

Frittenden
CofE
Primary School



Scheme of work:
Geography

Embedding our Intent - Geography

Our Geography curriculum aims to foster fascination and inspire curiosity about the world that they live in and the places, people and systems within it. In a world that is so interconnected, ever-changing and diverse, it is important that our children have a genuine interest in their world – both at a local and global scale. Beginning with the foundations in EYFS, our goal is to stir a love of the subject that extends beyond Frittenden CoE Primary School.

Children investigate and discover a range of places – beginning with the locality of our school and Frittenden, and extending to the United Kingdom and abroad. Through our carefully selected Geography topics, children will gain and build on knowledge about places, people, resources and natural and man-made environments. In addition, they will develop their understanding of key human and physical processes that shape and change our world. Throughout all topics, children develop and hone geographical skills of fieldwork to collect, interpret geographical information and communicate geographical information in different ways.

In order to provide engaging and motivating lessons, our Geography teaching uses a range of strategies to inspire our children which include active learning, investigations, use of stories and games. Topics are launched with a big question that is explored through the topic and culminate with an event or piece of learning to answer the question. Deeper thinking is encouraged by using challenge questions within lessons. Displays will celebrate the children's learning while also display vocabulary and key information to help embed knowledge. Where appropriate, links are drawn with History to make a broader topic that encompasses both subjects. Cross curricular events are planned at start and end of topics to engage and celebrate the learning. Naturally Geography is a subject about the world outside so where possible visits, trips and visitors are planned to bring learning to life.

Our Christian values underpin all aspects of our teaching and learning. The high aspirations and expectations the teaching team have for the children ensure that no child is given a learning limit or ceiling and that every child is given the opportunity to flourish. The school values are integrated into every geography lesson as follows:

Respect: Respect it at the core of our geography lessons: respect for the world around us and the environment; respect for explorers and conservationists; respect of diversity and cultures in our society and the wider world; respect for opinions if we do not always agree.

Joy: Children are encouraged to find joy in the everyday; experience joy for their success and the success of others; and to share their joy. This is done through offering supportive advice and giving praise to peers for brilliant effort and achievements.

Compassion: We are compassionate about global issues and the environmental impact that human process is having on the world. We want to play our part in preserving our planet. A compassionate geographer and free thinker is a better model to their peers.

Implementation

In the Early Years it is the first opportunity to see how a child interacts with their environment and how the environment influences them. Staff follow the Early Years Foundation Stage (EYFS) Statutory Framework which aims to guide children, to make sense of their physical world and their community by allowing them to explore, observe and find out about people, places, technology and the environment – this is the first step of becoming a

Place. Space. Scale. Interdependence. Physical and Human Processes. Environmental Impact. Sustainable Development. Cultural Awareness and Diversity

geographer.

In KS1 and KS2, Teachers maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of Geography are being taught across all year groups.

- Geography lessons are planned coherently, using the skills progressions, to build pupils' knowledge and understanding of the world and the interaction between physical and human processes through quality first teaching.
- build geographical expertise from their local area to the wider world. This includes locational knowledge, understanding of human and physical features and geographical and fieldwork techniques.
- Opportunities to develop their skills and fieldwork using maps and atlases (both physical and digital) will be provided for all pupils. Fieldwork allows pupils to apply geographical skills in a real-life setting and explore their local area and the features within it. We will develop deep subject knowledge and key skills while differentiating work for all abilities.
- From EYFS up to the end of KS2, pupils will be taught various geographical terms both in our local area and worldwide.
- Geography assessment is ongoing and informs teachers with planning lesson activities and differentiation; it will be tracked against the Geography progression of skills objectives.
- All lessons are planned using skills progressions so that knowledge is taught across the year group; skills are progressed across the key stage with connections made to prior learning.

Impact

The impact of quality first teaching in Geography will foster a love and enthusiasm for the subject.

- Well-constructed and well-taught lessons provide pupils with opportunities to research and apply skills independently – skills essential for lifelong learning. Book scrutiny indicates high expectations and reflect what pupils have learned to a good/very good standard. All learning builds towards clearly defined end points that are met.
- Pupils will leave KS2 with a strong knowledge of their local area and a confidence of the location of other countries and cities around the world. All pupils will be able to discuss and recall a variety of events and where they happened in the world, as well as explain aspects of human and physical geography and confidently use maps and atlases (physical and digital).
- Knowledge and skills will have developed progressively to not only enable them to meet the requirements of the National Curriculum but to prepare pupils to become competent geographers in secondary education. We want pupils to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

Geography Overview:

		Autumn	Spring	Summer
Dahl	A	Local Area: (GA) Investigating our Street	(HT) Cold, Cold, Cold!	(Planbee) African Adventure
	B	Local Area: (GA) What makes our area special?	The U.K. (GA) Barnaby Bear investigates the U.K.	(GA) Barnaby Bear goes to the seaside.
Wells	A	(GA) World Trade. How does trade effect people and places?	(GA) Living in the Freezer	(GA) Investigating Rivers
	B	(GA) investigating Earthquakes, Mountains and Volcanoes	(GA) Investigating who we are.	(GA) Beside the Sea.
Shakespeare	A	(GA) Amazon Adventure	(GA) Investigating Biomes and Climate	(GA) Investigating Longitude and Latitude.
	B	(HT) Rural V Urban. People and Places	(planbee) What's so great about Scandinavia?	(GA) Food for thought Where does our food come from?

Using the National Curriculum, Geography has been broken down into 4 main strands: **Locational knowledge, place knowledge, human and physical geography, geographical skills and field work**. Furthermore, we have included an additional focus on human's **responsibility** in caring for and developing a sustainable world.

Concepts	Dahl A	Dahl B	Wells A	Wells B	Shakes A	Shakes B
Place						
Space						
Scale						
Interdependence						
Physical and Human Process						
Environmental Impact						
Sustainable development						
Cultural awareness and Diversity						

Place: human and physical geography and there interconnections. What is it that makes this place what it is?

Space: areas with boundaries: a country, a county, a park or village.

Scale: local, regional, national, international...

Interdependence: Global network if trade.

Physical and Human processes: physical is the natural world; human is our impact on the world: roads, development of towns, how we go about or lives- impact of leisure and travel etc.

Environmental Impact: human impact and the resulting environmental imbalance

Sustainable development: development without the depletion of nature resources

Cultural awareness and diversity: an awareness of different cultures, ethnicities, languages and religions.

Place. Space. Scale. Interdependence. Physical and Human Processes. Environmental Impact. Sustainable Development. Cultural Awareness and Diversity

MY LEARNING JOURNEY: Geography	
Three to Four Year olds	<p>Understanding the World</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
Children in Reception	<p>Understanding the World</p> <p>Draw information from a simple map</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Communication and Language</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
Early Learning Goals	<p>Understanding the World</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons</p> <p>Communication and Language</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p>

Dahl Year A
MY LEARNING JOURNEY: Geography

<p>'I CAN'</p> <p><i>The skills I have learnt...</i></p>		<p>'I KNOW'</p> <p><i>The knowledge I have...</i></p>
<p>Enquiry Skills:</p> <p>I can use resources provided and their own observations to respond to questions about places.</p> <p>I can select information from resources provided.</p> <p>I can use this information and my observations to ask and respond to questions about places.</p>		
<p>Ongoing through the year</p>	<p>I can identify seasonal patterns in the UK (linked with science objective)</p> <p>I can recognise daily weather patterns in the UK and help keep a weather chart.</p>	<p>I know the 4 seasons and can describe what it is like in each one.</p> <p>I know that weather changes regularly and can describe the weather conditions of today</p> <p>Key vocabulary: <i>spring, summer, autumn, winter, season, weather</i></p>
<p>Autumn</p> <p>Our Street.</p>	<p>I can use maps to locate and record a range of features, buildings and other aspects of where The Street is located.</p> <p>I can use simple fieldwork and observational skills to study the geography of the school and its surrounding, devise a simple map; maps of school playgrounds, and map simple journeys.</p> <p>I can use aerial photographs</p> <p>I can / I am beginning to plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key.</p> <p>I can / I am beginning to 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.</p> <p>I can compare The Street with the street where I live.</p> <p>I can identify the types of activities that happen in The Street.</p> <p>I can name the human and physical features of The Street and the wider village.</p>	<p>I know why our street has changed over time.</p> <p>I know why our village has developed like it is.</p> <p>I know about some of the different types of buildings in Frittenden: Oast, Tudor, Charity Cottage, Mill Farm</p> <p>I know about some of the people and businesses in The Street.</p> <p>Key vocabulary: building, character, commercial, detached, features, land use, pattern, residential, terrace, traffic, transport, semi-detached, services (or lack), shops, oast, work house, Tudor</p>

<p>Spring</p> <p>Cold, cold, cold!</p>	<p>I can name and locate the 7 continent and 5 oceans.</p> <p>I can use world maps, atlases and globes and aerial photograph to identify the United Kingdom and its countries.</p> <p>I can / I am beginning to 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.</p> <p>I can locate the Arctic, Antarctic and related these to being the North and South Pole.</p> <p>I can / I am beginning to compare the Arctic and Antarctic and know some of the similarities and differences.</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of Antarctic</p> <ul style="list-style-type: none"> • Weather and climate • Animals and plants that live there • Human impact <p>I can name some of the animals that live in and around the Antarctic.</p> <p>I can describe how climate change is affecting the polar regions.</p>	<p>I know where the Arctic and Antarctic are.</p> <p>I know that these are both cold and can be hard places to live.</p> <p>I know what the climate is like in Antarctic.</p> <p>I know what climate change is and some reasons why it is happening.</p> <p>Key Vocabulary: Arctic, Antarctic, up/down, left, right, behind/ in front, north, south, east, west, cold, equator, poles, continents, oceans, inhospitable, extreme, freeze, temperature, climate, weather, climate change.</p>
<p>Summer</p> <p>Africa: What would it be like to visit Africa?</p>	<p>I can confidently name and locate the seven continents and five oceans.</p> <p>I can name and locate Africa and Europe on a map and locate the country Kenya.</p> <p>I can use world maps, atlases and globes and aerial photograph to identify the United Kingdom and its countries.</p> <p>I can / I am beginning to 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.</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of Kenya, Africa</p> <ul style="list-style-type: none"> • Compare life with UK • Contrast rural and urban environments • Seasonal weather patterns • Animals and plants that live there <p>I can make comparisons (identify similarities and differences) to where I live and other places in the world.</p>	<p>I know where Kenya and Africa are.</p> <p>I know that Kenya is a hot place.</p> <p>I know that the weather in Kenya in Africa has a wet season and dry season.</p> <p>I know that countries near the equator are hotter than those near the North and South Pole</p> <p>I know the difference between rural and urban areas</p> <p>I know the similarities and differences between my life and that of someone living in Kenya, Africa from the Maasai Tribe.</p> <p>I know about there are different lifestyles and cultures in Kenya.</p> <p>Key vocabulary: Kenya, Africa, continent, country, rural, urban, city, countryside, human & physical feature, weather, season, capital city, scale, Kenya, globe, map, atlas, mountains, valleys, volcanoes, fields, towns, villages</p>

	I can identify ways in which my life is similar to and different from the life of a Kenyan child	
Greater Depth	<p>I can use geographical vocabulary appropriately describe and explain processes in verbal and written responses (with some support)</p> <p>I can ask geographical questions</p> <p>I can recognise places shown in different maps and images at different scales eg globe, maps of small and large scale</p>	<p>I know the 4 capital cities of UK countries.</p> <p>I can compare similarities and differences between theseasons.</p> <p>I can give reasons why weather might vary in differentparts of the world.</p>
Compassion. Respect. Joy.		

Dahl Year B
MY LEARNING JOURNEY: Geography

<p>'I CAN'</p> <p><i>The skills I have learnt...</i></p>		<p>'I KNOW'</p> <p><i>The knowledge I have...</i></p>
<p>Enquiry Skills:</p> <p>I can use resources provided and their own observations to respond to questions about places.</p> <p>I can select information from resources provided.</p> <p>I can use this information and my observations to ask and respond to questions about places.</p>		
Autumn	<p>Local area</p> <p>My Local Area: Why is it special?</p> <p>I can use simple fieldwork and observational skills to study the geography of their school and its grounds surrounding devise a simple map; maps of school playgrounds, and map simple journeys.</p> <p>I can use aerial photographs</p> <p>I can/ I am beginning to plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key.</p> <p>I can / I am beginning to 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.</p> <p>I can name and locate the surrounding seas that surround the UK.</p> <p>I can name and locate the countries which make up the United Kingdom.</p> <p>I can identify physical and human characteristics of my local area.</p> <p>I can identify some ways that I can help look after my environment, for example by reducing, reusing and recycling.</p>	<p>I know the 4 points of a compass – North, East, South and West</p> <p>I know what human and physical features are and can give examples of some in my local area.</p> <p>I know how a map shows information and I know that maps use symbols to represent physical features.</p> <p>I know of ways I can look after the environment.</p> <p>Key vocabulary: town, city, village shop, United Kingdom, London, Kent, shops, road, church, hamlet, village, town, city (route, Frittenden, key map, school, human & physical feature, country)</p>

Am	<p>Barnaby Bear Investigates the UK. I can locate the UK on a map.</p> <p>I can confidently name and locate the 4 countries that make the U.K. and the surrounding seas.</p> <p>I can use world maps, atlases and globes and aerial photograph to identify the United Kingdom and its countries.</p> <p>I can / I am beginning to plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key.</p> <p>I can / I am beginning to 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.</p> <p>I can name the four seasons and when they take place</p> <p>I can compare and contrast what it is like to live in a rural and urban location – identifying similarities and differences.</p> <p>I can name the capital cities of England, Ireland, Scotland and Wales and I can tell you some facts about one of them.</p> <p>I can compare where I live with a capital city, identifying similarities and differences.</p> <p>I can identify physical and human characteristics of a specific location, i.e. London or Edinburgh.</p>	<p>I know the England, Ireland, Scotland and Wales make up the U.K.</p> <p>I know what the four seasons are and what the weather might be like during these periods.</p> <p>I know some facts about one of the capital cities, such as population</p> <p>I know what physical and human features are.</p> <p>Key Vocabulary:</p>
<p>Summer</p> <p>Coasts and seas</p> <p>Why are the oceans important?</p>	<p>I can locate the 7 continents and 5 oceans of the world on a globe or atlas.</p> <p>I can use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, sea, ocean) and key human features (port, harbour and shop)</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (UK seaside destination comparison)</p> <p>I can communicate environmental issues through drawing and writing</p>	<p>I know human and physical features found in a coastal environment</p> <p>I know the 5 major oceans of the world and the 7 continents and describe the relationship between them using directional language</p> <p>I know ways humans can affect the oceans with pollution</p> <p>Key vocabulary: coast, seaside, beach, pollution, harbour, cliff, port, climate (continent, ocean, map, globe, atlas)</p>

Greater Depth	<p>I can use geographical appropriately describe and explain processes verbally and in written responses.</p> <p>I can recognise places shown in different maps and images at different scales eg aerial photos, maps of small and large scale all showing UK</p>	<p>I can make comparisons between different regions and environments.</p> <p>I can offer reasons for why there are different features in my local area</p>
<i>Compassion. Respect. Joy</i>		

Wells Year A MY LEARNING JOURNEY: Geography		
'I CAN' The skills I have learnt...		'I KNOW' The knowledge I have...
Enquiry Skills: I can use skills and sources of evidence to respond to a range of geographical questions. I can offer reasons for some of my observations and judgements about places. I can offer explanations for the location for some human and physical features in different localities.		
Autumn Investigating World Trade	I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on countries and sources of imports	I know why imports and exports are important to a country.
	I can describe and understand key aspects of human geography, including economic activity including trade links with a focus on food	I know why the UK imports food and where it comes from.
	I can describe the distribution of natural resources, including energy, food, minerals and water.	I know that trade is not always fair to all people involved but Fair Trade can help.
	I can collect data about food we consume and present it to communicate my findings (tables, graphs, maps)	I know and understand geographical similarities and differences through the study of human and physical geography of a region in a European country
	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied	I know where some common commodities and goods come from, or go to, and how and why they reach or leave the U.K.
	Learn the eight points of a compass, two figure /four-figure grid references.	I know that choices people make in their everyday lives affect people, places and environments in other parts of the world.
		I know we are linked to people in other parts of the world through trade, technology and culture,
		Key vocabulary: import, export, trade, food miles, Fair trade, climate, agriculture, Spain (country, climate, weather, continent, atlas, map, globe.)

<p>Spring Living in the Freezer</p>	<p>I can describe the physical and human features of the polar regions.</p> <p>I can recognise the impact that people have on their environment in both positive and negative ways.</p> <p>I can recognise the impact of seasonal change on a place and its wildlife.</p> <p>I can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>I can identify and locate largest deserts in the world.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, two figure / four-figure grid references.</p> <p>Begin / I can to use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>I know how and why flora and fauna live in certain parts of the world.</p> <p>I know how to use a thermometer and create a graph of temperatures in my location.</p> <p>I know some of the countries that lie within the Arctic circle.</p> <p>I know that in summer there is constant day light and in winter, constant darkness.</p> <p>I know where the North and South Poles are.</p> <p>I know what a tundra is and why it is different in summer and winter.</p> <p>I know what the Antarctic Treaty is and why it is important.</p> <p>I know some of the ways that people adapt to live in places and some of the reasons that they might chose to live there.</p> <p>Key Vocabulary: flora, fauna, thermometer, temperature, freezing point, arctic, Antarctic, polar, equator, Glacier, Iceberg, ice floe, ice shelf, pancake ice, permanent ice, hemisphere, desert, treaty, tundra, Arctic skua, caribou, polar bear, reindeer, solitary, midnight sun, climate, volcano, Inuit, seal skin, tourism, whaling</p>
<p>Summer Investigating Rivers</p>	<p>I can identify and describe the physical features of a river.</p> <p>I can locate the main rivers in the U.K. and local rivers such as the Stour and Medway.</p> <p>I can locate some major European rivers.</p> <p>I can recognise river features on an Ordnance Survey map.</p> <p>I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, (Aided) plans and graphs, and digital technologies.</p>	<p>I know the importance of water and its impact on rivers and the landscape.</p> <p>I know some of the impact of flooding in the U.K. and the wider world and how affects people and places: link Yalding and East Farleigh</p> <p>I know the features of a river and that a river changes along its course.</p> <p>I know some ways that flooding can be prevented.</p> <p>Key vocabulary: mountain, lake, source, spring, waterfall, valley, tributary, town, oxbow lake, meander, marsh, mudflat, bridge, seaside town, port, mouth, delta, gorge, flood, rapids, erosion, transport, deposition, confluence, estuary, fertile.</p>
<p>Greater Depth</p>	<p>I can use geographical appropriately describe and explain processes verbally and in written responses.</p> <p>I can locate a greater range of places (countries, counties, cities) on maps more independently.</p> <p>I can recognise why the most appropriate map for the purpose eg political map, landscape map, and different scales.</p>	<p>I can offer reasons for differences in climate zones around the world.</p> <p>I can locate and describe several contrasting physical environments.</p>
<p>Compassion. Respect. Joy</p>		

Wells Year B
MY LEARNING JOURNEY: Geography

<p style="text-align: center;">‘I CAN’ <i>The skills I have learnt...</i></p>		<p style="text-align: center;">‘I KNOW’ <i>The knowledge I have...</i></p>
<p>Enquiry Skills:</p> <p>I can use skills and sources of evidence to respond to a range of geographical questions.</p> <p>I can offer reasons for some of my observations and judgements about places.</p> <p>I can offer explanations for the location for some human and physical features in different localities.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn Active Planet: How active is our planet?</p>	<p>I can locate the world's countries, concentrating on their key physical features including plate boundaries, and significant locations of volcanoes and earthquakes</p> <p>I can describe and understand key aspects of physical geography, including volcanoes and earthquakes</p> <p>I can locate mountains in the UK and some major mountain ranges and mountains around the world.</p> <p>I can locate volcanoes.</p>	<p>I know the importance of mountains and volcanoes and their impact on the landscape.</p> <p>I can describe how the world is made of tectonic plates that are constantly moving</p> <p>I know how mountains are formed</p> <p>I know how earthquakes and volcanic eruptions occur and the impact on places and people.</p> <p>Key vocabulary: volcano, earthquake, tectonic plate, eruption, impacts, lava, crust, Earth, Ring of Fire (continent, atlas, map, globe) Fold mountain, block mountain, dome mountain, volcanic mountain.</p>

<p>Spring UK: Investigating who we are.</p>	<p>I can locate significant places in the UK and the wider world and compare human and physical features.</p> <p>I can / I am beginning to describe and begin to explain the features of my own locality and the UK, and identify how they have changed.</p> <p>I can / I am beginning to distinguish between fact and opinion and make choices about sources of online information to find out about communities, locations and events.</p> <p>I can explain how places have been changed by human activity.</p> <p>I can use fieldwork to observe, measure and record the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>I know how some significant events in the past, such as migration, have affected the present.</p> <p>I know that the population of the UK</p> <p>I know that the United Kingdom consists of four countries which were joined together at different times: England and Wales during the Tudor Period; Scotland added 1707 and Northern Ireland in 1921.</p> <p>I know that people can have different opinions about the UK.</p> <p>I know what a stereotype is.</p> <p>I know that there are many international links which have contributed to our society.</p> <p>I know that we live in a multicultural society and that the culture of the UK is always changing.</p> <p>I know why we need/ have borders.</p> <p>Key vocabulary: British Isles, capital city, continent, country, England, Europe, European Union, Government, Great Britain, Northern Ireland, Scotland, Wales, United Kingdom, stereotypes, differences, diversity, identity, image, portrait, similarities, accent, citizenship, culture, dialect, diversity, identity, language, multicultural, migration, mobility, emigration, pull, push, travel, visitors</p>
--	--	---

Summer	<p>I can recognise and compare coastlines in the U.K and globally.</p> <p>I can name and describe some human and natural coastal features.</p> <p>I can explain how some activities and industries along a coastline can conflict with each other.</p> <p>I can explain my views about the coast the issues that affect it.</p> <p>I can explain what sea defences are and why they are needed</p> <p>I can explain why sea levels are rising and what climate change is.</p> <p>I can learn the eight points of a compass, 2 figure / 4 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p>	<p>I know why some people chose to live and work by the coast, for example coastal industries</p> <p>I know how coastlines change over time and understand why, for example the impact of weather and the sea.</p> <p>I know what sea defences are, and what shape some of these take.</p> <p>I know the impact that coastal erosion can have on people and places.</p> <p>I can identify some actions and behaviours that I could take to reduce my personal impact on global climate change.</p> <p>Key vocabulary: beach, coast, employment, environment, industry, leisure, ocean, settlement, tourism, arch, bar, bay, city, cliff, headland, landform, mudflat, port, salt marsh, sand, shingle, spit, stack, wave cut platform, deposition, erosion, longshore drift, sediment, tide, transportation, gabion, groyne, revetment, rip rap / rock armour, sea wall, soft/ hard engineering, wave, biodiversity, ecotourism, habitat, migration, pollution, sea levels rise, species, wildlife,</p>
Greater Depth	<p>I can use geographical appropriately describe and explain processes verbally and in written responses.</p> <p>I can locate a greater range of places (countries, counties, cities) on maps more independently.</p> <p>I can select most appropriate map for the purpose eg political map, landscape map, and different scales.</p>	<p>I can offer reasons why physical processes can cause hazards to people.</p> <p>I can offer explanations for the advantages and disadvantages of living in hazard-prone areas.</p> <p>I know a range of OS map symbols.</p> <p>I locate where they live in the UK using locational terminology (north, south, east, west).</p> <p>I can locate some countries in Europe using an atlas linked to learning.</p>
Compassion. Respect. Joy.		

Shakespeare Year A
MY LEARNING JOURNEY: Geography

<div> <div>'I CAN'</div> <div>The skills I have learnt...</div> </div> <div> <div>'I KNOW'</div> <div>The knowledge I have...</div> </div>	
<p>Enquiry Skills:</p> <p>I can draw on my knowledge and understanding to suggest suitable geographical questions for study.</p> <p>I can use a range of geographical skills and evidence to investigate places and themes.</p> <p>I can identify relevant geographical questions.</p> <p>I can draw on my knowledge and understanding to select and use appropriate skills and evidence to help me investigate places and themes.</p> <p>I can reach plausible conclusions and present my findings both graphically and in writing.</p>	
<div>Autumn</div> <div>Rainforests: Why should we protect the rainforests?</div>	<p>I can locate the world's countries, using maps to focus on tropical regions including South America and Asia</p> <p>I can describe and understand key aspects of physical geography, including climate zones, biomes and the water cycle</p> <p>I can communicate geographical issues of sustainability</p> <p>I can describe the structure and diversity of the rainforest.</p> <p>I can interrogate climate statistics when comparing data from the UK and Manaus.</p> <p>I can explain who the Caboclo people are and how their lives might change in the Amazon and why.</p> <p>I can explain some of the impacts of global markets on local people.</p> <p>Use maps, atlases, globes and digital /computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>I know the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> <p>I know and understand geographical similarities and differences through the study of human and physical geography of a region in South America</p> <p>I know why rainforests are under threat and why they should be protected</p> <p>I know some ways in which the rainforests are linked to people in the UK.</p> <p>I know what part the agouti play in the life cycle of the brazil nut.</p> <p>I know the importance of world trade (link to Wells Year A)</p> <p>I know that settlements and lifestyles differ in Brazil and that there are similarities and differences in the way that people live in the same country.</p> <p>Key vocabulary: water cycle, tropical, layers, emergent, canopy, understory, forest floor, palm oil, sustainability, Tropic of Capricorn & Cancer, deforestation, agouti, anaconda, brazil nut pods, gnaw, interdependence, jaguar, leafcutter ant, poison frog, tapir, equipment, rescue, salvage, survival, flooding, forest clearing, deforestation.</p>

<p>Spring: Investigating Climate and Biomes</p>	<p>I can identify and describe physical geography including; climate zones, biomes and vegetation belts.</p> <p>I can locate biomes.</p> <p>I can identify the position and significance of the Equator and the Tropics of Cancer and Capricorn.</p> <p>Use the eight points of a compass, four-figure / six figure grid references, symbols and key (including the use of Ordnance Survey maps).</p> <p>Expand map skills to include non-UK countries.</p> <p>I can explain how climate change will affect biomes.</p>	<p>I know about some of the world's main climate zones and their characteristics.</p> <p>I am developing an understanding of the world's main vegetation belts, how they link to climate zones and the meaning of the term 'biome.'</p> <p>I know what climate zones, biomes and vegetation belts are and what the difference is between climate and biome.</p> <p>I know that climate influences the development of biomes and vegetation belts.</p> <p>I know how plants and animals adapt to their different biomes and that plants and animals are interdependent.</p> <p>I know that the position of Earth in relation to the sun affects climate.</p> <p>Key vocabulary: adaptation, atmosphere, arctic, biome, climate, climate zone, deciduous, deforestation, desert, Equator, equatorial, evergreen, fauna, flora, humidity, polar, precipitation, rainforest, savannah, solar radiation, temperate, temperature, Tropics and Cancer, Tropic of Capricorn, tropical, tundra, vegetation belt, water vapour, weather.</p>
--	--	---

<p>Winter: Investigating Latitude and Longitude</p>	<p>I can use the eight points of a compass, four-figure / six figure grid references, symbols and key (including the use of OrdnanceSurvey maps).</p> <p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>I can expand map skills to include non-UK countries.</p> <p>I can confidently use fieldwork to observe, measure and record the human and physical features in the local area accurately using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>I can locate the main countries North or South America.</p> <p>I can identify main environmental regions, key physical and human characteristics, and major cities.</p> <p>I can identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>Consolidate longitude and latitude with regards to the placement of countries.</p> <p>I can explain what different climates are: Equatorial, tropical, temperate and desert.</p> <p>I can use a variety of maps with symbols and keys to recognise and compare human and physical features.</p> <p>I can use fieldwork to collect data to analyse and draw conclusions from.</p> <p>I can plan and follow a short route on an OS map.</p>	<p>I know what Equatorial, tropical, hot desert and Temperate climates are.</p> <p>I know what latitude and longitude are.</p> <p>Key vocabulary: longitude, latitude, time zone, Prime Meridian, bearing (map, OS map, scale, grid reference, route, key, compass)</p>
<p>Greater Depth</p>	<p>I can use geographical appropriately describe and explain processes verbally and in written responses.</p> <p>I can locate a greater range of places (countries, counties, cities) on maps independently.</p> <p>I can select most appropriate map for the purpose eg political map, landscape map, and different scales and explain why</p>	<p>I can locate some countries in Europe and North and South America using an atlas linked to learning.</p> <p>I can describe and explain how actions in the past have in an impact on the world in the future.</p> <p>I can recognise different opinions on geographical issues.</p>
<p>Compassion. Respect. Joy.</p>		

Shakespeare Year B
MY LEARNING JOURNEY: Geography

'I CAN' <i>The skills I have learnt...</i>		'I KNOW' <i>The knowledge I have...</i>
<p>Enquiry Skills:</p> <p>I can draw on my knowledge and understanding to suggest suitable geographical questions for study.</p> <p>I can use a range of geographical skills and evidence to investigate places and themes.</p> <p>I can identify relevant geographical questions.</p> <p>I can draw on my knowledge and understanding to select and use appropriate skills and evidence to help me investigate places and themes.</p> <p>I can reach plausible conclusions and present my findings both graphically and in writing.</p>		
Autumn	<p>Rural V Urban</p> <p>I can locate my local area on a national map using Google maps and other mapping software.</p> <p>I can compare satellite and map views of the local area and discuss the similarities and differences using geographical language.</p> <p>I can create a map of the area using mapping software.</p> <p>I can consider the reasons why people live in a rural area, research rural jobs and contemplate the advantages and disadvantages of rural living.</p> <p>I can confidently use fieldwork to observe, measure and record the human and physical features in the local area accurately using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>I can identify the physical and human geography of the locations studied.</p>	<p>I know some of the reasons why people chose to live in urban and rural locations.</p> <p>I know that employment opportunities can be similar in both locations, but that some employment, such as farming takes place rurally.</p> <p>I know that living in rural location can limit some opportunities.</p> <p>I know that urban living has its own drawbacks such as overcrowding and pollution.</p> <p>Key vocabulary: urban, rural, advantages, disadvantages, employment, field work, locations.</p>

<p>Spring</p> <p>What is Scandinavia like?</p>	<p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>I can use the eight points of a compass, four-figure / six figure grid references, symbols and key (including the use of Ordnance Survey maps).</p> <p>I can expand map skills to include non-UK countries.</p> <p>I can identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>I can name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers and understand how these features have changed over time.</p> <p>I can describe and understand key aspects of: Physical geography including coasts, rivers; climate zones, biomes and vegetation belts.</p> <p>I can compare an aspect of Scandinavia, i.e. Stockholm, with an area of the UK, i.e. London, identifying similarities and differences and giving reasons for these.</p> <p>I can describe some aspects of human geography, such as culture, religion, celebrations, language, monetary system</p>	<p>I know that Scandinavia is made up of 3 separate countries: Norway, Denmark and Sweden.</p> <p>I know the capital cities of Norway (Oslo), Denmark (Copenhagen) and Sweden (Stockholm)</p> <p>I know about the climate in Scandinavia and that because of where it is some parts have no sun in winter and dark in summer.</p> <p>I know some of the key physical features of Norway.</p> <p>I know some facts about culture / traditions in Scandinavia.</p> <p>Key vocabulary: fjords, glaciers, waterfalls, mountains, hilly, low lying, Northern Lights, Arora Borealis, electricity, atoms, molecules.</p>
--	---	--

<p>Summer Food for Thought</p>	<p>I can describe why farmers in some countries encounter difficulties in cultivating their land and in some cases are unable to produce enough food to live on.</p> <p>I can offer reasons and some explanations for the global diversity in types of food production.</p> <p>I can use a range of resources to investigate aspects of farming around the world.</p> <p>I can explain how our food supply has changed; identifying how the foods we eat now are different to the foods we ate in the past.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure / six figure grid references, symbols and key (including the use of Ordnance Survey maps).</p> <p>I can expand map skills to include non-UK countries.</p> <p>I can describe and understand key aspects of :</p> <ul style="list-style-type: none"> • Fair/unfair distribution of resources (Fairtrade). • Human geography including trade between UK and Europe and ROW <p>I can explain the difference between hunger, malnutrition and starvation.</p> <p>I can begin to investigate possible ways to help improve food production and distribution.</p>	<p>I know that physical conditions such as weather, climate, landscape and soil type can have a negative impact on food production.</p> <p>I know that the geography of food is relevant, topical and global issue, for example food miles, carbon capture, fair trade, deforestation....</p> <p>I know the impact climatic change and seasonal differences have on food availability.</p> <p>I know the process of how chocolate is made and that certain foods, like the cocoa bean, will only grow in certain climates,</p> <p>I know that natural disasters, such as floods, can affect the cultivation and distribution of foods.</p> <p>I know some positive and negative impacts of modern food technologies.</p> <p>I know why there is a need to increase food production.</p> <p>Key vocabulary; distribution, packaging, process, production, climate, continent, explorer, import, native/ indigenous, origin, allotment, depot, distribution centre, energy, food miles, regional, resources, auction, cacao, cocoa, export, fair trade, fermentation, consequence, famine, flooding, hunger, hurricane, malnutrition, monsoon, natural disaster, starvation, sustainable.</p>
<p>Greater Depth</p>	<p>I can use geographical appropriately describe and explain processes verbally and in written responses.</p> <p>I can locate a greater range of places (countries, counties, cities) on maps independently.</p> <p>I can select and apply skills to a range of maps, selecting the most appropriate map for the purpose.</p> <p>I can use digital maps to research factual information about features.</p>	<p>I can locate most countries in Europe and North and South America using an atlas.</p> <p>I can identify states in the USA using a map.</p>

Key End Points - for end of year.

Ready to Progress Criteria...

	Knowledge	Skills
EYFS	<ul style="list-style-type: none"> I am beginning to understand the effect my behaviour can have on the environment. I know about similarities and differences between myself and others, and among families, communities, cultures and traditions. 	<ul style="list-style-type: none"> I can compare different places based on their environments. I can make observations of the world around me.
Year 1	<ul style="list-style-type: none"> I can name and locate the world's seven continents. I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents studied at this key stage. I can devise a simple map and use and construct basic symbols in a key.
Year 2	<ul style="list-style-type: none"> I can name and locate the world's five oceans. I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (local area), and of a small area in a contrasting non-European country. I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<ul style="list-style-type: none"> I can 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.
Year 3	<ul style="list-style-type: none"> I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. I can describe and understand key aspects of physical geography, including: climate zones and rivers. 	<ul style="list-style-type: none"> I can use sketch maps to demonstrate my observations of the human and physical features in the local area.
Year 4	<ul style="list-style-type: none"> I can name and locate key counties and cities of the United Kingdom, different geographical regions and key topographical features (including hills, mountains, coasts and rivers) and their identifying human and physical characteristics I can describe and understand key aspects of physical geography, including: the water cycle. 	<ul style="list-style-type: none"> I can use the eight points of a compass. I can use four-figure grid references to build my knowledge of the United Kingdom. I can describe, understand and map types of settlements and land use patterns.
Year 5	<ul style="list-style-type: none"> I can 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. I can identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night). 	<ul style="list-style-type: none"> I can use six-figure grid references to build my knowledge of the wider world. I can use plans and a range of different types of graphs to show my recordings of the human and physical features in the local area.
Year 6	<ul style="list-style-type: none"> I can describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes. I can describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water. I can understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Scandinavia). 	<ul style="list-style-type: none"> I can use symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the wider world. I can use digital technologies to present the human and physical features in the local area.