

### **Curriculum Overview.**

#### **Intent**

At the Blue Hills Federation, we aim to deliver a high-quality Geography curriculum, which inspires children's curiosity and fascination about the world and its people. We intend to equip children with knowledge and skills that will remain with them for the rest of their lives. Geography, by nature, is an investigative subject. Teachers use creative, collaborative and discussion-based approaches to bring Geography alive and give children the opportunity to explore new learning themselves. In order to retain new skills, children frequently engage in practical activities in and beyond the classroom. Children investigate a range of places (both in the UK and the wider world) to develop their knowledge of the Earth's human and physical processes. We also intend for children to become confident using key geographical skills across a range of contexts. Children will have the opportunity to collect and analyse data, interpret sources of geographical information (maps, globes, digital mapping etc) and to communicate geographical knowledge in a variety of ways. Our aim is to ignite a passion for learning about the world they live in, both locally and worldwide and to understand the impact that humans have on the world. We seek to deepen the children's understanding by encouraging them to ask and answer questions about the world and provide them with the skills needed to become independent and competent geographers.

#### **Implementation**

To ensure high standards of teaching and learning in Geography, we implement a curriculum offer that is progressive throughout the whole school. Progression in skills and knowledge are clearly outlined in our Geography progression grid, which maintains strong links to the National curriculum. Teachers are encouraged to consider opportunities available to use the school grounds and the local area for fieldwork. We are passionate about developing knowledge, understanding and skills through children being outside and enjoying the geography around them. Educational visits are also encouraged to enable children to gain real-life experiences and apply skills practically. Where appropriate, we make cross-curricular links so that learning is repeated in several contexts and children are given opportunities to recall knowledge and skills, strengthening their long-term memory. In order to plan for repetition and building of prior knowledge, teachers are expected to know what has been taught previously as well as having a secure understanding of what needs to be taught. Our curriculum is taught on a two-year cycle (Year A and Year B) and within phases (Years 1/2, Years 3/4 and Years 5/6). Within this cycle, each year group encompass two to three Geography focused topics. Teachers are provided with additional planning days per year, to plan the following term's curriculum with their phase partner. Subject coordinators are allocated time to monitor the subject closely across the school and ensure teachers are equipped to teach the subject to a high standard. Formative assessment takes place continually throughout the year: assessment for learning is used to ensure lessons are pitched appropriately and to inform future planning.

#### **Impact**

Our Geography curriculum is high quality and planned to demonstrate clear progression. Children will develop the geographical knowledge and skills to enable them to explore, navigate and understand the world around them. Engaging lessons will shape inquisitive learners who aspire to research and explore new learning further. This will be evident through pupil voice, where children will confidently be able to talk about the skills and knowledge they have acquired and work will display the range of topics covered and clear cross-curricular

## Geography Knowledge Progression Map

links. Not only will children be equipped with the knowledge, skills and understanding set out in the Primary National Curriculum, they will be prepared to become competent geographers in secondary education and as an adult living in the wider world

### EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography. The most relevant statements for geography are taken from the following area of learning: Mathematics and Understanding of the World.

<b>Geography</b>		
<b>Three and Four Year Olds</b>	Mathematics	<ul style="list-style-type: none"> <li>Understand position through words alone. For example, "The bag is under the table," - with no pointing</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'</li> </ul>
	Understanding of the World	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
<b>Reception</b>	Understanding of the World	<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>

			<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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</li> </ul>
		The Natural World	<ul style="list-style-type: none"> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>

**Disciplinary Knowledge.**

	Year 1	Year 2	Year 3	Year4	Year5	Year6
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>Use information books/pictures as sources of information.</li> <li>Investigate their surroundings.</li> <li>Make observations about where things are e.g. within school or local area.</li> </ul>	<ul style="list-style-type: none"> <li>Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>Investigate their surroundings</li> <li>Make appropriate observations about why things happen.</li> <li>Make simple comparisons between features of different places.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to ask/initiate geographical questions.</li> <li>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>Investigate places and themes at more than one scale.</li> <li>Begin to collect and record evidence.</li> <li>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions and offer their own ideas.</li> <li>Extend to satellite images, aerial photographs.</li> <li>Investigate places and themes at more than one scale.</li> <li>Collect and record evidence with some aid.</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> </ul>	<ul style="list-style-type: none"> <li>Begin to suggest questions for investigating.</li> <li>Begin to use primary and secondary sources of evidence in their investigations.</li> <li>Investigate places with more emphasis on the larger scale; contrasting and distant places.</li> <li>Collect and record evidence unaided.</li> <li>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> </ul>	<ul style="list-style-type: none"> <li>Suggest questions for investigating.</li> <li>Use primary and secondary sources of evidence in their investigations.</li> <li>Investigate places with more emphasis on the larger scale; contrasting and distant places.</li> <li>Collect and record evidence unaided.</li> <li>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</li> </ul>

## Geography Knowledge Progression Map

<b>Direction / Location</b>	<ul style="list-style-type: none"> <li>Follow directions (Up, down, left/right, forwards/backwards)</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions (as yr 1 and inc'. NSEW)</li> </ul>	<ul style="list-style-type: none"> <li>Use 4 compass points to follow/give directions.</li> <li>Use letter/no. co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Use 4 compass points well.</li> <li>Begin to use 8 compass points.</li> <li>Use letter/no. co-ordinates to locate features on a map confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 compass points.</li> <li>Begin to use 4 figure coordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 compass points confidently and accurately.</li> <li>Use 4 figure co-ordinates confidently to locate features on a map.</li> <li>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</li> </ul>
<b>Drawing Maps</b>	<ul style="list-style-type: none"> <li>Draw picture maps of imaginary places and from stories.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> </ul>	<ul style="list-style-type: none"> <li>Try to make a map of a short route experienced, with features in correct order.</li> <li>Try to make a simple scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Make a map of a short route experienced, with features in correct order.</li> <li>Make a simple scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to draw a variety of thematic maps based on their own data</li> </ul>	<ul style="list-style-type: none"> <li>Draw a variety of thematic maps based on their own data.</li> <li>Begin to draw plans of increasing complexity.</li> </ul>
<b>Representation</b>	<ul style="list-style-type: none"> <li>Use own symbols on imaginary map.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the need for a key.</li> <li>Use class agreed symbols to make a simple key.</li> </ul>	<ul style="list-style-type: none"> <li>Know why a key is needed.</li> <li>Use standard symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Know why a key is needed.</li> <li>Begin to recognise symbols on an OS map.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a sketch map using symbols and a key.</li> <li>Use/recognise OS map symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Use/recognise OS map symbols.</li> <li>Use atlas symbols.</li> </ul>
<b>Using Maps</b>	<ul style="list-style-type: none"> <li>Use a simple picture map to move around the school.</li> <li>Recognise that it is about a place.</li> </ul>	<ul style="list-style-type: none"> <li>Follow a route on a map.</li> <li>Use a plan view.</li> <li>Use an infant atlas to locate places.</li> </ul>	<ul style="list-style-type: none"> <li>Locate places on larger scale maps e.g. map of Europe.</li> <li>Follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> </ul>	<ul style="list-style-type: none"> <li>Locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li>Follow a route on a large scale map.</li> </ul>	<ul style="list-style-type: none"> <li>Compare maps with aerial photographs.</li> <li>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</li> <li>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</li> </ul>	<ul style="list-style-type: none"> <li>Follow a short route on an OS map. Describe features shown on OS map.</li> <li>Locate places on a world map.</li> <li>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</li> </ul>
<b>Scale / Distance</b>	<ul style="list-style-type: none"> <li>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</li> </ul>	<ul style="list-style-type: none"> <li>Measure straight line distance on a plan.</li> <li>Find/recognise places on maps of different scales. (E.g. river Nile.)</li> </ul>	<ul style="list-style-type: none"> <li>Measure straight line distance on a plan.</li> <li>Find/recognise places on maps of different scales. (E.g. river Nile.)</li> </ul>
<b>Perspective</b>	<ul style="list-style-type: none"> <li>Draw around objects to make a plan.</li> </ul>	<ul style="list-style-type: none"> <li>Look down on objects to make a plan view map.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to draw a sketch map from a high view point.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a sketch map from a high view point.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a plan view map with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a plan view map accurately.</li> </ul>
<b>Map Knowledge</b>	<ul style="list-style-type: none"> <li>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</li> </ul>	<ul style="list-style-type: none"> <li>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify points on maps A,B and C</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify significant places and environments</li> </ul>	<ul style="list-style-type: none"> <li>Identify significant places and environments</li> </ul>	<ul style="list-style-type: none"> <li>Confidently identify significant places and environments</li> </ul>

## Geography Knowledge Progression Map

<b>Style of Map</b>	<ul style="list-style-type: none"> <li>✚ Picture maps and globes</li> </ul>	<ul style="list-style-type: none"> <li>✚ Find land/sea on globe.</li> <li>✚ Use teacher drawn base maps.</li> <li>✚ Use large scale OS maps.</li> <li>✚ Use an infant atlas</li> </ul>	<ul style="list-style-type: none"> <li>✚ Use large scale OS maps.</li> <li>✚ Begin to use map sites on internet.</li> <li>✚ Begin to use junior atlases.</li> <li>✚ Begin to identify features on aerial/oblique photographs</li> </ul>	<ul style="list-style-type: none"> <li>✚ Use large and medium scale OS maps.</li> <li>✚ Use junior atlases.</li> <li>✚ Use map sites on internet.</li> <li>✚ Identify features on aerial/oblique photographs.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Use index and contents page within atlases.</li> <li>✚ Use medium scale land ranger OS maps.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Use OS maps.</li> <li>✚ Confidently use an atlas.</li> <li>✚ Recognise world map as a flattened globe.</li> </ul>
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The disciplinary skills will be visited throughout the topics studied within each year.

## Substantive Knowledge

<b>Area of Geography Curriculum</b>	
<b>Cycle A</b>	
<b>Key Stage 1</b>	<p><b>Geography of the UK</b> <i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></p>
	<p><b>Where in the World? A Comparison of the UK and Kenya</b> <i>name and locate the world's seven continents and five oceans; compare the UK with a contrasting country in the world; compare a local city/town in the UK with a contrasting city/town in a different country;</i></p>
	<p>Know that union means joined together. Know that the United Kingdom is a union of four countries. Know that the names of the four countries in the United Kingdom are: England, Northern Ireland, Scotland and Wales.</p>
	<p>Know the seven continents and five seas in the world. Know which continent the UK is in. Know which continent Kenya is in. Know the capital of Kenya.</p>

	<p>Know what a city is.                  Know the capital cities of each country: London, Belfast, Edinburgh, Cardiff.                  Know the compass directions: North, South, East and West.                  Know that the Union Jack is the National Flag of the UK.                  Know that Scotland is located to the north of England.                  Know that the Scottish flag is blue with a white cross.                  Know that the Blue and White on the Union Jack represents Scotland.                  Know a symbol of Scotland - thistle.                  Know some of the physical features of Scotland - mountains, lochs.                  Know Wales is to the West of England.                  Know there is a red dragon on the Welsh flag.                  Know that Wales is a Principality.                  Know a symbol of Wales - daffodil or leek.                  Know some of the physical features of Wales - mountains, valleys.                  Know Northern Ireland is to the West of England, Scotland and Wales on a separate island in the British Isles.                  Know that the southern part of Ireland is an independent country and is not part of the United Kingdom.                  Know that the official flag of Northern Ireland is the Union Jack but that there are unofficial flags.                  Know that the red on the union jack is from the Flag of St Patrick and represents Northern Ireland.                  Know a symbol of Northern Ireland - Shamrock                  Know that England is the largest country in the UK                  Know that the cross of St George is a white flag with a red cross in a + shape.                  Know a symbol of England - Red Rose.                  Know significant places in the capital city, London: Buckingham Palace, St. Paul's Cathedral, Houses of Parliament, River Thames, Tower bridge.                  Added from NC Name and locate the seas surrounding the UK</p>	<p>Know types of physical features of England - fields, woodland, forests, rivers, lakes, mountains.                  Know types of physical features of Kenya desert, savannah, lakes, mountains and hills, volcanoes.                  Know differences and similarities in the physical features of Kenya and England.                  Know features of human geography in each country: shops, hotels, jobs, tourism, food, culture.                  Know differences and similarities in the two countries with regards to human geography.</p>
<p>Key Vocabulary</p>	<p>Union, country, England, Northern Ireland, Scotland, Wales, capital, city, London, Belfast, Edinburgh, Cardiff, flag, map, symbol, mountains, lochs, valleys, river, Buckingham Palace, St. Paul's Cathedral, Houses of Parliament, River Thames, Tower Bridge.</p>	<p>Europe, England, London, compare, city, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, savannah, fields, forests, woodland, city, town, village, factory, farm, house, office, port, harbour and shop beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>

<b>Lower Key Stage 2</b>	<p><b>Geography of the UK</b>  <i>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</i></p>	<p><b>Comparison of the Landscape within a Region</b>  <i>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</i></p>
	<p><b>Autumn 23</b>  <b>Name the counties and cities of the United Kingdom. (Shropshire, Conway, Nottinghamshire)</b>  <b>Know different types of settlement and the use of land (particularly related to history).</b>  <b>Know how a place has changed.</b>  <b>Know important human and physical characteristics of the United Kingdom including hills, mountains, caves, rivers and seas.</b>                  Spring 24                  Name local and national hills and mountain ranges.                  Know the difference between a hill and a mountain.                  Name local rivers and two major rivers in England.                  Know that rivers flow to the sea.                  Know which major river the local rivers flow to and where the estuary of that major river is.                  Know important vocabulary to support the key areas of learning.</p>	<p><b>Key Question</b>                  How does the landscape of the Welsh borders differ to a coastal area of Wales?</p> <p>Know where their village is located in England and Shropshire.                  Know where the other two Federation villages are in relation to their village.                  Know that their villages are on the borders of England and Wales.                  Know what the landscape of their area is like (builds from previous study)                  Know where Llandudno is in Wales.                  Know the physical geography of Llandudno - coastal town, beach, sea, copper mines.                  Know the human geography of Llandudno - settlement, tourism.                  Know geographical similarities and differences of our local area in the Welsh Borders and the Coastal Town of Llandudno.                  Know geographical similarities and differences through the study of physical geography of our local area in the Welsh Borders and the Coastal Town of Llandudno.</p>
<p><b>Key Vocabulary</b></p>	<p><b>county, country, physical features, human features, mountain, hill, river, estuary, sea,</b> climate, landscape, population, settlement, <b>land use,</b> agricultural, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>	<p>town, coast, physical features, human features, mountain, hill, river, sea, climate, landscape, population, land use, housing, business, industrial, agricultural, sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>

<p><b>Upper Key Stage 2</b></p>	<p><b>Geography of Europe</b>  <i>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></p> <p><i>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.</i></p>	<p><b>Extreme Earth</b>  <i>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p>
	<p>Know the major countries and capital cities of Europe.                  Know the key climates and biomes of Europe.                  Know where Greece is on a map of Europe.                  Know the major cities of Greece.                  Know the key physical features of Greece - mountains, forests, lakes, coast, islands, seas.                  Know the key human features of Greece - settlements, trade, economy, tourism.</p> <p>Know the countries of Europe known as Scandinavia                  Know the areas of Britain that would have been known as Dane Law.                  Know the Physical and Human geographical features that encouraged the Vikings to invade Britain.                  Know the settlements that indicated that the Vikings settled in Britain.</p>	<p><b>Key Question</b>                  What key physical features of the earth are responsible for natural disasters?</p>
		<p><b>Know that the earth is split into lines of latitude and longitude.</b>  <b>Know the different layers of the earth - crust, mantle, outer core, inner core.</b>  <b>Know that the earth's crust is made up of tectonic plates.</b>  <b>Know where the tectonic plates are on a map of the earth.</b>  <b>Know that the movement of the tectonic plates can be responsible for earthquakes, the formation of volcanoes and tsunamis.</b>                  Know what an earthquake is.                  Know how to stay safe in an earthquake.                  Know how earthquakes are measured - Richter scale; Mercalli Scale.                  Know how a volcano is formed.                  Know the different types of volcano: extinct, dormant and active.                  Name an extinct, dormant and active volcano and know where in the world it is to be found (continent, country, city, region).                  Know what the Ring of Fire is and where it can be found in the world.                  Know what a Tsunami is and how it is caused.                  Know which areas of the world are most affected by Tsunami's and explain why they think that is the case.                  Know the devastation that Tsunami's can cause.                  Know what a tornado is.                  Know how tornadoes are formed.                  Know where Tornado Alley can be found (not important)                  Know why we flood and the consequences of local floods.*</p>



<p><b>Key Vocabulary</b></p>	<p>Europe, Netherlands (Holland), Amsterdam, France, Paris, Germany, Berlin, Belgium, Brussels, Spain, Madrid, Italy, Rome, Greece, Athens, Russia, Moscow, Poland, Warsaw, Ukraine, Kyiv, Sweden, Stockholm, Denmark, Copenhagen, Norway, Oslo, Finland, Helsinki, physical features, climate, human geography, land use, settlement, economy, natural resources.</p>	<p>longitude, latitude, mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado,</p>
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	<p><b>Area of Geography Curriculum</b></p>	
	<p><b>Cycle B</b></p>	
<p><b>Key Stage 1</b></p>	<p><b>The Weather and Seasons</b>  <i>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;</i></p> <p>Know the Calendar Year                  Know the months of the year.                  Know the names of the four seasons and the months that are in each</p>	<p><b>Local Environment (linked to Minibeasts science focus)</b>  <i>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.</i></p> <p>Know directional language (near, far, right, left)                  Know four cardinal compass points.                  Know the key features of their school.                  Know what a map is.</p>

	<p>season in the UK.                  Know the different types of weather that we can have in the UK.                  Know the types of weather that we can have in our local area.                  Know the main types of weather that we have in each season.                  Know how the weather can affect our local area - link to local economy of farming and tourism.                  Know what a weather forecaster is.                  Know that weather forecasters use technology to predict what the weather will be like in different areas of the UK.                  Know that the weather can be dangerous.                  Know how to stay safe in different weather conditions.</p>	<p>Know a sketch map.                  Know a simple Key.                  Know how to draw a map of their school.                  Know the physical environment of the grounds of the school.                  Know the physical features of the Forest School Area.                  Know how to draw a map of the Forest School Area.                  Know how the physical environment of the school and its grounds provides suitable habitats for minibeasts.</p>
<p>Key Vocabulary</p>	<p>Months of the year, season, winter, spring, summer, autumn, weather, forecaster, rain, sun, hot cold, wet, warm, thunder, lightning, cloudy, snow, flood, blizzard, drought, sun cream, sun hat, coats, hat, gloves,</p>	<p>compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>
<p>Lower Key Stage 2</p>	<p><b>River Nile</b></p> <p><i>This geography study is related to the history topic of the Ancient Egyptians and allows children to understand the importance of the River Nile from a geographical and historical point of view.</i></p> <p><i>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</i></p>	<p><b>Diverse Landscapes.</b></p> <p><i>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></p> <p><i>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</i></p> <p><i>Physical geography, including: climate zones, biomes; 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</i></p> <p><b>Key Question</b></p>

	<p>Know where the river Nile and what its features are.                  Know where the sources and mouth of the river Nile are.                  Know what effects the Aswan high dam has had on the river Nile.                  Know the physical and human geographical features of the Nile delta.                  Know how the river Nile has been used over time.                  Know some of the geographical features that you would see on a journey up the river Nile.</p>	<p>How does the landscape of Britain differ to that of other areas of the world in particular South and Central America?</p> <p>Know the key lines of latitude: Equator, Tropic of Cancer, Tropic of Capricorn.                  Know the different climates and biomes that occur in the world - 5 main biomes.                  Know how to identify and describe each of these biomes.                  Know where Central and South America are on a map of the world.                  Name 6 countries of Central and South America and their capital cities.                  Know the climates and biomes associated with South America and Central America.                  Know some of the key physical features of Central and South America                  Know the features of the rainforest.                  Know the features of a woodland forest.                  Know how to compare the physical landscape of the UK with that of Central and South America.                  Know important vocabulary to support the key areas of learning.</p>
<p>Key Vocabulary</p>	<p>river, mouth, source, delta, physical features, human features, flood plain, fertile land, land use, settlement.</p>	<p>climate, tropics, tropical, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. Amazon rainforest, city, Shropshire, landscape, feature, population, land use, settlement, settler, site, need, shelter, food, housing, agricultural. map, aerial view, feature, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>
<p>Upper Key Stage 2</p>	<p><b>Local Study - The impact of our local area on the Economy of the UK</b>  <i>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.</i></p>	<p><b>World Geography</b>  <i>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</i></p>

	<p><i>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.</i></p>	<p><i>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>  <i>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</i></p>
	<p><b>Key Question</b></p>	
	<p>How does our local area contribute to the economy of the UK?</p>	
	<p>Know the names of neighbouring counties and main urban areas in those counties.                  Know where in the United Kingdom the local area is situated on an OS map.                  Know what the features of land and symbols are on an OS map.                  Know how to locate places on a map using 4 and 6 grid references.                  Know how to draw a detailed map of the local village and its surrounding area.                  Know what the main types of economical activity are in the local area.                  Know where factories / markets that directly use local produce can be found in the surrounding counties.                  Know where in the UK the factories dispatch their goods to.                  Know which major retail companies go on to sell produce that started its life in the local area.                  Know major transport routes and links throughout the UK.</p>	<p>Know the different biomes of the world and where they are located on a world map.                  Know the different climates associated with these biomes.                  Know how to use longitude and latitude to locate where these biomes occur on a map.                  Know the types of settlement of South and Central America.                  Know the types of land use of South and Central America.                  Know the main economies of Central and South America.                  Know the trade links between South and Central America and the UK.                  Know where the Amazon River and Rainforest are located using grid references.                  Know the impact on the world that the destruction of the rain forests is having.</p>
<p><b>Key Vocabulary</b></p>	<p>settlement, village, town, city, settlement patterns, resources, services, goods, economy, import, export, trade, conservation, tourism, positive, negative, economic, social, environmental, comparison</p>	<p>latitude, physical features, climate, human geography, land use, settlement, economy, natural resources, environmental disaster, services, goods, import, export, trade, efficiency, conservation, carbon footprint, tourism, positive, negative, economic, social, environmental.</p>