



Henbury View First School

Geography Progression of Knowledge



Intent

“The study of Geography is more than just memorising places on a map, it's about understanding the complexity of our world, appreciating the diversity of the cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." *Barack Obama*

At Henbury View First School, we have designed our Geography curriculum with the intent that it will inspire our children with a curiosity, fascination and appreciation of the world around them. It will equip them with a diverse knowledge and understanding of people, places, natural, human and physical geography. The curriculum progression will expand outwards from the immediate locality to the global but with a comparison and contrast to the touchstone of the local at each step. The curriculum will engage our children and facilitate and inspire them to become inquisitive, resilient, independent, challenging thinkers and active global citizens with the confidence to use, and build on, their cultural capital, learning and experiences - both inside and outside of the classroom. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

Implementation

Geography at Henbury View is taught in blocks throughout the year, so that children can achieve depth in their learning. Each unit of work has identified the key knowledge and skills that children need to know, and consideration has been given to ensure progression across units throughout each year group and across the school. At the beginning of each unit, children can convey what they know already as well as what they would like to find out. This informs the programme of study and ensures that lessons are relevant and take account of children’s different starting points. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

The curriculum progression ensures children gain both substantive and disciplinary knowledge that helps them to form a greater understanding of the world around them. At Henbury, we have identified key substantive content threads as locational knowledge, place knowledge, environmental, physical and human geography and geographical skills and fieldwork. Our disciplinary knowledge is mapped to ensure children consider where geographical knowledge originates, and how they can learn the practices of geographers. Units of work are sequenced effectively, drawing upon strong links with other subjects across the curriculum when appropriate to help children make links between content. Curriculum content is clearly broken down into component parts and is drawn from a breadth of concepts to give children the knowledge they need to appreciate the wider subject. Our curriculum focuses heavily on place, right from the EYFS, helping children to recognise ‘where’s where’, in turn helping them build their own identity and sense of place in the world. Enquiry-based learning in geography is used to support the development of pupils’ disciplinary knowledge. Through careful content selection and teacher guidance, we help children to ask topical and relevant geographical questions, to critique sources and reflect on what they have learned, as well as the methods they have used.

Key Threads

At Henbury View, we have key threads that run through and across year groups. These will continually be revisited and explored across the academic journey of a child at Henbury. Each thread is underpinned by key vocabulary and knowledge that will be explicitly taught in Geography. The key threads are:

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills
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Curriculum Overview

	Unit 1	Unit 2	Unit 3
Foundation	<i>Knowledge and skills taught and recapped throughout the year</i>		
Year 1	<p><u>Our School and Surrounding Environment</u> Children discover the geography of their school and immediate environment. They look at maps and aerial photographs of the school and use these to direct themselves and others, making simple maps of the school. They identify the key human and physical features of the surrounding environment, with a particular focus on housing</p>	<p><u>Living and working in Corfe Mullen</u> Children look at the village of Corfe Mullen, picking out its human geographical features. They look at how the land is used throughout the village and think about the weather they experience living here. They discuss different things people do for work in our locality Environmental Focus: Local ways to help the environment</p>	<p><u>Urban or Rural?</u> Children compare rural and urban environments in terms of their human and physical geography. They discover the city of London and find similarities and differences between London and where they live using aerial photographs</p>
Year 2	<p><u>The United Kingdom</u> Children discover the make-up of the United Kingdom, locating the countries, seas and capital cities. They identify the key geographical features of the UK and then delve deeper into each country of the UK, looking at seasonal and daily weather patterns</p>	<p><u>Maps of the World</u> Children look wider at a world map, naming and locating the 7 continents and oceans. They discover the characteristics of these continents and the weather and climate that are associated with these. They look more deeply at Europe and Africa as a starting point to future learning Environmental Focus: Sea pollution</p>	<p><u>The Seaside and Poole Harbour</u> Children identify the human and physical features of the seaside and locate famous beaches on a map. They create their own maps using basic symbols before comparing Poole Harbour to the harbour in Cape Town, South Africa</p>
Year 3	<p><u>Cities of the UK</u> Children look more deeply at the United Kingdom, identifying the counties and main cities. They look at the use of land and how this differs across the UK, and identify important topographical features</p>	<p><u>Rivers and the Water Cycle</u> Children look at the stages of the water cycle and how it impacts the weather. They identify how rivers are formed and the importance they have for settlements. They discover OS maps and use keys, symbols, and 4-figure grid references to locate rivers and create their own maps</p>	<p><u>Coastal Areas</u> Children describe what a coast is and how they are formed. In identify coastal features, including those in the locality, they learn about land use in these areas and how tourism can have positive and negative impacts on the natural environment Environmental Focus: Eco-friendly tourism</p>
Year 4	<p><u>Europe</u> Children identify where Europe sits in the world and compare Europe with the other continents. They locate the countries and capital cities of Europe and discover their physical, human and topographical features. They compare 2 cities from across Europe, London and Paris, and debate where they would prefer to live</p>	<p><u>Mountains and Volcanoes</u> Children look at the makeup of the Earth and how tectonic plates form the crust. Children identify how mountains form and compare mountain settlements to lowland settlements. They identify what volcanoes are and how land use around volcanoes has changed, both positively and negatively for those that live in these areas</p>	<p><u>Enough for Everyone</u> Children discover how humans are having an impact on the planet. They discover what settlements need to be successful and compare this to historical settlements. They identify the origins of food production in the UK and across Europe and look at how natural resources in different countries compare Environmental Focus: Sustainable energy sources and food production</p>

Curriculum Organisation



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<i>Knowledge and skills taught and recapped throughout the year</i>					
Year 1	Our School and Surrounding Environment		Living and working in Corfe Mullen		Urban or Rural: Corfe Mullen or London?	
Year 2			The UK	Maps of the World		The Seaside and Poole Harbour: Comparison to Cape Town
Year 3			Cities of the UK	Rivers and the Water Cycle		Coastal Areas
Year 4	Europe	Mountains and Volcanoes			Enough for Everyone	

Geographical Threads and Benchmarks


Within our Geography curriculum, we have identified 4 key threads and created benchmarks that we would expect children to reach at the end of EYFS, KS1 and LKS2:

	Foundation	Year 1	Year 2	Year 3	Year 4
Locational Knowledge <i>General geographical knowledge, position & significance, UK & Global</i>	Understanding the World <u>Past and Present (ELG)</u> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> North and South Poles, Equator 4 Compass points N, S, E, W Locational language, name and locate: 7 continents and 5 oceans Name, locate, identify: 4 countries and capitals of UK and surrounding seas 		<ul style="list-style-type: none"> Latitude, longitude, Equator, North and Southern hemispheres, Tropics Cancer and Capricorn, Arctic and Antarctic Circle Prime/Greenwich Meridian and time zones 8 Compass points, 4 and 6 figure grid references Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities Counties, cities, geographical regions, characteristics, topographical features, land use and changes over time 	
			<i>Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world</i>		<i>Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features</i>
Place Knowledge <i>Compare and contrast</i>	<u>People Culture and Communities (ELG)</u> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 	<ul style="list-style-type: none"> Local scale study UK & Non-European country 		<ul style="list-style-type: none"> Comparison between a region in the UK, in a European country, within North or South America 	
Human and Physical Geography <i>Local and Global scales</i>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Identify seasonal & daily weather patterns (UK & local scales) Identify hot & cold areas of the world in relation to Equator and North and South Poles 		<ul style="list-style-type: none"> Describe and understand key aspects of climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle Types of settlement & land use, economic activity, trade links Distribution of natural resources: energy, food, minerals, water cycle. 	
			<i>Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment</i>		<i>Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places and understand some reasons for similarities and differences.</i>
Geographical Skills <i>Enquiry, mapping, fieldwork, critical thinking, vocabulary</i>	<u>The Natural World (ELG)</u> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants 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 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<ul style="list-style-type: none"> Begin to ask questions Identify places using maps, atlases, globes, aerial images and plan perspectives Make maps, devise basic symbols Fieldwork Geographical vocabulary 		<ul style="list-style-type: none"> Develop questioning Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length Fieldwork in local and wider localities and a more distant locality 	
			<i>Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos</i>		<i>Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently</i>

Geographical Concept Progression

		Foundation	Year 1	Year 2	Year 3	Year 4
Location and Place 	Place	Talk about the features of where they live (their own immediate environment)	Name and locate London and identify the characteristics of Corfe Mullen Name, describe and compare familiar places	Name and locate the four countries of the United Kingdom Name and locate capital cities of the United Kingdom and identify the characteristics of Corfe Mullen Name, locate and identify the characteristics and topographical features of the four countries of the United Kingdom	Name and locate the cities of the United Kingdom Name and locate the counties of the United Kingdom Name and locate geographical regions of the UK and their identifying characteristics	Identify where countries are within Europe, including Russia Identify the physical characteristics and key topographical features of the countries within Europe
	Continents			Name the 7 continents		Locate, name and recognise the shape of the 7 continents of the world
	Seas			Name and locate the seas surrounding the United Kingdom Locate and name the 5 oceans	Name and locate topographical features and land use patterns in regions of the UK	Locate and name the oceans around Europe
	Global Position					Identify the position and significance of the Equator, Northern hemisphere, Southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle
	Similarities and Differences	Understand similarities and differences in relation to local places Understand similarities and differences in relation to the places people live	Understand the similarities and differences between their home and London	Understand geographical similarities and differences through studying the human and physical geography of Corfe Mullen and capital cities in the four countries of the United Kingdom Understand geographical similarities and differences through studying the human and physical geography of our local area and Cape Town	Understand geographical similarities and differences through studying the region of the United Kingdom	Geographical similarities and differences through studying the human and physical effects of weather and climate Understand geographical similarities and differences through studying the human and physical geography of a region of Europe
Direction 		Use simple locational language to describe the location of features	Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes	Use and follow simple compass directions (North, South, East and West) and location and direction language (e.g. near, far; left and right) Describe the location and relative position of features in relation to one another using simple compass directions	Create instructions using simple compass directions (North, South, East, West) Describe the location and relative position of features in relation to one another using simple compass directions	Describe the position of countries relative to the equator, the Tropic of Cancer, the Tropic of Capricorn, Arctic Circle and Antarctic Circle

Mapping 	Make	Use a simple plan to understand the location of different features	Make a simple plan of the school grounds	Make a simple plan of a known area with a simple key	Make a more detailed aerial plan/map	
	Maps	Use and discuss photographs and aerial photographs	Use a simple map/aerial photograph to move around the school and the grounds Use a simple map/aerial photograph to identify key landmarks in the locality	Use an atlas, map or aerial photograph to locate the countries of the United Kingdom	Use maps and digital/computer mapping to locate and describe features studied Use and interpret maps and atlases of the United Kingdom to identify cities and counties	Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features in Europe
	Keys		Understand why maps need a key	Use and construct basic symbols in a key Use own key symbols to identify features on their own maps	Understand the keys and symbols of an OS map	
	Grid References				Use 4 figure grid references	Use 6 figure grid references to locate landmarks on an OS map
Human and Physical Geography 	Food and Trade	Talk about the features that make environments different from one another				Understand the origins of food (from farm to fork) and their distribution across the UK Examine the reasons behind the origins of food and their distribution across Europe
	Similarities and Differences		Observe and explain the differences of features between 2 localities Use basic geographical vocabulary to identify features including river, hill, forest, soil, city, farm, house, office, shop and factory	Know what the difference is between human and physical features Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Physical features, including coast, cliff, ocean, valley, pasture, vegetation, beach, sea and mountain Human features, including town, village, farm, agriculture, horticulture, port and harbour 	Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom Understand and describe key physical and human features of a region	Understand geographical similarities and differences through studying the human and physical geography of a region of Europe
	Environmental Impact				Describe the impact humans can have on the environment	Describe the impact on people of the world's changing climate
	Significant Physical Features				Understand and describe key aspects of rivers Know how rivers erode, transport and deposit materials Know about the physical features of coasts and begin to understand erosion and deposition	Understand the origin and features of mountains Understand and describe key aspects of volcanoes

Settlement and Land Use 		Understand what land is used for in their immediate environment	Understand that land is used for different purposes Compare urban and rural settlements	Describe what a settlement is Describe the similarities differences in how land is used in different capital cities in the United Kingdom	Understand what we mean by settlement and how land use influenced settlement	Explain how land use in a particular area has changed throughout history Compare mountain and lowland settlements
Fieldwork 	Observe	Observe their immediate environment	Observe the geography of school and its grounds closely using simple equipment such as hand lenses and egg timers	Observe changes over time	Make systematic and careful observations	
	Use of Equipment			Begin to select equipment from a limited range	Use a range of equipment, including thermometers and data loggers	
	Gather and Record	Make links and notice patterns in their experience	Gather and record data to help in answering questions	Create tables and charts to classify data Make increasingly accurate measurements	Take accurate measurements (where appropriate) using standard units Gather, record, classify information in a variety of ways to help in answering questions	Gather, record, classify in a variety of ways to help in answering refined questions
	Present		Present data in pictograms	Present data in bar charts	Present findings in a variety of tables, charts and graphs	Present findings in a short, written report
Weather and Climate 	Patterns	Describe the weather in their immediate environment	Describe seasonal weather changes	Identify seasonal and daily weather patterns in the four countries of the United Kingdom	Explain about weather patterns around the UK	Explore weather patterns around parts of Europe
	Water Cycle				Understand and describe the water cycle and its impact on the weather	
	Climate Zones			Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		How weather differs and changes in mountain environments
	Food Production					How weather effects food production How weather affects regional food produce How weather and the climate of a region effects food production
Environment and Sustainability 		Talk about how to reduce, reuse and recycle	Describe how the local area helps to protect the environment	Discuss what sea pollution is	Understand the impact tourism has on an environment and suggest ways to implement more eco-friendly tourism	Explain how crops and food production, including importing, can impact the environment Suggest how energy production can be sustainable and future-proof

Geographical Contextual Knowledge- Year 1

	Our School and Surrounding Environment	Living and working in Corfe Mullen	Urban or Rural- Corfe Mullen or London?
Curriculum Objectives	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 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 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 Devise a simple map; and use and construct basic symbols in a key 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
Vocabulary	School, grounds, map, route, direction, location, human, physical, house	Human, physical, map, symbol, key, land, river, hill, forest, soil, city, farm, house, office, shop, field, factory, environment	City, town, village, urban, rural, factory, photograph, settlement, data, landmark
Contextual Knowledge	<p>I know how to identify the features of the school and its grounds using aerial photographs</p> <p>I know how to use a map to follow routes around the school and the grounds</p> <p>I know how to make a map of the school grounds</p> <p>I know how to use directional language to describe a route on a map</p> <p>I know the key human and physical features of the school's surrounding area, focusing on local housing</p> <p>I know how to compare the different types of housing in the school's surrounding area</p>	<p>I know how to identify the human geography of Corfe Mullen from images</p> <p>I know how to identify the physical geography of Corfe Mullen from images</p> <p>I know why maps need basic symbols and a key</p> <p>I know how to identify key human and physical geographical features of Corfe Mullen on a map</p> <p>I know how land is used for different purposes in my locality</p> <p>I know how the local area helps to protect the environment</p>	<p>I know what a rural and urban environment is and can identify the key features of both</p> <p>I know that London is a city, that it is the capital of England and locate it and Corfe Mullen on a map</p> <p>I know the human geography of London using aerial photographs and plan perspectives</p> <p>I know physical geography of London using aerial photographs and plan perspectives</p> <p>I know the differences in human and physical geography between Corfe Mullen and London</p> <p>I know how to compare urban and rural settlements, representing data in pictograms</p>
Geographical Concept Knowledge	<ul style="list-style-type: none"> Use locational and directional language (e.g. near and far; left and right, forward and backwards) to describe the location of features and routes Make a simple plan of the school grounds Use a simple map/aerial photograph to move around the school and the grounds Observe the geography of school and its grounds closely using simple equipment such as hand lenses and egg timers 	<ul style="list-style-type: none"> Name, describe and compare familiar places Use a simple map/aerial photograph to identify key landmarks in the locality Understand why maps need a key Use basic geographical vocabulary to identify features including river, hill, forest, soil, city, farm, house, office, shop and factory Understand that land is used for different purposes Describe how the local area helps to protect the environment 	<ul style="list-style-type: none"> Name and locate London and identify the characteristics of Corfe Mullen Understand the similarities and differences between their home and London Observe and explain the differences of features between 2 localities Use basic geographical vocabulary to identify features including river, hill, forest, soil, city, farm, house, office, shop and factory Understand that land is used for different purposes Gather and record data to help in answering questions Present data in pictograms Compare urban and rural settlements

Geographical Contextual Knowledge- Year 2

	The United Kingdom	Maps of the World	The Seaside and Poole Harbour
Curriculum Objectives	<ul style="list-style-type: none"> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 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: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 	<ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans 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 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 	<ul style="list-style-type: none"> 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 Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
Vocabulary	United Kingdom, country, city, map, sea, human, physical, season, weather, settlement	Map, continent, ocean, season, weather, temperature, Equator, North Pole, South Pole, pollution	Beach, cliff, coast, sea, ocean, river, soil, valley, port, harbour, map, location, position, compass, symbol, key
Contextual Knowledge	<p>I know the make up of the United Kingdom, including locating the countries, surrounding seas and capital cities</p> <p>I know the difference is between human and physical features and can identify examples across the UK</p> <p>I know the characteristics, topographical and key human and physical features of England, including seasonal and daily weather patterns</p> <p>I know the characteristics, topographical and key human and physical features of Scotland, including seasonal and daily weather patterns</p> <p>I know the characteristics, topographical and key human and physical features of Wales, including seasonal and daily weather patterns</p> <p>I know the characteristics, topographical and key human and physical features of Northern Ireland, including seasonal and daily weather patterns</p>	<p>I know the name and location of the 7 continents and 5 seas on a world map</p> <p>I know the location of the Equator and the North and South Poles on a world map, and can identify the location of hot and cold areas of the world in relation to these</p> <p>I know the key features of the 7 continents, including weather patterns and temperature</p> <p>I know how to locate the continent we live in (Europe) and describe some of the key human and physical features</p> <p>I know how to locate the continent of Africa and describe some of the key human and physical features</p> <p>I know how to protect our oceans, discussing the concern around sea pollution</p>	<p>I know the human and physical features of a beach</p> <p>I know there are different types of beaches and can locate famous beaches on a UK map, describing the location and relative position of features using simple compass directions</p> <p>I know how to create a map of a beach, using basic symbols with a simple key</p> <p>I know the human and physical features of Poole Harbour, and can explain how this area is used by humans</p> <p>I know the human and physical features of Cape Town, South Africa, and can locate its harbour on a map and in aerial photographs</p> <p>I know how to identify similarities and differences between Poole Harbour and its surrounding area to Cape Town Harbour and its surrounding area</p>
Geographical Concept Knowledge	<ul style="list-style-type: none"> Name and locate the four countries of the United Kingdom Name and locate capital cities of the United Kingdom and identify the characteristics of Corfe Mullen Name, locate and identify the characteristics and topographical features of the four countries of the United Kingdom Name and locate the seas surrounding the United Kingdom Understand geographical similarities and differences through studying the human and physical geography of Corfe Mullen and capital cities in the four countries of the United Kingdom 	<ul style="list-style-type: none"> Name the 7 continents Locate and name the 5 oceans Begin to select equipment from a limited range Create tables and charts to classify data Make increasingly accurate measurements Present data in bar charts Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Discuss what sea pollution is Formulate a plan to help reduce sea pollution 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of our local area and Cape Town Use and follow simple compass directions (North, South, East and West) and location and direction language (e.g. near, far; left and right) Describe the location and relative position of features in relation to one another using simple compass directions Make a simple plan of a known area with a simple key Use and construct basic symbols in a key Use own key symbols to identify features on their own maps

	<ul style="list-style-type: none">• Use an atlas, map or aerial photograph to locate the countries of the United Kingdom• Know what the difference is between human and physical features• Describe what a settlement is• Describe the similarities differences in how land is used in different capital cities in the United Kingdom• Identify seasonal and daily weather patterns in the four countries of the United Kingdom		<ul style="list-style-type: none">• Use basic geographical vocabulary to refer to:<ul style="list-style-type: none">▪ Physical features, including coast, cliff, ocean, valley, pasture, vegetation, beach, sea and mountain▪ Human features, including town, village, farm, agriculture, horticulture, port and harbour
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Geographical Contextual Knowledge- Year 3

	Cities of the UK	Rivers and the Water Cycle	Coastal Areas
Curriculum Objectives	<ul style="list-style-type: none"> 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 Describe and understand key aspects of: <ul style="list-style-type: none"> 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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4- and 6-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 	<ul style="list-style-type: none"> 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 Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use the 8 points of a compass, 4- and 6-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 	<ul style="list-style-type: none"> 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 Describe and understand key aspects of: <ul style="list-style-type: none"> 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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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
Vocabulary	Weather, climate, United Kingdom, city, county, land use, hill, mountain, sea, coast, river, town	Water cycle, weather, river, erosion, transport, deposit, source, meander, tributary, mouth, estuary, delta, settlement, OS map, grid reference, compass	Coast, bay, cove, cliff, stack, stump, arch, spit, beach, erosion, transport, deposit, land use, tourism
Contextual Knowledge	<p>I know the geographical features of the United Kingdom, including weather and climate</p> <p>I know the name and location the counties of the United Kingdom, identifying their key features and land use</p> <p>I know the name and location of hills and mountains across the United Kingdom</p> <p>I know the name and location of seas, coasts and rivers across the United Kingdom</p> <p>I know the name and location of towns and cities across the United Kingdom</p> <p>I know the human and physical geography of a city within the United Kingdom, identifying its human and physical characteristics, key topographical features and land-use patterns</p>	<p>I know the stages of the water cycle and can explain its impact on the weather</p> <p>I know how rivers are formed, including how rivers erode, transport and deposit materials</p> <p>I know the features of rivers and can describe why rivers are important for humans</p> <p>I know how to use an OS map, understanding the keys, symbols and 4 figure grid references</p> <p>I know how to identify local rivers and river features on an OS map, understanding the keys, symbols and 4 figure grid references</p> <p>I know how to use keys, symbols and simple compass directions to create a map of a river</p>	<p>I know what a coast is and can explain how they are formed</p> <p>I know the physical features of coasts</p> <p>I know about the coastal process of erosion and deposition, exploring different strategies of coastal management</p> <p>I know about local coastal features, identifying these on maps, and can present these features using a range of methods</p> <p>I know how to identify land use in coastal areas</p> <p>I know how tourism in coastal areas can have both a positive and negative impact on the local environment, describing the impact humans can have on the environment</p>
Geographical Concept Knowledge	<ul style="list-style-type: none"> Name and locate the cities of the United Kingdom Name and locate the counties of the United Kingdom Name and locate geographical regions of the UK and their identifying characteristics Name and locate topographical features and land use patterns in regions of the UK Understand geographical similarities and differences through studying the region of the United Kingdom Use maps and digital/computer mapping to locate and describe features studied 	<ul style="list-style-type: none"> Create instructions using simple compass directions (North, South, East, West) Describe the location and relative position of features in relation to one another using simple compass directions Make a more detailed aerial plan/map Understand the keys and symbols of an OS map Use 4 figure grid references Understand and describe key aspects of rivers Know how rivers erode, transport and deposit materials 	<ul style="list-style-type: none"> Make a more detailed aerial plan/map Understand the keys and symbols of an OS map Use 4 figure grid references Describe the impact humans can have on the environment Know about the physical features of coasts and begin to understand erosion and deposition Make systematic and careful observations Use a range of equipment, including thermometers and data loggers

	<ul style="list-style-type: none">• Use and interpret maps and atlases of the United Kingdom to identify cities and counties• Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom• Understand what we mean by settlement and how land use influenced settlement• Explain about weather patterns around the UK	<ul style="list-style-type: none">• Understand and describe the water cycle and its impact on the weather	<ul style="list-style-type: none">• Take accurate measurements (where appropriate) using standard units• Gather, record, classify information in a variety of ways to help in answering questions• Present findings in a variety of tables, charts and graphs• Understand the impact tourism has on an environment and suggest ways to implement more eco-friendly tourism
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Geographical Contextual Knowledge- Year 4

	Europe	Mountains and Volcanoes	Enough for Everyone
Curriculum Objectives	<ul style="list-style-type: none"> 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 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) 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 in North or South America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> 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 Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4- and 6-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 	<ul style="list-style-type: none"> 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 Describe and understand key aspects of: <ul style="list-style-type: none"> 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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	Climate, Equator, Northern hemisphere, Southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, continent, Europe, city	Crust, mantle, inner core, outer core, tectonic plate, landform, plate boundary, mountain, settlement, volcano, shield, composite, cone, dome, crater, vent, magma chamber, land use	Settlement, land use, economic activity, trade links, natural resources, energy, food, minerals, water, renewable, non-renewable, origins, importing, exporting, crop
Contextual Knowledge	<p>I know the position and climatic significance of the Equator, Northern hemisphere, Southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle</p> <p>I know the location of Europe and its surrounding seas on a world map, comparing Europe with the other continents in terms of size and geographical features</p> <p>I know where countries are within Europe, including Russia</p> <p>I know the name and location of major capital cities across Europe, identifying their key human and physical characteristics features</p> <p>I know how to determine the key physical characteristics and topographical features of France</p> <p>I know how to identify similarities and differences between 2 European capitals (London and Paris)</p>	<p>I know the 4 layers of the Earth and how the crust is made of tectonic plates that move to create landforms</p> <p>I know how mountains are formed and where the major mountain ranges in the world are</p> <p>I know what constitutes a mountain settlement and can compare this to a lowland settlement</p> <p>I know what a volcano is and where volcanoes are located around the world, including the 'Ring of Fire'</p> <p>I know the features and different types of volcanoes</p> <p>I know the positives and negatives of living in a volcanic area, identifying how land use in these areas has changed over time</p>	<p>I know the different types of settlement and land use, and can identify what resources a settlement and settlers need in order to be successful</p> <p>I know where power comes from and can identify examples that are renewable or non-renewable</p> <p>I know the origins of food within the United Kingdom, and how the weather and climate of a region effects food production</p> <p>I know the origins of food across Europe, exploring how weather and climate patterns across the continent impact food production</p> <p>I know how crops and food production, including importing, can impact the environment</p> <p>I know that access to natural resources varies in countries across Europe and can explain how this impacts people who live there</p>
Geographical Concept Knowledge	<ul style="list-style-type: none"> Identify where countries are within Europe, including Russia Identify the physical characteristics and key topographical features of the countries within Europe Locate, name and recognise the shape of the 7 continents of the world Locate and name the oceans around Europe Identify the position and significance of the Equator, Northern hemisphere, Southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle Understand geographical similarities and differences through studying the human and physical geography of a region of Europe 	<ul style="list-style-type: none"> Understand the origin and features of mountains Understand and describe key aspects of volcanoes in relation to the make-up of the Earth Describe the positives and negatives of living near a volcano or mountain range Explain how land use in a particular area has changed throughout history Compare mountain and lowland settlements Gather, record, classify in a variety of ways to help in answering refined questions Present findings in a short, written report How weather differs and changes in mountain environments 	<ul style="list-style-type: none"> Geographical similarities and differences through studying the human and physical effects of weather and climate Understand the origins of food (from farm to fork) and their distribution across the UK Examine the reasons behind the origins of food and their distribution across Europe Describe the impact on people of the world's changing climate Explain how land use in a particular area has changed throughout history Explore weather patterns around parts of Europe How weather effects food production

	<ul style="list-style-type: none">• Describe the position of countries relative to the equator, the Tropic of Cancer, the Tropic of Capricorn, Arctic Circle and Antarctic Circle• Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features in Europe• Create a simple climate map relative to the equator		<ul style="list-style-type: none">• How weather affects regional food produce• How weather and the climate of a region effects food production• Explain how crops and food production, including importing, can impact the environment• Suggest how energy production can be sustainable
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