



Geography

How marvellous
are maps?
SPACE, SCALE

Fieldwork

What are settlements and
where are they found?
ENVIRONMENT, PLACE

Fieldwork

Y6

How does the UK
compare to Mexico?
PLACE, SPACE, SCALE

Where on Earth are
we? (Science link)
PLACE, SPACE,
SCALE

Why are most of the world's
cities located near rivers?
SPACE, ENVIRONMENT,
ENVIRONMENTAL

Y5

How does the UK
compare to Spain?
PLACE, SPACE,
SCALE

Where in the world is
Scandinavia?
PLACE, SPACE, SCALE,
ENVIRONMENT

How does the Water
Cycle work?
(Science link)
ENVIRONMENT

Y4

Can I be a UK tour
guide?
PLACE, ENVIRON-
MENT

Can I be a Geogra-
pher? (Local area)
PLACE, SPACE, SCALE

What makes the Earth
angry?
ENVIRONMENTAL,
PLACE

Fieldwork

Y3

What will I find at the
seaside? PLACE, SPACE

Where would you prefer
to live - England or
Kenya? PLACE, SPACE,
ENVIRONMENT

What will we see on
our journey around the
world?
PLACE, SCALE

Y2

What is a map and
what does it show?
PLACE, SCALE

What's it like where
we live?
PLACE, SPACE,
ENVIRONMENT

What are the countries
and capital cities in the
UK? PLACE, SPACE, SCALE

Fieldwork

Fieldwork

Y1

Understanding
the world

R

Understanding
the world

N

Rationale

At Harpfield Primary Academy, we want our children to gain a rich core knowledge in order to develop a sense of place within the world they live in. We believe a high-quality geography education will help pupils become active global citizens, through developing a sense of cultural capital. Through our geography curriculum, we want our children to: be curious about the world around them; have an excellent knowledge of where places are and what they are like; be fascinated about the world and its people; have a comprehensive understanding of the ways in which places are interdependent and interconnected; employ a growth mindset by being open-minded, sustainable and good decision makers; have fluency in complex, geographical enquiry and the ability to apply questioning skills; work collaboratively through building key communication skills and the ability to reach clear conclusions and explain findings using well-balanced opinions, rooted in strong subject knowledge; undertake fieldwork skills as well as other geographical aptitudes and techniques; and develop key independent skills to be confident, present findings whilst developing a strong sense of place. Our geography curriculum focuses on specific subject content to help our children become geographers. These are location-al knowledge, place knowledge, human and physical process and geographical skills and fieldwork. Our disciplinary knowledge focuses on thinking like a geographer through developing an understanding of key concepts, which are intertwined throughout the curriculum. These concepts are: space, place, scale, environment and people. Our geography curriculum equips our pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Through these concepts, pupils gain a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, enquiry and understanding provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. The essential skills builder framework is also woven into the existing curriculum and our local town is widely celebrated and explored through the subject of Geography.

Year 6	How marvellous are maps?	<p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- 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.</p>
	What are settlements and where are they found?	<p>Human and physical geography - 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</p>
Year 5	How does the UK compare to Mexico?	<p>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</p> <p>Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of North America</p>
	Where on Earth are we? (Science link)	<p>Locational Knowledge- To 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)</p>
	Why are most of the world's cities located near rivers?	<p>Human and physical geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p>

Year 4	How does the Water Cycle work? (Science link)	Human and physical geography - physical geography, including the water cycle
	How does the UK compare to Spain?	<p>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</p> <p>Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
	Where in the world is Scandinavia?	<p>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</p> <p>Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Human and physical geography - 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</p>
Year 3	What makes the Earth angry?	Human and physical geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.
	Can I be a Geographer? (Local area)	<p>Human and physical geography - human and physical features of Stoke-on-Trent, including the River Trent and The Six Towns</p> <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-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.</p>
	Can I be a UK tour guide?	<p>Locational knowledge - 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</p> <p>Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom</p> <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- use the eight points of a compass to build their knowledge of the United Kingdom and the wider world</p>

Year 2	What will I find at the seaside?	<p>Human and physical geography - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, , sea, ocean; key human features, including: port, harbour</p> <p>- 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>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 (St. Ives and the Caribbean).</p> <p>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.</p>
	Where would you prefer to live England or Kenya?	<p>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.</p>
	What will we see on our journey around the world?	<p>Locational knowledge - name and locate the world's seven continents and five oceans.</p> <p>Human and physical geography - 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 and key human features.</p>
Year 1	What's it like where we live?	<p>Human and physical geography - use basic geographical vocabulary to refer to: key physical features: forest, hill, mountain, river, soil, valley, vegetation; key human features: city, town, village, factory, farm, house, office, shop</p> <p>Geographical skills and fieldwork - use simple compass directions and locational and directional language, to describe the location of features and routes on a map</p> <p>- 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</p> <p>-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.</p> <p>-use world maps, atlases and globes to identify the United Kingdom and its countries.</p>
	What are the countries and capital cities in the UK?	<p>Locational knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>
	What is a map and what does it show?	<p>Geographical skills and fieldwork - 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</p>
Reception	ELG	<p>Communication and Language (Speaking) - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Understanding the World (People, Culture and Communities) - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Understanding the World (The Natural World) - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>
	Communication and language	<p>Ask questions to find out more and to check they understand what has been said.</p>
	Understanding the World	<p>Draw information from a simple map. (Our local area. London- linked to Royal family. Pirates)</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them. (forest)</p> <p>Recognise some environments that are different to the one in which they live. (seaside)</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
Nursery	Understanding the World	<p>3-4 years: Talk about what they see, using a wide vocabulary.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Go Jettors)</p> <p>Birth to 3 years: Explore and respond to different natural phenomena in their setting and on trips. Explore materials with different properties. Explore natural materials, indoors and outside. (forest, Three Little Pigs, baking activities)</p>
	Understanding the World	<p>Birth to 3 years: Explore and respond to different natural phenomena in their setting and on trips.</p>

		Substantive Knowledge	Disciplinary knowledge - Think Geographically	Vocabulary
Year 6	How marvellous are maps?	<p>PREVIOUS LEARNING: Y1 local area and UK study, human and physical features, Y2 continents and oceans, hot and cold places, Y3 mountains, earthquakes and volcanoes, local area study, Y4 Spain study, Scandinavia, Water Cycle, Y5 rivers, Mexico comparison study, Y5 latitude and longitude, Y6 settlements</p> <p>To know how to use an OS map. To know how to use 4-figure grid reference to navigate around a map. To know how to use 6-figure grid references to navigate around a map. To know how to use the eight points of a compass to navigate around a map. To know how to plan a route.</p>	<p>Can they recognise key symbols used on ordnance survey maps? Can they confidently explain scale and use maps with a range of scales? Can they make careful measurements and use the data? Can they use OS maps to answer questions? Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? Can they compare and contrast different photographs of the same location? Can they compare and use different maps to locate different locations? Can they plan a route? Can they complete fieldwork and sketch maps? Can they record and chart changes?</p>	<p>Tier 2: map, reference, degrees, parallel, co-ordinates, navigate</p> <p>Tier 3: compass, digital map, eastings, grid reference, National Grid, northings, Ordnance Survey</p>
	What are settlements and where are they found?	<p>PREVIOUS LEARNING: Y1 local area and UK study, human and physical features, Y2 continents and oceans, hot and cold places, Y3 mountains, earthquakes and volcanoes, local area study, Y4 Spain study, Scandinavia, Water Cycle, Y5 rivers, Mexico comparison study, Y5 latitude and longitude</p> <p>To know what settlements are and where they are found. To understand types of settlement and land use. To know and recognise patterns in settlements. To know the patterns of people and economic movements in settlements. To know why people settle locally.</p>	<p>Can they describe how settlements develop in certain locations? Can they locate and understand different types of settlements? Can they compare and identify links between settlements? Can they explain the cause and effect of people on settlements? Can they recognise and collect data to notice patterns in settlements? Can they create a map of a settlement?</p>	<p>Tier 2: location, resource, distribute, employ, production, consumption,</p> <p>Tier 3: trade, economy, navigate, lowland, migrant, refugee</p>

		Substantive Knowledge	Disciplinary knowledge - Think Geographically	Vocabulary
Year 5	Why are most of the world's cities located near rivers?	<p>PREVIOUS LEARNING: Y1 local area and UK study, human and physical features, Y2 continents and oceans, hot and cold places, Y3 mountains, earthquakes and volcanoes, local area study, Y4 Spain study, Scandinavia, Water Cycle, Y5 Mexico comparison study, Y5 latitude and longitude</p> <p>To know the features of a river.</p> <p>To know the sources of a river.</p> <p>To know some rivers in the UK.</p> <p>To know the main rivers around the world.</p> <p>To know where our local river is, where the source is and where it flows.</p>	<p>Can they locate key rivers in the UK and world?</p> <p>Can they describe key features of a river system?</p> <p>Can they use maps, atlases and digital maps to locate and identify key characteristics of a river?</p> <p>Can they describe how rivers are used?</p> <p>Can they explain why people are attracted to live by rivers?</p> <p>Can they use fieldwork to find out about a local river?</p>	<p>Mississippi, Amazon, Ganges, Nile, River Thames, River Trent</p> <p>Tier 2: raging, tumble, cascading, precipice, iconic, turbulent</p> <p>Tier 3: rivulet, estuary, flood plain, tributary, confluence, channel, delta, confluence, source, basin, mouth, current, erosion, meander</p>
	How does the UK compare to Mexico?	<p>PREVIOUS LEARNING: Y1 local area and UK study, human and physical features, Y2 continents and oceans, hot and cold places, Y3 mountains, earthquakes and volcanoes, local area study, Y4 Spain study, Scandinavia, Water Cycle, Y5 latitude and longitude,</p> <p>To know where the Americas are located in the world.</p> <p>To know the physical and human features of Mexico.</p> <p>To know what is similar and different between the UK and Mexico.</p>	<p>Can they develop their analytical skills by comparing the UK to Mexico?</p> <p>Can they explain their knowledge of diverse places, people and environments?</p> <p>Can they make links to places outside of the UK?</p> <p>Can they deepen their understanding of the difference between human and physical geography?</p>	<p>Tier 2: civilisation, thrive, migrate, humid</p> <p>Tier 3: landscape, biomes, climate, continent, latitude, longitude, temperate, tropical</p>
	Where on Earth are we? (Science link)	<p>PREVIOUS LEARNINGPREVIOUS LEARNING: Y1 local area and UK study, human and physical features, seasons and weather, Y2 continents and oceans, hot and cold places, Y3 mountains, earthquakes and volcanoes, local area study, Y4 Spain study, Scandinavia, Water Cycle,</p> <p>To know what the lines of latitude and longitude are.</p> <p>To know that the world is divided into sections using lines and that these lines are important for mapping skills.</p> <p>To know how latitude and longitude lines tell us what the location is like.</p> <p>To know how to use 4-figure grid reference to navigate around a map.</p> <p>To know how to use 6-figure grid references to navigate around a map.</p> <p>To know what time zones are and how they affect us.</p> <p>To know how day and night occurs.</p>	<p>Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?</p> <p>Can they explain how the time zones work?</p> <p>Can they begin to recognise the climate of a given country according to its location on the map?</p> <p>Can they compare the difference between latitude and longitude?</p>	<p>Tier 2 : parallel reference, degrees, co-ordinate, intersect, horizontal, vertical,</p> <p>Tier 3: latitude, longitude, meridian, hemisphere, northings, eastings, poles, equator, time zones, Tropic of Cancer, Tropic of Capricorn</p>

		Substantive Knowledge	Disciplinary knowledge - Think Geographically	Vocabulary
Year 4	How does the Water Cycle work? (Science link)	<p>PREVIOUS LEARNING: Y1 local area and UK study, human and physical features, Y2 continents and oceans, hot and cold places, Y3 mountains, earthquakes and volcanoes, local area study, Y4 Spain study, Scandinavia</p> <p>To know what the water cycle is.</p> <p>To know how the water cycle works.</p> <p>To know what affects the water cycle.</p>	<p>Can they explain how the water cycle define a place?</p> <p>Can they describe how the water cycle affect the place you live?</p> <p>Can they why is life on Earth dependent on the water cycle?</p> <p>Can they explain how latitude affects the water cycle?</p> <p>Can they describe the physical/human features of a place defined by the water cycle?</p>	<p>Tier 2: infiltrate, se-quence, reoccurring, pol-lution, permeate, droughts</p> <p>Tier 3: ground water, precipitation, condensa-tion, transpiration, per-colation, evaporation</p>
	How does the UK compare to Spain?	<p>PREVIOUS LEARNING: Y1 local area and UK study, human and physical features, Y2 continents and oceans, hot and cold places, Y3 mountains, earthquakes and volcanoes, local area study, Y4 Scandi-navia</p> <p>To know where Spain is on a map.</p> <p>To know the human and physical features of Spain.</p> <p>To compare the Spanish climate with the British climate.</p> <p>To know the major cities in Spain.</p> <p>To use eight points of the compass.</p> <p>To know how to use a 4-figure grid refer-ence.</p>	<p>Can they describe the main features of a well-known city?</p> <p>Can they locate the Mediterranean and ex-plain why it is a popular holiday destina-tion?</p> <p>Can they find the same place on a globe and in an atlas?</p> <p>Can they label the same features on an aeri-al photograph as on a map?</p> <p>Can they explain why people are attracted to live in cities?</p> <p>Can they explain how the lives of people living in the Mediterranean would be differ-ent from their own?</p> <p>Can they name and locate some well-known European countries?</p> <p>Can they name and locate the capital cities of neighbouring European countries?</p> <p>Can they accurately use a 4-figure grid ref-erence?</p>	<p>Tier 2: tourism, region, climate, destination, comparison</p> <p>Tier 3: aerial, terrain, landforms, peninsula, droughts, territories, re-gion</p>
	Where in the world is Scandinavia?	<p>PREVIOUS LEARNING: Y1 local area and UK study, human and physical features, Y2 continents and oceans, hot and cold places, Y3 mountains, earth-quakes and volcanoes, local area study</p> <p>To know where Scandinavian coun-tries are on a map of Europe.</p> <p>To know the bodies of water that surround Scandinavian countries.</p> <p>To know about major cities (human and physical) in Scandinavia - Denmark, Swe-den, Norway.</p> <p>To know what a biome is and how they change across the world.</p> <p>To know the human and physical character-istics that define Europe.</p> <p>To know how Scandinavia distributes natu-</p>	<p>Can they explain how a location fits into its wider geographical location?</p> <p>Can they describe human and physical fea-tures of Scandinavia and compare them?</p> <p>Can they collect information about a place?</p> <p>Can they use an atlas to locate Scandina-via?</p> <p>Can they describe the biomes of Scandina-via?</p> <p>Can they accurately use a 4-figure grid ref-erence?</p> <p>Can they compare biomes of the UK and Scandinavia?</p> <p>Can they use keys to distinguish between difference biomes of the world?</p> <p>Can they find possible answers to their own</p>	<p>Tier 2: arid, fertile, densely, exceptional, craggy, scenery, trade, settlement</p> <p>Tier 3: continent, latitude, longitude, equator, hemi-sphere, biome, vegetation, peninsula, climate, ex-port,</p>

		Substantive Knowledge	Disciplinary knowledge - Think Geographically	Vocabulary
Year 3	Can I be a UK tour guide?	<p>PREVIOUS LEARNING: Y1 local area and UK study, human and physical features, Y2 continents and oceans, hot and cold places, Y3 mountains, earthquakes and volcanoes, local area study</p> <p>To know the regions and counties in the UK.</p> <p>To know and locate the countries and cities of the UK.</p> <p>To know the capital cities of the countries of the UK.</p> <p>To know some of the main landmarks in London.</p> <p>To know and identify geographical regions by physical and human landmarks of Wales, Scotland, England and Northern Ireland.</p> <p>To know the topical patterns in the UK.</p>	<p>Can they identify and locate the countries, regions and counties of the UK?</p> <p>Can they explain how our locality is connected to other areas of the UK and the world?</p> <p>Can they identify patterns using maps and digital mappings to compare locations?</p> <p>Can they describe the difference between human and physical features across the UK?</p> <p>Can they identify the significant landmarks, with a focus on London - England's capital city?</p> <p>Can they describe how a place is shaped by human and physical features?</p> <p>Can they compare and contrast how people live in the UK?</p> <p>Can they recognise the uniqueness of location and why a place is the way that is it?</p> <p>Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</p>	<p>Tier 2: extensive, sophisticated, settlement, terrain, wilderness, barren</p> <p>Tier 3: topography, landmarks, region, country, county, scale, contour line</p>
	Can I be a Geographer? (Local area)	<p>PREVIOUS LEARNING: Y1 local area and UK study, human and physical features, Y2 continents and oceans, hot and cold places, Y3 mountains, earthquakes and volcanoes</p> <p>To know what local is.</p> <p>To know what an Ordnance Survey (OS) map is and how to use it.</p> <p>To know the six towns that make up our city.</p> <p>To know and name the rivers and canals in the local area.</p>	<p>Can they name and locate our local area on a map?</p> <p>Can they explain the reasons why canals were used?</p> <p>Can they explain the change and consequences of canal uses?</p> <p>Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</p> <p>Can they begin to use a 4 figure grid references and some basic OS map symbols?</p>	<p>Tier 2: famous, industry, town, canal, area, change, consequence, survey, landscape, location</p> <p>Tier 3: local, ordnance, large-scale, small-scale, scale symbols, region</p>
	What makes the Earth angry?	<p>PREVIOUS LEARNING: EYFS Understanding of the World, Y1 local area and UK study, human and physical features, Y2 continents and oceans, hot and cold places</p> <p>To know what makes up the layers of planet Earth.</p> <p>To know what tectonic plates are, where to find them and what happens when they meet or separate.</p> <p>To know how mountains are formed.</p> <p>To know the causes of an earthquake.</p> <p>To know how volcanoes occur.</p> <p>To know the location of the main mountain regions and of natural disasters.</p>	<p>Can they name the main features of a mountain and describe how they are formed?</p> <p>Can they describe how volcanoes and earthquakes are created?</p> <p>Can they compare and contrast the differences between a mountain and a volcano?</p> <p>Can they describe the consequences of how extreme weathers have an impact on people's life?</p> <p>Can they locate and name some of the world's most famous volcanoes, whilst making connections and noticing patterns?</p> <p>Can they identify the difference in the scale of eruptions, between a fissure volcano and stratovolcano?</p> <p>Can they describe physical and human processes, focusing on how the landscape is forged and shaped?</p>	<p>Tier 2: vicious, churning, buckle, disaster, devastation, magnitude, erupt</p> <p>Tier 3: epicentre, fissure, dormant, magma, molten, mantle, tectonic, summit</p>

		Substantive Knowledge	Disciplinary knowledge - Think Geographically	Vocabulary
Year 2	What will I find at the seaside?	<p>PREVIOUS LEARNING: EYFS Understanding of the World, Y1 local area, seasons and weather, continents, oceans, location of hot and cold places, contrasting country unit</p> <p>To know what a seaside is and to be able to describe it using human and physical features.</p> <p>To know the types of animals and plants found at the seaside. (Science link)</p> <p>To know what holidays and seaside resorts were like in the past and how they are today. (History link)</p> <p>To be able to describe a seaside town in the UK (St. Ives); compare and contrast it to a non-European country (Caribbean).</p> <p>To know how we describe a place.</p> <p>To know what physical features a place has.</p> <p>To know what human features a place has.</p> <p>To know what a seaside is and to be able to describe it using human and physical features.</p> <p>To be able to describe a seaside town in the UK (St. Ives); compare and contrast it to a non-European country (Caribbean).</p> <p>To know how we can show what a place looks like (map keys).</p> <p>To know how we can show what a place looks like (sketch map).</p> <p>To know how the scale of a map tells us what the area around our school is like.</p> <p>Unit: Year 2 fieldwork and map skills</p>	<p>Can they label a diagram or photograph using some geographical words?</p> <p>Can they find out about a locality by using different sources of evidence?</p> <p>Can they describe the key features of a place using geographical vocabulary to refer to key physical and human features?</p> <p>Can they use simple compass directions, locational and directional language to describe the location of features and routes on a map?</p>	<p>Tier 2: urban, rural, coastal, breath-taking, striking, scenic, spectacular</p> <p>Tier 3: beach, cliff, coast, sea, sand, seaside, ocean, bay, tides, season and weather, city, town, village, house, pier, port, lighthouse, harbour, shop, settlements</p> <p>Tier 2: increase, decrease, align, symbol, observe, sketch</p> <p>Tier 3: aerial, scale, cardinal point, valley, port, vegetation</p>
	Where would you prefer to live - England or Kenya?	<p>PREVIOUS LEARNING: EYFS Understanding of the World, Y1 local area, map and fieldwork, countries and capital cities of the UK, continents and oceans</p> <p>To know where London is (remember) and what it is like.</p> <p>To know where the country Kenya is.</p> <p>To know the physical and human features of Kenya.</p> <p>To know where Nairobi is and what it is like.</p> <p>To know how London and Nairobi are similar and different.</p> <p>Unit: Y2 Compare a small part of the UK and a contrasting non-European country</p>	<p>Can they use world maps, atlases, globes and IT to identify countries, continents and oceans?</p> <p>Can they describe the key features of a place using geographical vocabulary to refer to key physical and human features?</p> <p>Can they compare and contrast the UK to a hot location?</p> <p>Can they describe the relationship and interdependence of: London and Nairobi, England and Kenya - and they are connected to other counties?</p>	<p>Tier 2: urban, sprawling, contrast, horizon, striking</p> <p>Tier 3: landmark, country, capital, climate, feature, savanna</p>
	What will we see on our journey around the world?	<p>PREVIOUS LEARNING: EYFS Understanding of the World, Y1 local area, map and fieldwork, countries and capital cities of the UK</p> <p>To know the names of the 7 continents of the world.</p> <p>To know the names of the 5 oceans of the world.</p> <p>To know where is hot on the Earth and what it is like.</p> <p>To know where the North and South Pole are.</p> <p>To know why regions are changing.</p> <p>To know where are hot and cold areas of the world.</p> <p>Unit: Hot and cold locations</p> <p>Focus on the Snow Queen—Poles; Antarctica</p>	<p>Can they use world maps, atlases, globes and IT to identify countries, continents and oceans?</p> <p>Can they locate the North/South Pole, hot and cold places?</p> <p>Can they describe the key features of a place using geographical vocabulary to refer to key physical and human features?</p> <p>Can they identify the scale and the relationship between countries? Can they describe the difference between a sea and an ocean, a country and a continent?</p> <p>Can they use simple compass directions, locational and directional language to describe the location of features and routes on a map?</p> <p>Can they give reasons as to why the Polar regions are changing and to understand the environmental consequences of this?</p> <p>Can they explain why it is important to care for the oceans ad sea? Can they explain what is unique about different continents, with a focus on Antarctica?</p>	<p>Tier 2: vast, azure, rotated, expanse, location, moist, misty, scorched, freezing, tropical</p> <p>Tier 3: continent, ocean, polar, equator, temperate, compass, atlas, region</p>

		Substantive Knowledge	Disciplinary knowledge - Think Geographically	Vocabulary
Year 1	What's it like where we live?	<p>PREVIOUS LEARNING: EYFS Understanding of the World, Communication and Language</p> <p>To know what a human feature is.</p> <p>To know what a physical feature is</p> <p>To know the differences between the two.</p> <p>To know the different locations - rural, urban, coastal.</p> <p>To know the human and physical features of the local area.</p> <p>Unit: Local Area Study Human and Physical features (Y2 block)</p>	<p>Can they use simple fieldwork and observational skills to study the geography of our school, its grounds and surrounding environment?</p> <p>Can they identify and describe key human and physical features of the local environment?</p> <p>Can they say what they like and what they would change about their locality?</p> <p>Can they think of questions about the local area?</p>	<p>Tier 2: contrast, record, surrounding, natural, shelter, observe</p> <p>Tier 3: fieldwork, settlement, coastal, worship, location, rural</p>
	What are the countries and capital cities in the UK?	<p>PREVIOUS LEARNING: EYFS Understanding of the World, Communication and Language</p> <p>To know and locate the four countries that make up the United Kingdom.</p> <p>To know the capital cities of the United Kingdom.</p> <p>To know the surrounding seas of the United Kingdom.</p> <p>To know their address.</p> <p>Unit: Continents oceans UK countries</p>	<p>Can they use world maps, atlases and globes to identify the UK and its countries?</p> <p>Can they use locational and directional language to describe the location of features and routes on a map?</p> <p>Can they devise a simple map and use and construct basic symbols in a key?</p>	<p>Tier 2: address, capital, vast, sea</p> <p>Tier 3: ocean, continent, atlas, island</p>
	What is a map and what does it show?	<p>PREVIOUS LEARNING: EYFS Understanding of the World, Communication and Language, Y1 local area</p> <p>To know what a map is.</p> <p>To know how to make an imaginary map (We're Going on a Bear Hunt).</p> <p>To know how to make an imaginary map (The Storm Whale).</p> <p>To know how to make a real map.</p> <p>Unit: Y1 Mapping and fieldwork</p>	<p>Can they use maps and describe how the space is used? Can they describe what a map does not show us?</p> <p>Can they locate our school and see, and explain, how the space is used?</p> <p>Can they connect their ideas on how a space is used and connected?</p> <p>Can they describe what is built (human geography) and what is natural around their environment?</p>	<p>Tier 2: built, human, imaginary, natural, place, space</p> <p>Tier 3: aerial, connected, environment, feature, fieldwork, location</p>