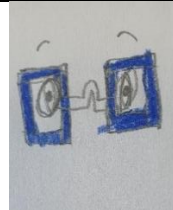


Geography Curriculum

Upton Cross Academy



‘Inspiring and achieving success for all!’

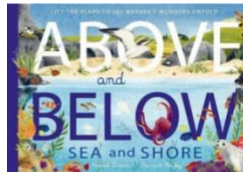
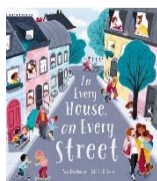
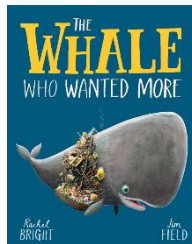
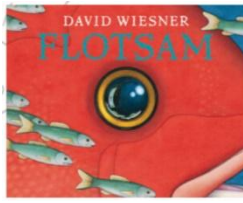
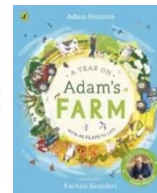
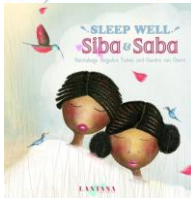
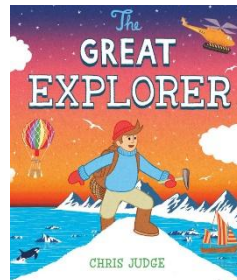
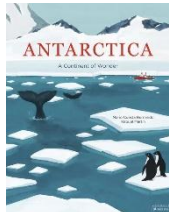
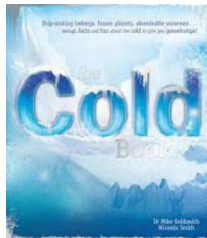
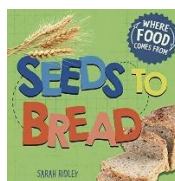
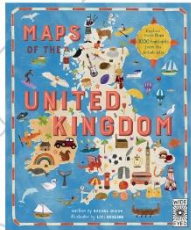
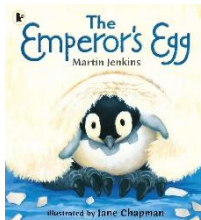
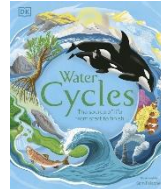
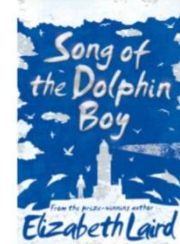
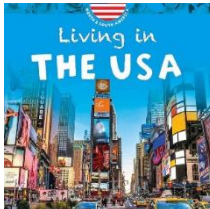
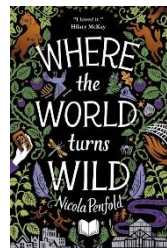
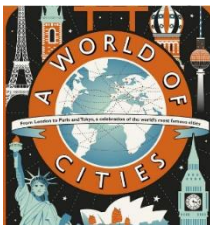
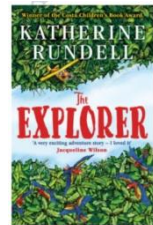
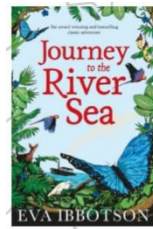
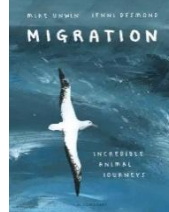
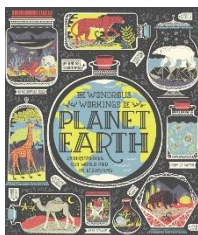
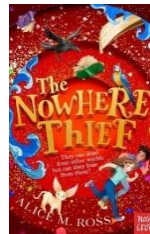
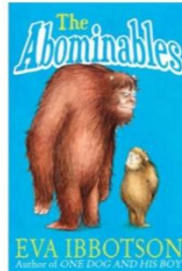
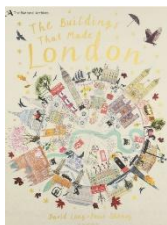
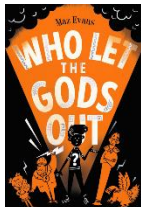
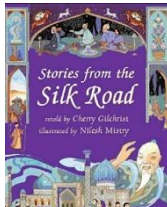
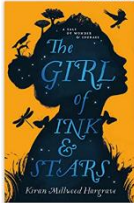
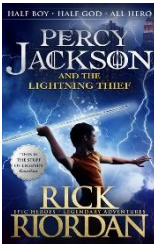
Characteristics of Learning								
								
Be curious	Be resilient	Be critical	Be independent	Be ready	Be focused	Be proud	Be resourceful	Be creative

Level Expected at the End of EYFS		
Reception - Understanding the World	ELG: Understanding the World (People, Culture and Communities)	ELG: Understanding the World (The Natural World)
- Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. Recognise some environments that are different to the one in which they live.	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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.	- 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.
Pupils will have exposure to interesting natural environments to explore and look after, such as our school woods, outdoor classroom and large field. We have timetabled ‘Forest School’ sessions for all pupils throughout the week and opportunities to freely explore the outdoors during child/adult initiated sessions. Pupils will have the opportunity to foster curiosity to touch, smell and hear the natural world around them during hands-on experiences and take supported risks. It is here that pupils will use observation skills to draw pictures, to sing and write about the natural world, including naming and describing animals and plants. Pupils will become familiar with the school locality, including the village the school is located in. Pupils will look at aerial views of the school setting and will be encouraged to comment on what they notice, recognising buildings, open space, roads and other simple features and landmarks. Eg the local park, Amphitheatre, the public house, garage etc. There will be opportunities for children to draw simple maps of their immediate environment and maps from imaginary story settings they are familiar with. Eg Treasure maps linked to a Pirate topic. Pupils will learn about places in the world that contrast with locations they know well. Vocabulary will be introduced that is relevant and specific to describe these contrasting locations. Pupils will have images, video clips, shared texts and other resources to bring the wider world into the classroom. This may include how other children travel to school, what they eat and where they live etc. By being outdoors, pupils will have first-hand experience of the weather and the changing seasons. Pupils will have opportunities to observe the natural world throughout the year and observe how plants and animals differ as the seasons change. They will have opportunities to incorporate the changing environment in their play. Eg frozen water play in winter, the drawing of shadows in summer.		

Key Stage 1 National Curriculum Expectations	
Locational Knowledge Pupils should be taught to: - name and locate the world’s seven continents and five oceans; - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place Knowledge Pupils should be taught to: - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Human and Physical Geography Pupils should be taught to: - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Geographical Skills and Fieldwork Pupils should be taught to: - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2 National Curriculum Expectations	
Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational Knowledge - locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place Knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Human and Physical Geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical Skills and Fieldwork Pupils should be taught to: - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

2 Year Rolling Programme							
	EYFS	KS1		LKS2		UKS2	
		Year A	Year B	Year A	Year B	Year A	Year B
Autumn Term	Local Where do I live? Our learning environment. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	School Grounds Local Fieldwork <i>Weather and Seasons (fieldwork)</i>	Local park Local Fieldwork <i>Local Area (fieldwork)</i>	Local Fieldwork Truro	Local Fieldwork Plymouth	Local Fieldwork Edinburgh	Local Fieldwork London
Spring Term	UK Changes in the leaves, weather, seasons. Explore the world around us and see how it changes as we enter Spring.	UK Looe/Alaska	UK Local Farming/Australia	UK Rivers/Water Cycles	UK Cornwall How land use has changed over time	UK UK/Italy Mountains (3 main peaks, Countries of UK)	UK Trade (Economic activity including Trade links and the distribution of natural energies)
Summer Term	Europe Features of local environment. Maps of local area. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.	Global Uganda <i>(Climate Zones hot)</i>	Global Antarctica Climate Zones cold	Global North America -	Global <i>Rainforests – South America (Weather, Climate Zones, biomes and vegetation)</i>	Europe Volcanoes and Earthquakes	Global Greece The study of human and physical geography

Suggested Books for our Geography units							
Stara Class		Henwood Class		Plusha Class		Caradon Class	
EYFS		Y1	Y2	Y3	Y4	Y5	Y6
     		  	     	     	     	   	     

Geography Curriculum Plan – Cycle A									
	Henwood Class			Plusha Class			Caradon Class		
	Y1		Y2	Y3		Y4	Y5		Y6
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Intent and theme	Local Fieldwork School grounds Weather	UK Looe/Alaska Comparison-fishing Weather	Global Uganda Hot places Weather	Local Fieldwork Truro City Local area Fieldwork-cathedral/local church (Memory stick-stick natural objects)	UK Rivers/Water cycles Rivers in Cornwall Local area River Lynher Golitha Falls	Global North America Rivers	Local Comparison Edinburgh/Highlands	UK Comparison Mountains	Europe Volcanoes and earthquakes Links across geography units
Prior knowledge	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.	Recognise some similarities and differences between life in this country and life in other countries.	Recognise some similarities and differences between life in this country and life in other countries. Know some similarities and differences between the natural world around them and contrasting environments	Name and locate the four countries and capital cities of the UK. Understanding geographical similarities and differences.	Understanding geographical similarities and differences. Identify seasonal and daily weather patterns within the UK. Physical features: river, valley, season, weather.	Name and locate the worlds 7 continents and 5 oceans. Understanding geographical similarities and differences.	Physical features of cities and counties in the UK.	Topography of Cornwall	Reasons why people seek to manage their environment.
Composite	Do our school grounds support plant life?	How does Looe compare to Valdez, Alaska?	Where in the world is Uganda?	What are the similarities and differences between Upton Cross and Truro?	What journey does a river take?	How are the states of North America different?	What is it like to grow up in the Highlands?	How do mountain ranges in the UK compare to mountain ranges in Italy?	Why does the Earth explode?
Components	Which features in our school grounds encourage plant life? Where on our school grounds could we encourage plant life? How can we share the locations in our school where we would encourage plant life? How can we write directions?	What is the difference between weather and climate? What are the 5 oceans of the world? What are the 7 continents of the world? What is Looe known for? Where in the world is Valdez, Alaska? What are the human and physical features of Looe? What are the human and physical features of Valdez, Alaska?	What are the 7 continents of the world? Where is Uganda? What is it like to live in Uganda? What is a national park?	What are the main counties and cities of the UK? Where is Truro? How can I get there? What are the human features of Truro? How does Truro Cathedral compare to our local church?	What are rivers and how are they formed? What are the main rivers of the UK? What is a water cycle? What journey does the River Lynher take? How can I stop a river? (flooding)	What are the countries of North America? What are the climate zones? What is a vegetation belt?	Where are the Highlands? Who lives in the Highlands? How does the population change in different areas of Scotland? How do the Highlands compare to Edinburgh?	How are mountains made? Where are the mountains in the UK? Where are the mountains in Italy? How do the mountain ranges affect the cities? What are the key landmarks in Italy?	What is a volcano? What is the ‘Ring of fire’? What are the effects of a volcano? How do earthquakes happen? Where do earthquakes happen? What is a tsunami? How do charities support countries after natural disasters?
Assessment Checkpoints	To recognise some human and physical features of our school environment To use simple compass directions To identify seasonal and daily weather patterns in the United Kingdom To devise a simple map To name and locate the four countries of the United Kingdom	To name and locate the world’s five oceans To name and locate the world’s seven continents To locate cold areas of the world in relation to the equator and the pole To use world maps, atlases and globes To name and locate the four countries of the United Kingdom To understand similarities and differences of the human and physical features of Looe and Valdez, Alaska	To name and locate the seven continents of the world To name and locate the five oceans of the world To locate hot areas of the world in relation to the equator To use world maps, atlases and globes To understand similarities and differences of the human and physical features of Uganda (village/town in) and Upton Cross To use aerial photographs to recognise landmarks and basic human and physical features	To name and locate counties and cities of the United Kingdom To describe the physical and human features of Upton Cross and Truro To use fieldwork to observe, measure, record and present the human and physical features of Upton Cross Locate counties in the UK on map. Identify physical features of the county. Label the cities of the UK. Make plans and maps using symbols and keys.	To understand and describe the physical geography of rivers and the water cycle To understand and describe the human geography of the distribution of natural resources, including minerals and water To name and locate counties and cities of the United Kingdom To locate the river Thames on a map To identify key topographical features (including hills, mountains, coasts and rivers) in the United Kingdom	To locate countries in Europe and North and South America on a world map To identify key physical and human characteristics, countries, and major cities in Europe, North and South America To understand and describe vegetation belts and climate zones To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere	To name and locate counties and cities of the United Kingdom To identify 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 To understand and describe the human geography of the highlands Locate capital cities of countries of the British	To locate countries in Europe and North and South America on a world map To understand and describe the physical geography of mountains and how they impact the human geography To understand geographical similarities and differences between mountain ranges in the UK and mountain ranges in Italy, and their surrounding areas To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern	To understand and describe the physical geography of volcanoes and earthquakes To use maps, atlases, globes and digital mapping to identify countries of the world with volcanoes Identify countries with volcanoes and earthquakes and describe the physical geography.

				Use the 8 point of a compass. Use 4 figure grid references. Use vocab including, floodplain, location, industry, settlement, water cycle.	Draw and recognise the water cycle Locate the river Thames on a map. Identify how rivers erode, transport and deposit materials.	Locate countries on maps, globes and digital maps. Compare human and physical features. Identify similarities and differences between places. List the physical characteristics of countries within North America. Compare the physical and human features of a region of the UK and a region in North America. Describe where places are in relations to their human and physical features.	Isles and the UK and seas around the UK.	Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Label different countries within Europe including Russia. Compare the shapes of continents with Europe. Locate the UK and compare location with that of other European countries. Identify why there are similarities and difference between places in Europe. Identify where places are in relation to each other, describe using 8 points of a compass.	
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	Geography Curriculum Plan – Cycle B									
	Henwood Class			Plusha Class			Caradon Class			
	Y1	Y2		Y3	Y4		Y5	Y6		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	
Intent and theme	Local Fieldwork Upton Cross-park	UK Farming/Australia Local farming community	Global Antarctica Hot and cold places Ernest Shackleton	Local Fieldwork Plymouth Local and familiar city Fieldwork	UK Land use Local tin mines Fieldwork	Global South America Sustainability	Local Fieldwork London Residential Capital GFOL in KS1 Links with school in London.	UK Trade	Europe Greece Link to history unit- Ancient Greece	
Prior knowledge	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.	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. Polar regions topic in EYFS	Name and locate the four countries and capital cities of the UK. Understanding geographical similarities and differences.	Name, locate the seas surrounding the UK. Name and locate the four countries and capital cities of the UK. Understanding geographical similarities and differences.	Name and locate the worlds 7 continents and 5 oceans. Understanding geographical similarities and differences.	Physical features of cities and counties in the UK.	How humans affect their environment.	Italy comparison study	
Composite	Why do we need both natural and human-made features in our community?	How are farms in Australia different?	Where in the world is Antarctica?	What are the similarities and differences between Upton Cross and Plymouth?	How has Cornwall changed over time?	Do rainforests act as the lungs of the Earth?	Why do people live in the busy capital?	How did trade get global?	What makes Greece attractive to tourists?	

Components	Where do we live? (UK and 4 countries, seas) Where is Upton Cross? Where is our local park and how do people get there? How can we collect data about the key features of the park? What are the natural and human-made features of our community?	What are the 7 continents of the world? What are the 5 oceans of the world? What is the equator? What is the weather like in Australia? Is it different to the UK? How do we farm in the UK? How do they farm in Australia?	What are the 7 continents of the world? What are the 5 oceans of the world? What is the equator? What is a polar region? Who has explored the polar regions?	What are the main counties and cities of the UK? Where is Plymouth? How would I get to Plymouth? What landmarks is Plymouth known for?	What is Cornwall famous for? What are the topographical features of Cornwall? How has Cornwall changed over time?	What is a rainforest? What is a biome? Where are there rainforests? Where is the Amazon? Why do we need rainforests? How can I protect the rainforest?	Where is London? How could I get to London? What are the human features of London? What are the similarities and differences between London and (capital city of...)? What are the similarities and differences between living in a city and living in a village?	What is the trade timeline? How has trading changed? Why should we buy from the UK when we can? What are food miles? What does the UK export? How does the global supply chain work? What is fairtrade? What do we trade? Who do we trade with?	Where in the world is Greece? What are the famous landmarks in Greece? Which area of Greece has the biggest population? How does Greek culture compare to our own?
Assessment Checkpoints	To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Name, locate the seas surrounding the UK. Name and locate the four countries and capital cities of the UK.	To name and locate the world’s five oceans To name and locate the world’s seven continents To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use world maps, atlases and globes to identify the UK and its countries as well as the countries continents and oceans studied at this key stage. Name and locate the worlds 7 continents and 5 oceans. Identify seasonal and daily weather patterns within the UK and the location of hot and cold areas of the world in relation to the equator and north and south poles.	To name and locate the world’s five oceans To name and locate the world’s seven continents To locate cold areas of the world in relation to the equator and the pole To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans Use world maps, atlases and globes to identify the UK and its countries as well as the countries continents and oceans studied at this key stage. Name and locate the worlds 7 continents and 5 oceans. Identify the location of hot and cold areas of the world in relation to the equator and north and south poles.	To use the eight points of a compass To use fieldwork to observe, measure, record and present the human physical features of Upton Cross and Plymouth Identify physical features of cities and counties in the UK. Draw complex accurate maps with complex keys.	To name and locate counties and cities of the United Kingdom To identify human and physical characteristics, key topographical features, land-use patterns and changes over time in Cornwall Identify ways the coast is changing through climate change.	To understand and describe the physical geography of biomes 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 Identify ways human affect the environment e.g. global warming. Identify how the worlds environments have changed over time e.g. how the sea levels have changed. Give reasons why people seek to manage their environment. Compare weather patterns around the world and relate these to climate zones. Locate rainforests on a world map and globe.	To use the eight points of a compass and 4 and 6 figure grid references To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns and changes over time To use maps, atlases, globes and digital mapping to describe features Compare London with European countries with high populations and large areas and the largest cities.	To understand and describe the human geography of economic activity To use the eight points of a compass and 4 and 6 figure grid references To use maps, atlases, globes and digital mapping to locate countries Use a widening range of geographical terms including specific topic vocab. E.g. urban, rural, land use, sustainability, tributary, trade links etc.	To understand geographical similarities and differences between Greece and the United Kingdom To locate the world’s countries, using maps to focus on Europe concentrating on key physical and human characteristics and major cities in Greece Compare the similarities and differences of human and physical geography within a region of the UK, a region in a European country. Identify the key aspects of human geography within the country of study.

Geography Key Stage 1 (Composites and Components Table)			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
Composites			
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Name and locate the world’s seven continents and five oceans	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.	- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	- Use world maps, atlases and globes - Use simple compass directions - Use aerial photographs - Construct simple maps - Undertake simple fieldwork within school locality
Components			
- Know the names of the four countries that make up the UK and name the three main seas that surround the UK - Know the names of and locate the seven continents of the world - Know the names of and locate the five oceans of the world - Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland	- Know features of hot and cold places in the world - Know the main differences between a place in England and that of a small place in a non-European country	- Know which is the hottest and coldest season in the UK - Know and recognise main weather symbols - Know the main differences between city, town and village - Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach - Explain some of the advantages and disadvantages of living in a city or village	- Know where the equator, North Pole and South Pole are on a globe - Know which is N, E, S and W on a compass - Know their address including postcode - Know and use the terminologies: left and right; below, next to

Geography Key Stage 2 (Composites and Components Table)			
	Locational Knowledge		
	Composites		
	Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
	Components		
Year 3&4	- Know the names of and locate at least eight European countries - Know the names of and locate at least eight major cities across the world	- Know the names of and locate at least eight counties and at least six cities in England - Know where the main mountain regions are in the UK - Know, name and locate the main rivers in the UK	- Know the names of four countries from the southern and four from the northern hemispheres - Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map - Know what is meant by the term ‘tropics’
Year 5&6	- Know the names of a number of European capitals - Know the names of, and locate, a number of South or North American countries		Know about the time zones and work out differences

Geography Key Stage 2 (Composites and Components Table)	
	Geographical skills and fieldwork
	Composites
	- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
	Components
Year 3&4	- Use maps to locate European countries and capital cities - Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian - Know and name the eight points of a compass - Know how to plan a journey within the UK, using a road map
Year 5&5	- Know how to use graphs to record features such as temperature or rainfall across the world - Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. - Know what most of the ordinance survey symbols stand for - Know how to use six-figure grid references

Location Knowledge						
Stara Class	Henwood Class		Plusha Class		Caradon Class	
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Reception - Understanding the World - Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Recognise some environments that are different to the one in which they live. ELG: Understanding the World (People, Culture and Communities) - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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. ELG: 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. - Understand some important processes and changes in the natural world around them, including the seasons.	Name and locate the world’s seven continents and five oceans. Knowledge: A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean Skill: Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world Knowledge: The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England; Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Skill: Know the names of the four countries that make up the UK and name the three main seas that surround the UK Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland Knowledge: The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England; Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.	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). Knowledge: Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. Skill: Locate significant places of latitude and longitude. Knowledge: The Tropic of Cancer is 23.4 degrees north of the equator and Tropic of Capricorn is 23.4 degrees south of the equator. Skill: Identify the location of the Tropics of Cancer and Capricorn on a world map. Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Knowledge: Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines. Skill: Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.	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. Knowledge: Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world’s earthquakes and volcanic eruptions happen along the Ring of Fire. Skills: Name and locate significant volcanoes and plate boundaries and explain why they are important. Knowledge: Counties of the United Kingdom including Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom including London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle. Skills: Name, locate and describe some of the major counties and cities in the UK Knowledge: The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. Skill: Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.	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. Knowledge: Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia. Skill: Name, locate and describe major world cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Knowledge: Relative location is where something is found in comparison with other features. Skill: Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features. 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). Knowledge: The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called the Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone that is 15 degrees to the east of Greenwich is another hour later. Skill: Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night)	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). Knowledge: The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. Skill: Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). 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. Knowledge: Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia Skill: Name, locate and describe major world cities. Knowledge: The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. Skill: Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night)
Disciplinary Skills: Explore the natural world around them, making observations, drawings and pictures of animals and plants. Follow simple directions within the school environment.	Disciplinary Skills: Ask and respond to simple questions. Use information books as sources of information. Make simple comparisons between features of different places.	Disciplinary Skills: Make appropriate observations about why things happen. Make simple comparisons between features of different places. Use non-fiction books, stories, maps, pictures, photos and the internet as sources of information.	Disciplinary Skills: Begin to ask/initiate geographical questions. Use non-fiction books, stories, maps, pictures, photos and the internet as sources of information. Begin to draw conclusions.	Disciplinary Skills: Ask and respond to questions and offer own ideas. Analyse evidence, make comparisons and draw conclusions.	Disciplinary Skills: Begin to suggest questions for investigating. Identify areas of elevation on a map.	Disciplinary Skills: Confidently use atlases. Suggest questions for investigating.

Place Knowledge						
Stara Class	Henwood Class		Plusha Class		Caradon Class	
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Reception - Understanding the World - Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Recognise some environments that are different to the one in which they live. ELG: Understanding the World (People, Culture and Communities) - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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. ELG: 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. - Understand some important processes and changes in the natural world around them, including the seasons.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Skill: Identify the similarities and differences between two places. Know features of hot and cold places in the world. Knowledge: Places can be compared by size, amenities, transport, location, weather and climate.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Skill: Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. Knowledge: A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain	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. Skill: Describe and compare aspects of physical features. Knowledge: A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved.	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. Skill: Describe and compare aspects of physical features. Knowledge: A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved. Skill: Describe and compare aspects of physical features. Knowledge: A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved.	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. Skill: Identify and describe the similarities and differences in physical and human geography between continents. Knowledge The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate.	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. Skill: Describe the climatic similarities and differences between two regions. Knowledge: Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures
Disciplinary Skills: Draw on their own experiences and knowledge of places in the world. Understand some similarities and differences of their own environment and contrasting environments. Exploring immediate environment making simple links with other places (e.g. food and stories).	Disciplinary Skills: Use information books as sources of information. Make simple comparisons between features of different places using aerial photos, maps and case studies. Follow simple directions-up/down, left/right, forwards/backwards.	Disciplinary Skills: Identify and locate places on a map. Use directional location to describe features and routes on a map. Use aerial photos, maps and case studies to make comparisons.	Disciplinary Skills: Use non-fiction books, stories, maps, pictures, photos and the internet as a source of information. Locate features on a map.	Disciplinary Skills: Use non-fiction books, stories, maps, pictures, photos and the internet as a source of information. Begin to identify significant places and environments.	Disciplinary Skills: Select maps for a specific purpose. Compare maps with aerial photographs. Begin to use atlases to find out about other features of places.	Disciplinary Skills: Use atlases to find out about other features of places.

Geography Skills and Fieldwork						
Stara Class	Henwood Class		Plusha Class		Caradon Class	
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Reception - Understanding the World - Draw information from a simple map. ELG: Understanding the World (People, Culture and Communities) - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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.	Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Skill: Know where the equator, North and South pole are on a globe Knowledge: A globe is a model of the Earth. It shows us a three-dimensional view of the Earth. It shows directions, distances and areas. Skill: Name and locate the world's seven continents and five oceans on a world map. Knowledge: A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Skill: Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. Knowledge: The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages. 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. Skill: Draw or read a simple picture map. Identify features and landmarks on an aerial photograph or plan perspective. Knowledge: A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. An aerial photograph or plan perspective shows an area of land from above. Use simple compass directions (North, South, East and West) and locational	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. Skill: Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. Knowledge: Data can be recorded in different ways, including tables, charts and pictograms. Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording. 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. Skill: Draw or read a range of simple maps that use symbols and a key. Study aerial photographs to describe the features and characteristics of an area of land. Knowledge: A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side). Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Skill:	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Skill: Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. Knowledge: An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. Maps, globes and digital mapping tools can help to locate and describe significant geographical features. An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. 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. Skill: Use four-figure grid references to describe the location of objects and places on a simple map. Knowledge: A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Skill: Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. Knowledge: Maps, globes and digital mapping tools can help to locate and describe significant geographical features. Skill: Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. Knowledge: An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. 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. Skill: Use four-figure grid references to describe the location of objects and places on a simple map. Knowledge: A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four figure grid references give specific information about locations on a map. 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. Skill: Use the eight points of a compass to locate a geographical feature or place on a map.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Skill: Analyse and compare a place, or places, using aerial photographs. atlases and maps. Knowledge: Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places. 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. Skill: Summarise geographical data to draw conclusions. Knowledge: Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions. Skill: Identify elevated areas, depressions and river basins on a relief map. Knowledge: The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat. 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. Skill: Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Skill: Analyse and compare a place, or places, using aerial photographs. atlases and maps. Knowledge: Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places. 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. Skill: Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. Knowledge: Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.
Disciplinary Skills Explore a variety of maps. Use maps to identify where specific animals may live.	Disciplinary Skills: Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of the school and its grounds.	Disciplinary Skills: Identify seasonal and daily weather patterns. Use fieldwork to identify different habitats for animals to create sketch maps. Identify how places in our local environment make us feel.	Disciplinary Skills: To explore a local river and the characteristics of a river system. To compare local geography with a contrasting settlement that is further afield.	Disciplinary Skills: To explore a local river and use it as a case study for how the features fit with the characteristics of a river system as it flows downstream from source to mouth.	Disciplinary Skills: Observe, measure and record using a range of methods e.g. sketch maps, scaled maps, graphs and digital technology. Using grid references in the field.	Disciplinary Skills: Communicating geographical information with a wide range of methods including writing at length. To compare local geography with a contrasting settlement that is further afield.

Human and Physical Geography						
Stara Class	Henwood Class		Plusha Class		Caradon Class	
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Physical geography: Physical features: Begin naming features in the local environment e.g. school, house, road, park. Talk about why some things change in the local environment and how some environments are different. To explore the natural environment around them. Human geography: Children talk about similarities and differences between themselves and others, and among families, communities, and traditions. To learn about the things that are important to us. To identify the types of settlement in our locality.	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. Physical geography: Physical features: Use simple geographical vocabulary to refer to physical features of our school and local environment e.g. trees, hills, wild areas, farms, woods, etc when looking at photos and conducting fieldwork. Begin to express views on features in the local environment. Identify seasonal and daily weather patterns in the United Kingdom. Polar regions – identify key features and animals of polar regions. Human geography: Human features: Use simple geographical vocabulary to identify key human features in the school and local area e.g. school, roundhouse, park, pond, wind turbine, etc. Discuss what is different about contrasting settlements in the local area e.g. village, town, beach, farm, the park. Begin to express views on features in the local environment. To learn about the culture in Alaska – food, language, religion, etc. To learn about the culture in Australia – food, language, religion, etc.	Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Physical geography: Physical features: Identify and record key physical features of Uganda including key physical features, including: forest, hill, mountain, river, valley, season and weather Identify physical features of local area including: Beach, cliff, coast, hill, sea, ocean and rivers. Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Human geography: Human features: Identify key human features on the local area, including: city, town, village, office, farm and shop Identify key human features in an area of Uganda including: city, town, village, shops, office, etc. Culture: To learn about the culture in Uganda – religion, celebrations, food, language, dos and don'ts and compare to our own culture and values.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Physical geography: Physical features: Physical geography including Rivers and the water cycle, climate zones and vegetation belts of the UK and North America. Human geography: Human features: To compare buildings in North America with buildings in Upton Cross/Liskeard. To identify and locate key human features in North America. To understand why humans began to settle in certain places (early settlers – agriculture, religion, culture, etc.) Trade: Understand population distribution and the fair/unfair distribution of natural resources including food (food miles). Culture: To learn about the culture in North America – language, traditions, food, etc. and compare to our own culture and values.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Physical geography: Physical features: Physical geography, including: climate zones, biomes, vegetation belts, rivers and the rainforests. Identify rainforest features. Understand rivers and the water cycle. Human geography: Human features: To identify key human features in North and South America – cities, landmarks, towns, etc. To compare rainforest settlements with local settlements. To understand how and why rainforest settlements are different. Culture: Understand that people are culturally diverse.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Physical geography: Physical features: Describe and understand key aspects of : Physical geography including rivers; climate zones, biomes, and mountains. To identify areas of elevation in the USA and local area. To identify the carbon cycle and the reasons for climate change. Human geography: Human features: to identify, locate and compare key human features in Greece and Italy. Trade: economic activity including trade links and the distribution of natural resources including energy, food, minerals and water with the USA and its main traders. Fair/unfair distribution of resources (Recap Fairtrade). Culture: To learn about the culture in Greece and Italy – food, religion, language, clothes, etc. and compare to our own culture.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Physical geography: Describe and understand key aspects of : Physical geography including coasts, rivers; mountains; climate zones, biomes and vegetation belts in India and the UK. Volcanoes and earthquakes – looking at cause and effects using key geographical vocabulary, plate tectonics and the ring of fire. Link to Science: rock types. Name and locate the key topographical features of the UK including coast, features of erosion, hills, mountains, rivers and land use patterns and understand how these features have changed over time. Human geography: Human Geography: To identify and locate key human features in Greece and compare to human features in the UK. To describe and understand key aspects including economic activity and trade links and the distribution of natural resources including energy, food, minerals and water. Culture: To learn about the culture in Italy and compare with other cultures we have learnt about across the school.
Disciplinary Skills: Ask questions about aspects of their familiar world. Exploring immediate environment making simple links with other places (e.g. food and stories).	Disciplinary Skills: Express their own views about the people, places and environments studied.	Disciplinary Skills: Express their own views about the people, places and environments studied, giving reasons. Observe, record and name geographical features on the school environment.	Disciplinary Skills: Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world. Observe, name and record geographical features in the local environment.	Disciplinary Skills: Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world. Observe, record and explain physical and human features in contrasting environments.	Disciplinary Skills: Express their own views about the people, places and environments studied, justifying their reasons.	Disciplinary Skills: Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.

EYFS Vocabulary													
materials	natural	environment	country	map	globe	community	similarity	difference	seasons	weather			
Year 1 Vocabulary													
England	Scotland	Wales	Northern Ireland	United Kingdom	town	village	city	similar	different	equator	hot	cold	weather
seasons	arctic	autumn	winter	summer	spring	forest	hill	farm	house	map	key	near	far
distance	school	Antarctica	Africa	Uganda	Alaska	Upton Cross	Launceston	Looe	Liskeard	port	harbour	Beach	cliff
capital	London	factory	Cardiff	Shop	Land use	environment	climate	similarity	difference	changeable	blizzard	hurricane	mountain
soil	office	factory	North Pole	South Pole	direction	compass	address	countryside	travel	fieldwork	observe	route	coast
Europe	Atlantic Ocean	English Channel	River Thames	Mountain	Office	Southern hemisphere	hemisphere	temperate	drought	equator	Aerial view	landmark	vegetation
Year 2 Vocabulary													
earth	globe	continent	country	ocean	compare	population	sand	weather	sea	water	seaside	town	map
shop	atlas	key	farm	symbol									
Asia	Africa	Europe	North America	South America	Australia	Antarctica	Arctic	Atlantic	Pacific	Indian ocean	island	climate	port
harbour	shore	coast	city	town	village	compass	location	north	south	east	west		
Northern hemisphere	Southern hemisphere	inhabitants	vegetation	physical features	human features								
Year 3 Vocabulary													
Asia	Africa	North America	South America	Australia	Antarctica	continent	map	river	desert	mountain	capital	city	UK
Europe	local	hilly	flat	Amazon	volcano	eruption	magma	crust	mantle	outer core	inner core	climate zones	map
atlas	globe	country	north	east	south	west	compass						
British Isles	equator	Northern hemisphere	Southern hemisphere	sea level	climate	tropical	temperate	active	dormant	topsoil	subsoil	bedrock	biome
tornado	locate	mapping	human	physical	plans	features	key						
Tropic of Cancer	Tropic of Capricorn	terrain	vegetation	tectonic plate	tsunami	vegetation belt	ordnance survey	grid reference					
Year 4 Vocabulary													
Europe	desert	rainforest	map	location	hills	mountains	coasts	rivers	solid	liquid	vapour	melt	freezing
boiling	water cycle	map	atlas	globe	continent	country	north	south	east	west	compass	region	county
human	physical												
plains	mountains	highlands	freshwater lakes	evaporation	condensation	ground water	runoff	flood plain	pollution	closed cycle	locate	mapping	human
physical	plans	features	key										
environmental	temperate	permafrost	boreal forest	precipitation	infiltration	ordnance survey	grid reference						
Year 5 Vocabulary													
Europe	North America	South America	cities	region	land use	county	north	south	east	west	compass	coal	nuclear
import	export	wind power	solar power	renewable	non-renewable	map	atlas	globe	country				
rural	urban	time zones	settlement	generation	carbon footprint	food miles	origin	locate	mapping	human	physical	plans	feature
key													
latitude	longitude	Greenwich meridian	biomass	conservation	ordnance survey	grid reference							
Year 6 Vocabulary													
Africa	Asia	Australasia	Oceania	environmental	human	physical	hills	mountains	rivers	region	United Kingdom	North America	South America
continent	climate	trade	import	export	fairtrade	map	atlas	globe	continent	country	north	south	east
west	compass												
human	physical	atlas	residential	industrial	global supply chain	British Empire	locate	mapping	plans	features	key		
erosion	pre classic period	post classic period	globalisation	ordnance survey	grid reference								

Geography SEND Strategies	
	Here is how we will help:
Attention Deficit Hyperactivity Disorder	- Ensure all resources are available for the children to explore prior to the lesson and, if support is needed to allow access to materials e.g. atlases, ensure the teacher or a TA is available - During fieldwork, give clear rules to follow for safety and focus for the lesson. Accept that being outside is exciting but remain firm that the learning intention is the focus - Allow time-out within the area of learning (if not learning in classroom e.g. fieldwork) where the child can calm down if needed – agree this space with the child as required - There are lots of opportunities within Geography for group work – depending on the child, ensure they have a ‘role’ within the group and plan additional resources in case a pupil needs to work independently (regardless of needs prior to the lesson, the provision of individual work within a planned group session should also be considered in case any child within the class is struggling)
Anxiety	- Most strategies for helping those with anxiety will be the same within Geography- knowing the child will help, of course, and ensuring pre-teach is used where helpful - Reassurance, especially around difficult concepts e.g. lines of latitude, longitude etc. And explaining several times in different ways e.g. atlas, map, globe - Time-out or short break if required
Autism Spectrum Disorder	- Geography lessons and fieldwork can be overwhelming for some children due to the changing nature of lessons – allow children time and space if overwhelmed - Some children have definite ideas based on their prior (incorrectly learned) knowledge which may need to be ‘untaught’ e.g. which countries are in which continents, pyramids were in Ancient Rome etc. - be consistent when correcting ideas and have proof e.g. atlas, globe, visual as well as written information sheets. Continue to go over these incorrect ideas with new facts - Be able to show understanding in a range of ways including visual as well as written information – for extended writing teacher or TA support may be required
Dyscalculia	- Physical resources, properly demonstrated to be used - Lots of practise looking from whole-world maps to sections – use physical props to help e.g. ‘picture frame’ around an area and let the children explore the shapes of the land and sea to help build links - Support with quantitative data e.g. graphs, charts etc. - Visual aids and word-mats to help with vocabulary.
Dyslexia	As well as the best practise for Dyslexic pupils e.g. font size and type, in Geography, the following will also be helpful: - Visual aids and word-mats to help with vocabulary - Reading text-heavy atlas pages or summarising within handouts if required - A range of showing understanding – visual, written, drawing, graphs etc.
Dyspraxia	- A range of showing understanding – visual, written, drawing, graphs etc. - Support with quantitative data e.g. graphs, charts – provide scaffolded graphs for data to be added to - Demonstrate any equipment to be used for Geography lessons or fieldwork
Hearing Impairment	- Pre-teach if required - Demonstrate use of equipment - Visual aids if required - When completing fieldwork, agree a way of ensuring all children know when/where to return to if on school site – if cue is audio e.g. whistle, ensure partner/group will give visual cue- want to encourage independent fieldwork rather than providing TA support where not needed - Ensure instructions are understood before lesson begins and any additional instructions are provided in writing if required - Visual aids and word-mats to help with vocabulary
Toileting Issues	- Allowances and provision needed when completing fieldwork away from school building/trips - Allow rest time if needed
Cognition and learning challenges	- Visual aids and word-mats to help with vocabulary - Demonstrate how to use equipment each time it is used for consistency and processing - Break down tasks into manageable chunks and demonstrate each step as required - Writing support for extended writing including examples of text and scaffolded frame - Step by step instructions - Group and partner work within fieldwork to help stay on task and provide peer support
Speech, Language & Communication Needs	- Visual aids and word-mats to help with vocabulary - Demonstrate how to use equipment each time it is used for consistency and processing - Break down tasks into manageable chunks and demonstrate each step as required - Writing support for extended writing including examples of text and scaffolded frame - Step by step instructions with understandable vocabulary - Group and partner work within fieldwork to help stay on task and provide peer support
Tourette Syndrome	Be aware of tics when using globes – position them in middle of desk before use
Experienced Trauma	- Positive reinforcement and positive atmosphere within lessons - Fieldwork and experiential Geography may involve discussions or trigger memories of trauma – knowing your children in advance is very important and allowing time, space, and the ability to discuss (or not to share) is very important. Similar to Jigsaw/PSHE, discussion is welcome and sharing within class with boundaries and rules for not sharing other people’s stories without permission to allow children to feel comfortable to chat knowing that their experiences will not be spread outside the classroom
Visual Impairment	- Enlarge maps and show them on the large screen - Give the children time and opportunity to explore through touch e.g. outlines of maps, textures to evoke discussion etc.