |



Geography



Ge22 Ask and respond to questions to develop a sense of place
 Ge23 Collect and record evidence and begin to offer explanations
 Ge24 Investigate key aspects of human and physical geography
 Ge25 Explore places with different climate zones
 Ge26 Identify where significant places are located in the UK, Europe and the wider world
 Ge27 Identify similarities and differences between places and environments and understand how they are linked
 Ge28 Identify how the ways in which people live sometimes have consequences for the environment
 Ge29 Use appropriate geographical vocabulary to communicate their findings
 Ge30 Collect and analyse a range of data from simple fieldwork experiences
 Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans
 Ge32 Use ICT to help in geographical investigation

Ge33 Ask and respond to geographical questions and offer their own ideas
 Ge34 Explore places with different climate zones and compare and describe how climate affects living things
 Ge35 Identify where significant places are located in the UK, Europe and the wider world
 Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments
 Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales
 Ge38 Use appropriate geographical vocabulary in communicating findings
 Ge39 Employ a wider range of field work techniques and instruments to collect and analyse a range of data
 Ge40 Describe, compare and offer reasons for their views
 Ge41 Interpret information from different types of atlases, globes, maps and plans at a range of scales
 Ge42 Use secondary sources of information and ICT as part of investigations

Knowledge Progression

Adventurers 1 / Year 3

Adventurers 2 / Year 4



Geography



Come Fly With Me! Africa



In this unit, pupils' learning is focused on Africa. First using globes to locate this specific continent, they then learn where the five largest countries of Africa are positioned on a map of Africa and learn some facts about these countries, understanding how the location of Africa, in relation to the equator, dictates its climate. Through an African food focus, they learn about its weather and the effects of the climate on the physical landscape, using problem-solving skills to decide where would be best to grow certain foods. They also learn about seasonality and Fairtrade.

Concepts

NC - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- A. To know the location of the continent of Africa and identify its largest countries
- B. To know about some aspects of African culture

Picture Our Planet



Learning is centred around three contrasting localities:- Brazil, Scotland and Fiji, comparing physical and human features, traditions and customs and gaining an insight into how each country is tackling their own particular conservation issues. This helps pupils understand how human processes lead to physical changes e.g. deforestation. Pupils will also have the opportunity to look at a range of sources and evidence and make comparisons, developing an understanding of the interrelationship between location and environment.

Concepts

NC - 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

- A. To know some key facts about Brazil / Scotland / Fiji
- B. To know some of the physical features of Brazil / Scotland / Fiji
- C. To know some of the human features of Brazil / Scotland / Fiji
- D. To understand some of the traditions and customs of Brazil / Scotland / Fiji
- E. To understand how Brazil / Scotland / Fiji is tackling conservation issues

Out and About

Pupils learn about space (counties) and place (cities) in the UK, looking at specific topographical features, such as mountains and rivers. They will analyse how features change over time and provide explanations, suggesting how (processes) and why such changes occur, making comparisons. They will develop their fieldwork skills, generating questions about the local area and recording information in appropriate ways. They will also become familiar with using the eight points of the compass and Ordnance Survey maps.

Concepts

- A. To 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, rivers), and understand how some of these aspects have changed over time (NC)
- B. To know and use the eight points of a compass, four-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 (NC)
- C. To recognise how and why places are similar to and different from other places in the same country and elsewhere in the world
- D. To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (NC)

Three Giant Steps

Contrasting the UK, Europe (France) and the wider world (Canada), pupils will learn about the position and key features of each country. They will identify similarities and differences, further developing their vocabulary linked to place, space, location and interdependence.

Concepts

- A. To understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America (NC)
- B. To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (NC)
- C. To know about and 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) (NC)
- D. To identify similarities and differences between Dover UK, France and Canada

Theme Progression

Adventurers 1 / Year 3

Under the Canopy



Through this thematic unit, pupils build on the meta-concepts of place, space and environment, focusing on interdependence, sustainability, and processes and changes in the tropical rainforest biome. They will further explore the relationship between proximity to the Equator and the Tropics of Cancer and Capricorn with climate, and the resulting biodiversity.

Concepts

Adventurers 2 / Year 4

Window on the World

Pupils focus on land use in this study of settlement, looking at the physical features that make a location suitable for habitation. They then learn about trade links and the interdependence between countries importing and exporting, using the recent Suez Canal blockage to illustrate the importance of global trade. They also learn about captive breeding programmes and their importance in tackling the issue of vulnerability of some animal species in the wild.

Concepts



Geography



NC - Locate the world's countries, concentrating environmental regions, key physical and human characteristics, countries, and major cities

NC - Identify the position and significant 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)


A. To learn about the tropical rainforest biome as an ecosystem

A. To describe and understand key aspects of human geography, including types of settlement and land use (NC)

B. To describe and understand key aspects of human geography, including economic activity, trade links and the distribution of natural resources including energy and food (NC)

C. To locate and study an environmental problem faced by different continents, concentrating on their location, environmental regions, key physical and human characteristics, and countries

Additional Knowledge Athens v Sparta

 As pupils learn about Ancient Greece, this is an opportunity to learn about how primary sources of geographical evidence (human geography) show changes over time. They will learn how urbanisation occurred in Athens, creating a wealthy trade centre, and about Sparta's mountainous location and fertile soil, meaning it could be self-sufficient.

- To know the location of Greece

Adventurers 2 / Year 4 Seasons Around the World Project

Pupils will, across the four seasons, investigate and identify associated seasonal weathers in each country studied. They will link this learning to location and identify factors that affect the climate in each country.

Key Vocabulary

Adventurers 1 / Year 3

Come Fly With Me! Africa

| | |
|-------------------|--------------------|
| aerial photograph | Namibia |
| Africa | physical geography |
| Angola | safari |
| Benin | South Africa |
| Botswana | Tanzania |
| continent | The Big Five |
| country | time zone |
| Congo | topology |
| desertification | Uganda |
| drought | Zambia |

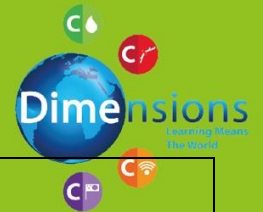
Adventurers 2 / Year 4

Three Giant Steps

| | |
|-----------------|---------------|
| area | latitude |
| Calais | longitude |
| Canada | Lourdes |
| canes | Louvre Museum |
| capital city | Notre Dame |
| cliffs | population |
| climate | Russia |
| Dover | time zone |
| Eiffel Tower | topography |
| English Channel | tourism |



Geography



| | | | |
|-----------------|----------|--------------------|-----------------------|
| equator | Zimbabwe | erosion | Tropic of Cancer |
| Ethiopia | | equator | Tropic of Capricorn |
| human geography | | Evian | White Cliffs of Dover |
| Kenya | | ferry port | |
| landscape | | France | |
| Malawi | | Greenwich Meridian | |

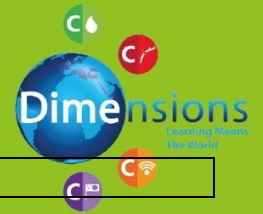
Key Vocabulary

| Adventurers 1 / Year 3 | | Adventurers 2 / Year 4 | |
|------------------------|---------------------|------------------------|---------------------|
| Out and About | | Picture Our Planet | |
| city | northeast | archipelago | mangrove |
| compass | northwest | Brazil | monolith |
| country | Ordnance Survey map | Christ the Redeemer | Oceania |
| county | physical feature | climate | plateau |
| fieldwork | region | coastal plain | pollution |
| glacier | settlement | colonial | River Tiete |
| GPS | southeast | colony | Sao Paulo |
| grid reference | southwest | continent | Scotland |
| human feature | survey | coral reef | South America |
| industrialisation | symbol | country | Sugar Loaf Mountain |
| key | topography | deforestation | tourism |
| lake | valley | endangered species | urbanisation |
| landscape | weather | Europe | conservation |
| location | | grassland | volcanic rock |
| mountain | | inhabited | water cycle |
| navigation | | Levuka | |
| | | locality | |



Geography

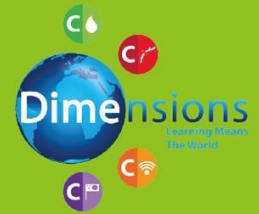
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| Key Vocabulary | | |
|------------------------|---------------------|---------------------|
| Adventurers 1 / Year 3 | | |
| Under the Canopy | | Window on the World |
| aerial survey | originate | settlement |
| biodiversity | plaza | trade |
| canopy layer | satellite images | import |
| cocoa | sustainability | export |
| coffee | trees | extinction |
| conservation | Tropic of Cancer | captive |
| deforestation | Tropic of Capricorn | habitation |
| emergent layer | tropical | |
| equator | understory layer | |
| equatorial | | |
| fair trade | | |
| forest floor | | |
| fungi | | |
| hemisphere | | |
| humidity | | |
| Mayan | | |
| Mexico | | |



Geography



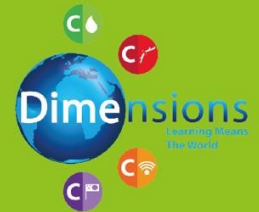
NAVIGATORS

| Knowledge Building | | | | | |
|--|---|--|--|---|--|
| Processes and Changes | Human Geography | Physical Geography | Geographical Vocabulary | Location and Environments | Similarities and Differences |
| Know that places change over time and that there is often a range of evidence to show this | Know some basic human geographical features in the focus area and describe them | Know some basic physical geographical features in the focus area and describe them | Know and understand simple vocabulary related to place | Name and locate some key places in their own country and countries in the wider world | Identify basic similarities and differences between a range of locations |
| Skills Progression | | | | | |
| Geography Skills Navigators 1 / Y5 | | | Geography Skills Navigators 2 / Y6 | | |
| Ge43 Ask suitable geographical questions leading to investigation Ge44 Investigate ways in which environments can be improved Ge45 Investigate using an increasing range of primary and secondary sources of information Ge46 Analyse evidence and draw conclusions Ge47 Identify a range of geographical processes that cause change in the physical and human world in different places Ge48 Use appropriate geographical vocabulary to communicate in a variety of ways Ge49 Use atlases, globes, maps and digital /computer mapping at a range of scales Ge50 Draw plans and maps at a variety of scales Ge51 Use the eight points of the compass Ge52 Use appropriate field work techniques and instruments to observe, measure and record human and physical features in the local area | | | Ge53 Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes Ge54 Collect and record evidence independently Ge55 Investigate ways in which environments can be managed sustainably and why this is important now and in the future Ge56 Identify and explain different views that people, including themselves, hold about topical geographical issues Ge57 Observe and explain how human patterns are influenced by both human and physical features Ge58 Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways Ge59 Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six-figure grid references Ge60 Draw plans and maps at a variety of scales Ge61 Use and select appropriate ICT to help in geographical investigations Ge62 Use symbols and keys when sketching maps, plans and graphs | | |








Geography



Knowledge Progression

| Navigators 1 / Year 5 | Navigators 2 / Year 6 |
|---|--|
| <p align="center">Come Fly With Me! America</p> <p> Pupils' learning is focused on North and Central America, building on prior learning about the Arctic Circle and Canada, and setting the geographical and cultural contexts for learning about the American Civil War and the rise of enforced racial segregation in the Deep South. They learn about human and physical landmarks and their significance. As well as addressing any fundamental misconceptions about continents, countries and, in this case, states, pupils also learn about the varied topography and climate zones of America and resulting impacts on the environment.</p> <p>Concepts</p> <p>NC - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>NC - Locate the world's countries, concentrating environmental regions, key physical and human characteristics, countries, and major cities</p> <p>A. To be able to locate North and Central America, including some of the different countries and states</p> <p>B. To know about the weather and climate of North and Central America</p> <p>C. To identify the famous landmarks of North America, both physical and human</p> | <p align="center">Global Warning</p> <p> This thematic unit focuses mainly on processes and changes, exploring the link between waste and pollution. Pupils study the causes and effects of air pollution in different locations and how it effects the environment. They learn how aspects of trade, such as transportation and manufacturing, can be harmful to the environment.</p> <p>Concepts</p> <p>A. To understand the meaning of the term 'pollution'</p> <p>B. To learn about water pollution and its effects</p> <p>C. To learn about air pollution and its effects</p> <p>D. To understand the link between waste and pollution</p> |
| <p align="center">Full of Beans</p> <p> Learning about different energy sources and their origins leads pupils to further investigate global economic and trade links. They use maps and atlases as part of this process, and study a specific country's development (physical appearance through human influence) as a result of its natural resources.</p> <p>Concepts</p> <p>NC - To describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water</p> <p>A. To learn about different types of beans</p> <p>B. To know how and where in the world beans are grown and how to plan an experiment to grow beans</p> <p>C. To know about different energy sources and where they come from</p> <p>D. To learn more about non-renewable and renewable energy and the advantages and disadvantages of each source</p> <p>E. To learn how to save energy and understand the effect this will have on the environment (local / national / global level)</p> | <p align="center">Time Team</p> <p>This is a multi-disciplinary study of the local area. The geography aspect includes a focus on geographical processes and changes, linking with a historical disciplinary focus on continuity and change and helps pupils understand how the events of history help shape a locality. They also further develop their mapping skills as part of this project.</p> <p>Concepts</p> <p>NC -To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>A. To locate and name five key landmarks in the local area using maps and plans</p> <p>B. To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they have changed over time</p> <p>C. To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time.</p> <p>E. To know how to apply their knowledge when giving a guided tour of the local area</p> |

Theme Progression

| Navigators 1 / Year 5 | Navigators 2 / Year 6 |
|--|--|
| <p align="center">In Your Element</p> <p>Pupils learn about physical features, such as mountains, and how they influence the lives of nearby communities. This links with rocks, soils and minerals, building on learning from science-focused unit, Rocky the Findosaur.</p> | <p align="center">Additional Knowledge</p> <p align="center">"I Have a Dream..."</p> |



Geography



Processes such as earthquakes and volcanic eruptions are studied, and flooding, linking to learning about the River Nile, along with other extreme weathers.

Concepts

NC - To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers), and understand how some of these aspects have changed over time

NC - Describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water

Earth

- A. To name and locate main UK and world mountains
- B. To learn about different types of rocks, soils and minerals
- C. To learn about earthquakes

Fire

- D. To name and locate famous volcanoes, studying different types of volcanic material e.g. lava

Water

- E. To learn about tsunamis and their link with earthquakes
- F. To name and locate main UK and world rivers and seas
- G. To learn about the use of water in trade links
- H. To learn about the distribution of water and water supplies e.g. drought, flooding

Air

- I. To learn about climate zones
- J. To know the difference between a tornado, hurricane and cyclone



As pupils learn about segregation in America and South Africa, this is an opportunity for them to understand how social and economic issues impact on human geography e.g. slums, overcrowding, with a clear visible distinction between the white and non-white areas during the apartheid era.

Wars of the World



As pupils learn about war, this is an opportunity to identify one of the reasons why the landscape and human geography might change over time. They will learn about borders and territory, as well as understanding how a country's physical and human geography might make it attractive to invaders.

Pharaoh Queen

NC - To know about and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn

A study of Ancient Egypt provides an opportunity for pupils to build on their learning about Africa and the position and location of some of its countries. They will engage map reading skills in locating Egypt on a globe / atlas and discussing its location on the north coast of Africa, in relation to the Equator and Tropics of Cancer and Capricorn. It also provides an opportunity for pupils to learn more about rivers and associated processes and changes e.g. flooding, drought, whilst focusing on the River Nile.

Navigators 2 / Year 6 Been Around the World Project

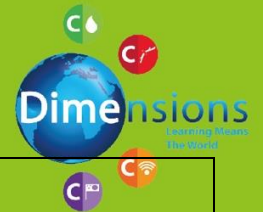
Pupils will explore the links between the UK and Hong Kong by studying location, key features and physical geography. They will also look at why people live or move to either location and the differences in both the UK and Hong Kong's approaches to animal conservation.

Key Vocabulary

| Navigators 1 / Year 5 | | Navigators 2 / Year 6 | |
|---------------------------|-----------------|-----------------------|--|
| Come Fly With Me! America | | Global Warning | |
| alpine | Mexico | air pollution | |
| apache | migrate | biodegradable | |
| Canada | Native American | cultivation | |
| Caribbean | Navajo | environment | |
| Central America | rainforest | gyre | |
| Cherokee | region | manufacturing | |



Geography

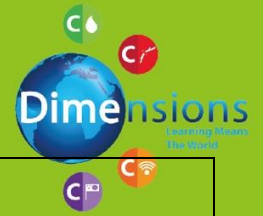


| | | |
|---------------|-------------------|------------------|
| climate zone | settlement | methane |
| coniferous | Sioux | nurdles |
| continent | state | pollutants |
| country | Statue of Liberty | pollution levels |
| deciduous | tribe | recycle |
| desert | tundra | reusable |
| grassland | unfertile land | smog |
| Greenland | | sustainability |
| hurricanes | | waste |
| indigenous | | water pollution |
| Mediterranean | | |

| Key Vocabulary | |
|---|---|
| Navigators 1 / Year 5 | Navigators 2 / Year 6 |
| <p>Full of Beans</p> <p>climate coal consumption continent country cultivation fossil fuel gas location non-renewable energy sources oil</p> | <p>Time Team</p> <p>compass points grid reference human geography industrialisation locality northeast northwest ordnance survey maps property developer road layout southeast southwest</p> |



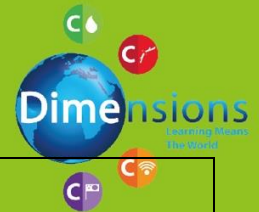
Geography



| Key Vocabulary | |
|---|---|
| Navigators 1 / Year 5 | Navigators 2 / Year 6 |
| In Your Element | Additional Knowledge "I Have a Dream..." |
| biomes climate crystal formations climate zone drought earthquake flood hurricane lava magma minerals mountain mountain range rock soil tectonic plate | tornado tsunami typhoon volcano |
| | Additional Knowledge Wars of the World |
| | economic homelands human geography living area mine outskirts overcrowding physical geography pollution |
| | Additional Knowledge Pharaoh Queen |
| | population segregation settlement slum social problems South Africa Township unemployment waste |
| | territory nation colony |
| | battlefield |
| | transcontinental river dam canal |
| | equator Tropic of Cancer Tropic of Capricorn estuary |
| | flood / flood plain drought springs river mouth |



Geography



agriculture

meander

End Goals

Explorers / EYFS

Our aim in teaching geography in Explorers is to tap into pupils' natural curiosity and develop in them a fascination with the world, its places and people. By the end of this phase, pupils should be able to make sense of their physical world and environment. They should be familiar with their immediate locality through exploring and observing, and be able to name some key features e.g. houses, trees. They should begin to understand that some are man-made (human geography) and some are natural (physical geography). Pupils should also be able to use simple directional language accurately. Pupils should also know that the world is made up of different countries and that there are similarities and differences between them e.g. climate, buildings. They should know what a map is and that we use them to gain information about a place.

Pathfinders / KS1

Our aim in teaching geography in Pathfinders is to expand pupils' horizons by learning more about their own locality and country, as well as investigating interesting locations in the wider world. The geography that children learn is brought 'alive' for them through investigating and asking questions about the world. By the end of this phase, they should have a clear understanding of the differences between human and physical geography, including weather and climate. They should be able to name the continents and oceans and know which continent their home country belongs to. Basic geographical vocabulary should be embedded so that pupils are able to ask and answer simple geographical questions and explain their thinking. They should be familiar with compass directions and be able to use those in context e.g. North Pole, South America. They should also begin to understand how and why changes to places and the environment happen, both as a result of natural processes and through human activity.

Adventurers / LKS2

Our aim in teaching geography in Adventurers is to equip pupils with knowledge of diverse places, people, resources, and natural and human environments. By the end of this phase, they should have an understanding of a wide range of physical and human features and processes, as well as being able to recognise and explain the interrelationship between location and environment. They should understand the difference between primary and secondary sources of evidence and recognise the role that fieldwork plays in contributing to the collection of primary evidence. Geographical vocabulary should include more specific and complex language which pupils are able to use appropriately and in context. Pupils should recognise and value interdependence through themes such as food, tourism and trade.

Navigators / UKS2

Our aim in teaching geography in Navigators is to deepen pupils' understanding and appreciation of places and their importance to us, of our impact on them and how we can manage and develop them sustainably. By the end of the phase, pupils' growing knowledge about the world they share with all life forms should help them to consolidate their understanding of interdependence, and the interaction between physical and human geography, landscapes, and environments. Pupils' geographical knowledge, understanding and skills should provide a framework in explaining how the Earth's features are shaped, interconnected and change over time, identifying and explaining patterns. They should also understand how the physical geography of a place influences the lives of its inhabitants.

