



FOUR MARKS CE PRIMARY SCHOOL

GEOGRAPHY CURRICULUM MAP

Kelly Pink

FOUR MARKS C OF E PRIMARY SCHOOL

At Four Marks Primary, our Geography curriculum is underpinned by 7 key geographical ideas which children will revisit and explore within different contexts, providing a progression and understanding against each concept.

Place	• A place is a space with meaning. • Places are specific parts of the earth's surface • Places range in size from home and local area to states, nations, regions and continents • Geography describes places and explains characteristics • Personal experience gives us perceptions and viewpoints, leading to a sense of place
Space	• Location: where the space is on the earth • Spatial distribution – the shapes and patterns formed by the way spaces are arranged on the earth • Organisation – how and why things are the way they are in the spaces.
Change	• Awareness of change over time and space is essential in geography • Geographers investigate the physical and human reasons for change • Geography uses understanding of change to predict into the future and plan for the future
Scale	• Scale in geography ranges from personal through local, national, regional, to global • Geography looks at places, space, interconnections, environments at all these different scales • Maps at different scales are a key resource in geography
Environment	• The environment is all our living and non-living surroundings • Environment contains natural and human-built features • People use, alter and manage environments • Geography looks at the interactions between people and environments
Sustainability	• Sustainability is about something remaining indefinitely into the future • Examples that geography focuses on include ecosystems, resources, communities, ways of life • Geography emphasises the values of sustainability
Interconnection	• No object in geography can be viewed alone – they are always interconnected • Interconnections may be through physical processes, such as weather, erosion, the water cycle • Interconnections may be through human movements of people, ideas, money and trade • Geography investigates systems of interconnections

Early Years Foundation Stage

Please note that the Foundation Stage Curriculum is separate to the National Curriculum which starts in Year 1. However, the Foundation Stage curriculum plays an important part in securing foundation skills in National Curriculum subjects.

	Autumn	Spring	Summer
Understanding the World NC links: Geography	<u>The Natural World</u> Children will: • Talk about what they see, using a wide vocabulary • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<u>The Natural World</u> Children will: • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them.	<u>ELG: The Natural World</u> Children will: • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	<u>People, Culture and Communities</u> Children will: • Show interest in different occupations. • Continue developing positive attitudes about the differences between people	<u>People, Culture and Communities</u> Children will: • Talk about members of their immediate family and community • Name and describe people who are familiar to them. • Understand that some places are special to members of their community • Recognise some similarities and differences between life in this country and life in other countries • Recognise some environments that are different from the one in which they live.	<u>ELG: People, Culture and Communities</u> Children will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • 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.
	Handy Facts • I know and can describe how the natural world around me changes over the year • I can describe plants and animals in the world around me • I can compare the area where I live with other places • I can look for similarities and differences between how people live in this country and others around the world • I can use books and maps to help me explore the world and living things in it		

Key Stage 1 Programmes of Study

Locational knowledge

- 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

- 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

- 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

- 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 1: Years 1&2

CYCLE A			CYCLE B		
Autumn	Spring	Summer	Autumn	Spring	Summer
Up, Up and Away The geography element in this unit introduces pupils to the idea of a 'bird's eye view. This is linked to making maps and plans.	Doctor Doctor!: The geography in this unit enables the children to be able to name and locate the world's continents, and the countries of the UK. They will start to appreciate and understand similarities and differences between themselves and their home, with that of others, with a focus on one contrasting area- Jamaica.	There's no place like home. In this topic we will learn about geographical similarities and differences through studying the human and physical geography of Four Marks and Bwera in Uganda. Pupils will use Google Earth and photographs to identify and name the physical and human features of these places. Pupils will compare how land is used in these two rural locations, particularly focusing on farming. We will also look at seasonal and daily weather patterns. We will also discover what we can learn from the people of Bwera about sustainability. The children will consider 'What has sustainability got to do with me?' 'Can I change the world? What can I do right now?-(The Power of One and the Power of Many). We will also explore plants and animals in our local environment and compare them with plants and animals found in African countries.	Fire, Fire! Where in the UK is Barnaby Bear? The geography element in this Unit identifies London as the city where Great Fire happened. The children will learn that each of the four countries in the United Kingdom has a capital city, what these are and how they differ.	Journeys into the Unknown In P.E. Pupils will explore the concept of 'navigation' through position and direction. They will use the Titanic's voyage as a stimulus, as well as exploring the oceans of the world.	All around us. In this unit, the children will explore what makes Four Marks special; its differences to other villages and how towns and cities are different to a village. The children will learn about the location of Four Marks within the United Kingdom and some key locations in each of the four countries of the UK. They will learn about the human and physical features of the local area and will learn to use maps and the symbols on them to identify different features. The children will begin to learn why compass points are important when describing locations and will follow directions to find the location of different places around the school. The children will then bring all of their learning together to think about what a community needs and will then design a new settlement to include key human and physical features.

Big Concepts covered and links to previous learning:

Place Each place has a specific location Each place has a unique combination of physical and human features Each place is represented in different ways Scale Local is where bigger, global, issues ‘touch down’ Zooming in and out when looking at a place helps us to think geographically Aerial maps (Summer Cycle B) Drawing own maps (Summer Cycle B) Draw information from a simple map (EYFS)	Place Compare the area where I live to other places (EYFS) Look for similarities and differences between how people live in this country and others around the world (EYFS) Each place has a specific location Each place has a unique combination of physical and human features Each place is represented in different ways. People in the same place may have a variety of views about that place. Space Locations on world maps (Autumn Cycle B, Summer Cycle B) Environment Exploring weather patterns (Autumn Cycle B, Summer Cycle B) Interconnection People often have no choice where they live for economic reasons but many people choose to live in a particular place for a wide variety and combination of reasons. Scale Zooming in and out when looking at a place helps us to think geographically	Place Compare the area where I live to other places (EYFS) Look for similarities and differences between how people live in this country and others around the world (EYFS) Human and physical geography of Four Marks (Summer Cycle B) Each place has a specific location Each place has a unique combination of physical and human features Each place is represented in different ways People in the same place may have a variety of views about that place. Places change over time and will change in the future Each place does not exist in isolation but is influenced by and influences others Space Locations on world maps (Spring Cycle A, Autumn Cycle B, Summer Cycle B) Some places are more attractive to people than others due to many factors including resources needed for living (food & water) as well as jobs. Humans are not evenly spread out across the world, regions or even the local area. Environment Climate related to the equator (Spring Cycle A) Land usage differences (Spring Cycle B) Building, farming etc. alters the environment. The environment around a location affects the way the settlement develops and how is used and viewed. Urban and rural locations have similarities and differences. Interconnection People often have no choice where they live for economic reasons but many people choose to live in a particular place for a wide variety and combination of reasons. Sustainability People in different places reuse their resources in different ways. Scale Aerial maps (Summer Cycle B) Drawing own maps (Summer Cycle B) Draw information from a simple map (EYFS) Working at one scale limits our understanding Local is where bigger, global, issues ‘touch down’ Zooming in and out when looking at a place helps us to think geographically	Place Compare the area where I live to other places (EYFS) Each place has a specific location Each place has a unique combination of physical and human features Each place is represented in different ways Each place does not exist in isolation but is influenced by and influences others Space Locations on world maps (Spring Cycle A) Some places are more attractive to people than others due to many factors including resources needed for living (food & water) as well as jobs. Humans are not evenly spread out across the world, regions or even the local area. Scale Working at one scale limits our understanding. Local is where bigger, global, issues ‘touch down’ Zooming in and out when looking at a place helps us to think geographically Environment Exploring weather patterns (Spring Cycle A)	Scale Drawing own maps (Summer Cycle A) Draw information from a simple map (EYFS) Working at one scale limits our understanding Local is where bigger, global, issues ‘touch down’ Zooming in and out when looking at a place helps us to think geographically Environment Land usage differences (Summer Cycle A)	Place Each place has a specific location Each place has a unique combination of physical and human features Each place is represented in different ways People in the same place may have a variety of views about that place. Places change over time and will change in the future Each place does not exist in isolation but is influenced by and influences others Space Locations on world maps (Spring Cycle A, Summer Cycle A, Autumn Cycle B) Some places are more attractive to people than others due to many factors including resources needed for living (food & water) as well as jobs. Humans are not evenly spread out across the world, regions or even the local area. Environment EYFS – describe plants and animals in the world around me Human and physical geography of Four Marks (Summer Cycle A) Exploring weather patterns (Autumn Cycle B, Spring Cycle A) Building, farming etc. alters the environment. The environment around a location affects the way the settlement develops and how is used and viewed. Urban and rural locations have similarities and differences. Interconnection People often have no choice where they live for economic reasons but many people choose to live in a particular place for a wide variety and combination of reasons. Sustainability Some settlements remain, thrive and grow but historically some have declined and have disappeared. Scale Aerial maps (Summer Cycle A) Drawing own maps (Summer Cycle A) Draw information from a simple map (EYFS) Working at one scale limits our understanding Local is where bigger, global, issues ‘touch down’ Zooming in and out when looking at a place helps us to think geographically
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Handy Facts:					
This is a history-based unit, but the children will revisit their map-reading skills to identify where different events took place and map the journeys of some of the flights.	*This is a history-based unit, but the children will revisit their map-reading skills to locate where Florence Nightingale and Mary Seacole were born and where the Crimea War was located.*	- There are 7 continents in the world. - Uganda is a country in Africa - Uganda is on the Equator so the climate is hot and dry most of the year. - England has a temperate climate which means it has a variety of weather. - When we compare countries, we look at how people live their lives and why they live that way	- London, Cardiff, Belfast, Edinburgh are the capital cities in the UK - Scotland has colder and wetter weather because it is closer to the North Pole and England is closer to the equator. - The four countries of the UK are England, Scotland, Wales and Northern Island - The countries in the UK have the same monarch	- There are seven oceans across the world - The coast is where the land meets the sea - Ports and harbours are where boats and ships dock - Southampton docks are used for tourism and trade - A coastline can be made up of beaches and cliffs	- An aerial view is a bird's eye view of the landscape from above - Directional language can be used to describe how to get to a location - Maps use colours, lines and symbols to represent the features of the landscape - A compass shows North, South, East and West - Sat Nav, GPS and Google Maps are digital maps

Key Stage 1: Years 1&2

CYCLE A			CYCLE B		
Autumn	Spring	Summer	Autumn	Spring	Summer
Up, Up and Away	Doctor Doctor!:	There's no place like home.	Fire, Fire! Where in the UK is Barnaby Bear?	Journeys into the Unknown	All around us
National Curriculum objective coverage by unit:					
Disciplinary Knowledge					
Understand that geographers learn about the world by observing and collecting data	- Use maps, atlases and globes to identify different places. - Ask and answer own questions to find out sense of place and with support begin to use range of sources to reach simple conclusion (video clips, laptops, and information texts). - Express own views about people, places and environments studied. - Analyse geographical information	- Use maps, atlases and globes to identify different places. - Express own views about people, places and environments studied. - Analyse geographical information	- Use maps, atlases and globes to identify different places. - Express own views about people, places and environments studied.	- Use maps, atlases and globes to identify different places. - Use basic Geographical vocabulary to refer to key features (season, weather, sea, ocean, cliff, beach, coast). - Use directional language and compass directions when describing locations on a map.	- Use basic Geographical vocabulary to refer to key features (season, weather, sea, ocean, cliff, beach, coast). Key Human Features (harbour, city, port, shop, house). - Use maps, atlases and globes to identify different places.

Substantive Knowledge

Geographical skills and fieldwork: • Use directional language 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	Place Knowledge: • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and Jamaica. Geographical Skills and Fieldwork: • Locate the 7 continents and 5 oceans on a world map • Locate where Florence Nightingale was born, where she worked and where the Crimean War took place on a world and European maps • Locate Mary Seacole's place of birth on a world map. Human & Physical Geography: • Identify seasonal and daily weather patterns in Jamaica and the UK	Place knowledge • Identify physical features of Bwera and compare with Four Marks Geographical skills and fieldwork • Locate the 7 continents and 5 oceans on a world map • Locate the UK, Hampshire and Four Marks on maps of different scales, including digital programmes. • Locate our twinned school, Bwera, on a world map and digital programmes. Human & Physical Geography: • Identify seasonal weather patterns in Bwera and Four Marks. • Explain how the equator affects weather patterns in different locations. • Compare farming in Bwera and Four Marks • Compare the use of reduce, reuse, recycle and rethink in Four Marks and Bwera. • Discuss the human geography of Bwera and Four Marks and compare.	Locational Knowledge: • Know that London, Cardiff, Belfast, Edinburgh are the capital cities in the UK • Identify characteristics of the four countries and capital cities of the United Kingdom. Geographical Skills & fieldwork: • Use world maps, atlases and globes to identify the United Kingdom and its countries. Human and physical geography • Know that Scotland has colder and wetter weather because it is closer to the North Pole and England is closer to the equator. • The countries in the UK have the same monarch	Geographical skills and fieldwork • Locate and name and world's oceans and the UK on a world map • Plot the course of the Titanic on a map using symbols and a key Human & Physical Geography: • Locate and name physical features of the UK coastline, using directional language. • Understand how the UK coastline is used	Place knowledge • Identify and describe similarities and differences between the four countries of the UK Locational Knowledge • Describe the location of Four Marks and what each line of an address means • Locate the four countries of the UK and their capital cities Geographical skills and fieldwork • Use an aerial view or a map to find locations. • Use a map of the school to find locations. • Use compass points to describe the location of key features and places (school, nearby villages & towns). • Create a map of a new settlement, including a key and different human and physical features. • Create an aerial view of a location (a bedroom) • Describe and find routes on a map. • Visit the local area and explore some of the human and physical features using basic sketching, photos and simple observations to record features. Human & Physical Geography: • Identify human and physical features in our local area (our school). • Use maps to compare the human and physical features of different locations (urban and rural). • Identify similarities and differences between villages, towns and cities. • Identify seasonal and daily weather patterns in the United Kingdom
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Year 1/2 Forest School:					
Identify seasonal and daily weather patterns in the United Kingdom. Use fieldwork and observational skills to study the geography of their school and its grounds (Human and Physical features).					
Autumn: Children will understand and respect the rules and ethos of Forest School. Children will be able to identify different areas of the school grounds by their features e.g. playground, garden, woodland etc Children will learn to use the woodland environment effectively to create stable tarpaulin shelters. Key questions: What is a boundary? How do we carry large pieces of wood safely? What do you notice about the woodland? What is changing/what stays the same? What does a good shelter need?	Spring: Children will develop a deeper understanding of self-managed risk. Children will learn to tie simple and useful knots e.g. reef knot, figure 8 knot, open and closed clove hitch. Children will recognise the way the woodland changes and adapts as autumn turns to winter. Children will begin to identify different aspects of a wooded area, such as soil, rocks and bodies of water. Key questions: Why are the leaves falling? Why are the leaves changing colour? What are knots useful for? Can you create a structure using your knot tying skills? What makes the woodland a woodland?	Summer: Children will use natural materials to create woodland art. Children can name and identify which trees are deciduous and which are evergreen. Children understand and can talk about how animals and plants survive the winter. Children can be safe around a fire circle and can strike a fire successfully and safely. Children will begin to use simple compass directions (north, east, south and west) Children will notice and discuss weather patterns and seasonal change. Key questions: How will the mice survive the winter? Where did the flowers go? What do I need to think about before I can light a fire? How can I extinguish a fire safely? How does lighting a fire effect the woodland environment?	Autumn: Children will learn to light simple fires with support. They will have an opportunity to boil water over a fire to make hot drinks. Children will learn to safely use potato peelers for whittling and palm drills (identity discs) Children will learn to identify and describe some simple plant structures and their different features. Key questions: How do we safely extinguish a fire and ensure that we leave no trace? What is your blood bubble and how does it keep you safe when using tools?	Spring: Children will explore and discuss how the woodland is changing in early May. They will understand what animals (and themselves as human animals) need to survive. They will develop an understanding of food chains in the woodland. Children can identify some sounds they hear in the woodlands. Children will recognise landmarks and distinguish between human and physical features. Key questions: How is the world waking up in the springtime? What would we do to survive if we didn't have...? What eats what in the woods? What is natural and what is man-made? How can you tell the difference?	Summer: Children can identify and name a range of common animals, and are beginning to categorise them into mammals, amphibians etc. Children can describe the benefits of being outside. Children can cook safely over a fire and use the tools they have learned competently and independently observing some safety measures. Children will draw simple maps and use basic symbols in a key. Key questions: Why do frogs like to live in the water/ birds like to live in the trees? How do you feel when you are in the woods at Forest School? What is a map for? How do you read a map?

Key Stage 2 Programmes of Study

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

- 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

Key Stage 2: Years 3&4

CYCLE A			CYCLE B		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Full Steam Ahead The Geography element in this use will focus on how land use changed during the Industrial Revolution. They will consider the impact of Industrialisation on the population, migration, and environment. (Sir Titus Salt- Hero or Villain)	Angry Earth The Geography element in this Unit explores Volcanoes, Rocks and Earthquakes, looking at how and where they occur. The pupils will find out about fossils and diamonds, lava and coal and everything in between! They will consider why people still live by something so dangerous. They will study a volcanic region of Italy (area around Naples and Vesuvius)	It's Chocolate! The Geography element in this unit involves considering how the position of a country in the world affects how much light it receives. They will consider how the Mayans made use of the natural resources, and the importance of maize and chocolate to their survival, trade and economy. They will consider possible reasons why the Mayan civilization died out, and the impact of possible natural disasters.	Where do we come from? The geography in this Unit explores the lives and legacy of early Britons and settlers, including those who lived during the Stone, Bronze and Iron Ages. Pupils consider how and why the ways of life adopted by prehistoric people slowly changed over time. They visit Butser Ancient farm where they will have the opportunity to see where the ancient people lived and how they survived. They will consider why early settlers chose this location to settle, considering its natural resources. They will apply this knowledge to consider why early people also chose the Dordogne area of France (linked to the Lascaux Caves).	Temples, Tombs and Treasure The geography in this unit looks at the way the River Nile was used historically. Pupils will also study some of the more unusual aspects of this amazing river and consider how flooding was essential in Egypt for the growth of crops. They will explore how the river and what it can provide led to the locations of settlements.	River Deep & Mountain High In this geography-based unit, pupils will follow the course of the River Nile from its source in the mountains to its destination. They will look at how the land alongside the river is used and what might be found there. Children will also compare the way the river is used in modern times with their prior knowledge of this in Ancient Egypt, considering the impact humans have had on this. This unit also focuses on grouping animals and plants, and looks at different habitats and how different plants and animals are suited to these. Pupils will also consider environmental issues impacting on riverside habitats and the creatures that live there, linking to our science unit.

Big Concepts covered and links to previous learning:

Place Urban vs rural land (Year 1&2 Summer Cycle A) Cities have grown up (in the UK) and are located usually in relation to similar key physical features and characteristics. Settlements range in size. Change Where people have settled has changed over time, and land use has changed- sometimes linked with the impact of different technology invention. Environment What people need in a community (Year 1&2 Summer Cycle B, Year 3&4 Autumn	Space Finding locations on a world map (Year 1&2 Spring Cycle A, Autumn Cycle B, Summer Cycle B) Place Volcanoes are located in specific parts of the earth's surface (ring of fire) usually in relation to similar key physical features and characteristics (some of which are below the earth's surface. Earthquakes are more common in some places and occur more commonly in places where 'fault lines' lie below the earth's surface. Seventy-five percent of Earth's volcanoes—more than 450 volcanoes—are located along the	Space The tropical rainforests occupy the some of the land found between the Tropic of Cancer and the Tropic of Capricorn on the 3D surface of the earth. The position of the hottest and coldest parts of our Earth have a specific pattern on our earth's surface. The rainforests are naturally sparsely populated by humans although past civilizations such as the Maya have developed larger populations. Place The rainforests are located in specific parts of the earth's surface. Rainforests can cover huge areas of land The rainforests have specific characteristics. Temperate rainforests also exist outside of the tropics.	Place Types of settlement (Year 1/2 Summer Cycle B) Early settlements are located in specific parts of the earth's surface usually in relation to similar key physical features and characteristics. Settlements range in size. Space The position of early settlements on our Earth have a specific pattern on our earth's surface linked to natural resources. The position of European Countries and their position in relation to each other has also changed over time- since the last Ice Age and continental shifts, and ice sheets that covered large proportion of the Earth's surface at that time.	Place How land and natural resources are used Settlements in Ancient Egypt are located mainly along the Nile. Where people have settled has changed over time, and land use has changed- sometimes linked with changes in natural resources (e.g. effect of drought), or with the impact of different technology invention (also linked to technology necessary for quarrying and transporting stone to build the pyramids). Space Finding locations on a world map (Year 1&2 Spring Cycle A, Autumn Cycle B, Summer Cycle B, Year 3&4 Spring Cycle A)	Place Comparing use of land and natural resources (Year 3&4 Spring Cycle B) A river begins at a source, follows a path called a course, and ends at a mouth. The water in a river is usually confined to a channel, made up of a stream bed between banks. Rivers flow from high areas towards low areas, and have a variety of sources, including hills, mountains, lakes, snowmelt, and heavy rainfall. Settlements often occur around the path of a river due to the natural resources they provide. Space Finding locations on a world map (Year 1&2 Spring Cycle A, Autumn Cycle B,
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Cycle B, Spring Cycle B, Summer Cycle A) The environment of settlements contains natural features and resources that humans seek to exploit. Humans have the ability to dramatically alter landscapes when they settle there. Interconnection Changes to environment affect the habits and habitats of different species that are native to the location- some landscapes (green belt) have changed dramatically with industrialisation, which means that some species are no longer part of that landscape. Money and trade- e.g the change from working the land, to jobs driven by the industrial revolution, altered the way of life for different communities. The effect of industrialisation in the Victorian era, had a lasting effect on the landscape and natural habitat of different species, some of which evolved and adapted to changes, and some that became extinct/ endangered.	‘Ring of Fire’. Ninety percent of Earth’s earthquakes occur along its path. Environment The environment around volcanoes is often rich in natural resources, which means that they remain attractive for people to settle (despite the dangers). Interconnection There are trades that thrive in some areas where volcanoes are located. People choose to live in close proximity to volcanoes to make use of the rich soils on volcanic flanks. Money and trade- e.g volcanoes support the quarrying of basalt for building materials and pumice.	Environment Weather patterns (Year 1&2 Spring Cycle A, Autumn Cycle B) Climate related to the equator (Year 1&2 Spring Cycle A, Autumn Cycle B) What people need in a community (Year 1&2 Summer Cycle B, Year 3&4 Autumn Cycle A, Autumn Cycle B) The environment of the rainforests largely contains natural features, with few human built features but this is changing very rapidly in some areas as humans seek to exploit the resources and land. Humans have the ability to dramatically alter and even destroy rainforests. Interconnection Use of natural resources for trade comparison (Year 3&4 Autumn Cycle A) Global warming is a current issue that many people are concerned about in the destruction of the rainforests. Changes to environment affect the habits and habitats of different species that are native to the rainforests. Scale Maps showing different scales are useful to appreciate the size of rainforests and the impact that humans are having on them as well as identifying changes in human population in these areas.	Early settlements in Europe were sparsely populated by humans although some areas such as Laugerie-Haute in France developed larger populations. Change Where people have settled has changed over time, and land use has changed- sometimes linked with changes in natural resources (e.g. effect of drought), or with the impact of different technology invention. Environment What people need in a community (Year 1&2 Summer Cycle B, Year 3&4 Autumn Cycle A, Summer Cycle A) The environment of settlements contains natural features and resources that humans seek to exploit. Humans have the ability to dramatically alter landscapes when they settle there. Sustainability Why Early Britons had to move on rather than settle Settlements may change in the future. Changes to global weather patterns in the future may change how land is used/ change the landscape. (e.g. flooding).	The position of early settlements in Egypt are also linked to the location of the county’s natural resources. Environment What people need in a community (Year 1&2 Summer Cycle B, Year 3&4 Autumn Cycle A, Summer Cycle A, Autumn Cycle B) The environment of settlements contains natural features and resources that humans seek to exploit. Humans have the ability to dramatically alter landscapes when they settle there- Pyramids, dams. When the Nile flooded, it affects the work that people can do for a period of time (e.g. Farming). It serves the irrigation needs of both Egypt and Sudan, controls flooding, generates power, and helps in improving navigation across the Nile. Interconnection Changes to environment affect the habits and habitats of different species that are native to Egypt. Money and trade- e.g. How the Nile played a key part in trading of goods.	Spring Cycle B, Summer Cycle B, Year 3&4 Spring Cycle A) Most mountain ranges are parts of mountain belts that have formed where two plates have converged. A nearly continuous chain of volcanoes and mountain ranges surrounds most of the Pacific basin—the so-called Circum-Pacific System (also known as the Ring of Fire). A second nearly continuous chain of mountains (the Alpine-Himalayan system) can be traced from Morocco, through Europe, then across Turkey and Iran through the Himalayas to Southeast Asia. Nearly all mountain ranges on the Earth can be included in one of these two major systems. Scale Maps showing different scales are useful to appreciate patterns on the earth’s surface of mountain ranges. Comparing maps of the same scale, but from different periods in history will give a sense of how landscapes can change over time- e.g. the building of the Aswan Dam (before and after). Environment What people need in a community (Year 1&2 Summer Cycle B, Year 3&4 Autumn Cycle A, Summer Cycle A, Autumn Cycle B, Spring Cycle B) The environment of settlements contains natural features and resources that humans seek to exploit. Humans have the ability to dramatically alter landscapes when they settle there. Mountains are often less populated than low ground, because the space is harder to reach. Interconnection How people have changed the landscape & why Rivers support a lot of economic activities such as transport, irrigation, fishing, besides providing habitats for aquatic animals. Most rivers have fresh water that is safe for human and animal consumption Money and trade- e.g rivers provide water necessary for life. They are also key to transport and trade. Change How use of The Nile has changed over time
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Handy Facts			Handy Facts		
	- The Earth is made up of layers; inner core, outer core, mantle and crust - Volcanoes erupt when the movement of tectonic plates creates pressure under the mantle that pushes lava up through the Earth's crust - As the lava cools, a volcano is formed - Volcanic eruptions are not always violent - Some benefits of living near a volcano are: minerals, fertile soil, geothermal energy, tourism	- Rainforests are located along the equator - The weather and climate is hot, humid and wet - Rainforests are divided into layers: emergent, canopy, understory, forest floor - Over 60% of all living species in the world call the rainforest their home - Deforestation and climate change are major threats to this essential habitat	'Rural' means the countryside and 'urban' means towns and cities - When people decide where to settle, they consider many factors such as house location, if there is work, location of shops, doctors, schools... - Transport links (paths, road, rail, water and air) are important for trade and getting from A to B - Land use describes if an area is natural, farmed, built on, used for business or pleasure - How land is used can be positive and negative		- The Nile is the longest river in the world - The Nile is made up of the White Nile and the Blue Nile - It flows into the Mediterranean Sea - Nutrient rich soil is pushed down The Nile which helps with farming - The Aswan Dam stops the river from flooding areas in Egypt
Key Stage 2: Years 3 &4					
CYCLE A			CYCLE B		
Autumn	Spring	Summer	Autumn	Spring	Summer
Full Steam Ahead	Angry Earth	It's Chocolate!	Where do we come from?	Temples, Tombs and Treasure- Egypt	River Deep & Mountain High
National Curriculum for this topic					
Disciplinary Knowledge					
	- Ask and respond to geographical questions using evidence to support answers. - Observe and collect information and data from photos, aerial images, diagrams, globes, atlases, maps charts and graphs - Understand that geographers learn about the world by observing and collecting data and information - Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, graphs and by using geographical language in writing. - Express views about people, places and environments studied, giving reasons. - Compare own view of places studied with others'.	- Ask and respond to geographical questions using evidence to support answers. - Observe and collect information and data from photos, aerial images, diagrams, globes, atlases, maps charts and graphs - Understand that geographers learn about the world by observing and collecting data and information - Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, graphs and by using geographical language in writing. - Reach geographical conclusions and be able to debate the impact of human effects on the world, from given evidence.	- Ask and respond to geographical questions using evidence to support answers. - Observe and collect information and data from photos, aerial images, diagrams, globes, atlases, maps charts and graphs - Understand that geographers learn about the world by observing and collecting data and information - Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, graphs and by using geographical language in writing.		- Ask and respond to geographical questions using evidence to support answers. - Observe and collect information and data from photos, aerial images, diagrams, globes, atlases, maps charts and graphs - Understand that geographers learn about the world by observing and collecting data and information - Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, graphs and by using geographical language in writing. - Reach geographical conclusions and be able to debate the impact of geographical processes and human effects on the world, from given evidence.

Substantive Knowledge

	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 volcanic area. Human and physical geography - Explain how the presence of a volcano affects land usage - Explain the features of a volcano and how they are formed. - Explain how and why people choose to/ not to live near a volcano - Describe how a the presence of a volcano affects species living there - Compare the physical and human features of volcanic and non-volcanic areas (Hawaii and England) Geographical skills and fieldwork - Use maps and atlases to locate volcanoes - Locate tectonic plates on a map and the continents and countries that are found on them - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Geographical skills and fieldwork: - To locate rainforests using maps, atlases and globes - Analyse and interpret climate data from rainforests - Using different secondary data sources for geographical investigation - Present climate data in appropriate ways and make connections between plant-life growing in different locations. - Analyse photos and explain what they teach us about rainforests Physical geography: - Explore how humans are effecting rainforests and what can be done to protect them. - Describe the terrain of the Amazon basin, its natural resources, and the short and long term effects of deforestation. - Visual identification of features of the Amazon Rainforest. - Seasonal/geographical variations over time, and different forms of land and terrain Locational knowledge: - Identify the layers of a rainforest - Compare the location of the Amazon basin with the location of the Ancient Mayan civilization	Geographical skills and fieldwork: - Create a map of a settlement using a key - Identify key local settlements in relation to Hampshire/ UK, and key stone age settlements in Europe/ France and draw out key similarities about the physical features of these. - Using different secondary data sources for geographical investigation - Analyse and present data using graphs, including making connections between common physical features of early settlements and mapping these to locations in the UK and Europe where these occur. - Gain a visual understanding of early settlement landscapes via photographic analysis Physical and human geography: - Define what a settlement is, different types of settlements and what they need. - Explain why settlements developed in certain areas at different points in history - Compare the land usage in rural and urban areas - Discuss human features of urban and rural areas and how these influence people's choice to live there. - Identify human and physical features using maps - Explain physical features of settlements and its effects upon the human occupation, trade and resource (e.g. trade routes, early trading goods e.g. salt; flint; chamois. - Explore the terrain of key early settlements, its natural resources, e.g the relation of these locations to the major rivers of Europe such as The Danube. - Visual identification of features of different settlements. - Explain changes of locations of settlements over time as requirements and technology changed/ nomadic settlements of early people in relation to hunting/ migration/ weather patterns. Locational knowledge: - Locate key settlements on maps of different scales. - Discuss and compare locations and develop knowledge of place through the study of these locations. Place knowledge - Understand the size and composition of settlements and how these have changed over time.	Human and physical geography - Identify the physical geography along the course of the Nile and how they change throughout the year - Explain how humans have changed the Nile and why this is necessary - Explain the physical features of a river and how/why they occur - Explain the effect the climate has on the uses of the Nile and human activity - Analyse and reflect on the effect that human changes (Aswan Dam) have had on the environment - Make observations about how people are improving or damaging the environment. Geographical skills and fieldwork - Locate and plot the course of the Nile using maps and atlases - 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
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Year 3/4 Forest School:					
Autumn: Children will understand and respect the rules and ethos of Forest School. Children will be able to identify different natural resources found in the woodland e.g. stone, clay, water, soil etc. Children will learn to work successfully as a group to build tarpaulin and tripod shelters. They will adapt and develop their thinking to ensure their shelters are fit for purpose (stable, waterproof, camouflaged etc) Key questions: What is a boundary? What can I find in the woodland? How do I know I am in a woodland environment? How does the woodland adapt through the autumn? What does a good shelter need?	Spring: Children will develop a deeper understanding of self-managed risk when climbing trees, and exploring the flora and fauna. They will begin to identify different plants, and recognise some species of poisonous plants on site e.g. stinging nettles, lords and ladies. Children will learn to tie more sophisticated knots and use them for attaching structures to trees. Children will use lashing techniques to secure pieces of wood together. Children will begin to understand that there are different soil types and what characterises these. Key questions: How can I explore the woodland safely? How can I identify a stinging nettle? What are knots useful for? Can you create a structure using your knot tying skills?	Summer: Children can name and identify which trees are deciduous and which are evergreen. They can talk about how the woodland adapts throughout the year and why. Children can be safe around a fire circle and can strike a fire successfully and safely. Children are beginning to understand simple woodland management techniques such as pollarding and coppicing. Children will begin to use more complex compass directions (e.g. north east, south west) Children will notice and discuss weather patterns and seasonal change. Key questions: What is the difference between our woodland and a rainforest? What are the effects of deforestation on a small scale- e.g. when we remove a tree from our woodland? Where did the flowers go? What do I need to think about before I can light a fire? How can I extinguish a fire safely? How does lighting a fire effect the woodland environment? What direction are the clouds coming from?	Autumn: Children will learn to light simple fires with growing independence. They will understand how to safely extinguish these. They will begin to discuss the impact of lighting fires on the woodland environment. They will have an opportunity to cook snacks over a fire e.g. chocolate bananas. Children will learn to safely use a bow saw and a saw horse. They will construct a saw horse using a square lash knot with adult support. Key questions: How do we safely extinguish a fire and ensure that we leave no trace? What is your blood bubble and how does it keep you safe when using tools? How can we ensure we are maintaining good standards of hygiene when prepping food in the woodland?	Spring: Children will explore and discuss the impact of water on the environment and the animals. They will understand what animals (and themselves as human animals) need to survive. They will develop an understanding of food chains in the woodland. They can talk about how to encourage wildlife to a specific area. Children can identify an increasing amount of sounds in the woodland, e.g. specific bird calls. Key questions: What impact does water have on the environment? How do animals and plants use water to survive? How do their adaptations allow them to survive in/near water? What would we do to survive if we didn't have...? What eats what in the woods? What is natural and what is man-made? How can you tell the difference?	Summer: Children can identify and name a range of common animals, and are beginning to categorise them into mammals, amphibians etc. Children can describe the benefits of being outside. Children can cook safely over a fire and use the tools they have learned competently and independently observing some safety measures. Children will understand how to orientate a map correctly. Children can recognise features and symbols on a map. Children can build trust with a partner and work together to do orienteering tasks. Key questions: How can we categorise animals? How does being in the woodland make you feel? How can we light a fire safely? How can we maintain and take care of tools and other Forest School equipment? How can you ensure others can easily read your map?

Key Stage 2 Programmes of Study

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

- 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

Key Stage 2: Years 5&6

CYCLE A			CYCLE B		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Survival In this unit pupils will explore how adaptation can lead to evolution. They will also investigate how different islands are formed and compare the physical and human features. A case study focusing on the Galapagos islands and their uniqueness will be carried out. Pupils will have the opportunity to write from first-hand experiences gained from learning how to filter water, hunt for food and build a shelter they will be able to survive anywhere. Pupils will bring the physical features of an Ordnance Survey Map to life by making models and comparing them with Google Earth.	Cluedo The geography in this unit focuses on the increasing need for renewable energy in today's society and its impact on the landscape and people. They will consider the impact of Windfarms/ Electricity farm, debating pros and cons.	Who goes there? In this unit pupils will have the opportunity to consider the values of 'Britishness', in the context of both our island nation, and the many centuries of immigration, and the long debate over tightening of immigration law/ the impact of immigrants on our country today. They will complete a local study of the City of Winchester.	The Final Frontier Pupils will also explore Space and The Antarctic, other 'final frontiers' that have been conquered. Shackleton (who was one of the principle figures in the Heroic Age of Antarctic Exploration), and his experiences, will be studied to give an insight into the difficulties of survival in extreme environments, and how people have strived to explore and understand them. They will study the world poles and regions as an integral part of this work. Pupils will also think about exploration beyond the earth, considering where our earth fits into the solar system. They will also learn about our moon, the sun and consider how these affect life on earth, including seasonal change & night and day	It's all Greek to me! The focus of this unit is History.	The Battle of Britain: Bombs, Battles and Bravery This unit will look at the four months in 1940 when the Battle of Britain was fought. Pupils will consider the effects of World War 2 in our locality, in particular, how Southampton and Portsmouth survived the Blitz and how the landscape of each city changed forever after this event.

Big Concepts covered and links to prior learning

Place Volcanic island formation (Year 3&4 Spring Cycle A) Islands have specific characteristics. The UK is an island, but used to be joined to mainland Europe. Space Finding locations on a world map (Year 1&2/3&4) Some islands might be populated by humans and not others. Population increases places higher demands on space and natural resources.	Place Four Marks being the highest point in Hampshire and subsequent impact on weather and climate compared to the rest of Hampshire. NIMBY (Not In My Back Yard) way of thinking about solutions for issues. Space The past, present and planned development of Four Marks to cater for housing demand and subsequent impact on local facilities and amenities. Links to surrounding villages, towns and cities. Land use of surrounding areas. Environment Impact of increasing demand for housing. Loss of habitats.	Space Place Scale Interconnection Change Why people moved in the past (Year 3&4 Autumn Cycle B) How and why has Winchester been different in the past? What has the nature, rate and extent of change been like? How might it be different in the future? (prediction) Which of the different future paths are more/less desirable? How can the more desirable outcomes be achieved?	Space The polar caps occupy the top and bottom of the 3D surface of the earth The position of the hottest and coldest parts of our Earth have a specific pattern on our earth's surface. The Antarctic remains largely unused, but as technology and the search for natural resources continues, this may change over time	Place	Space Finding locations on a world map (Year 1&2/3&4) Place Scale Change How and why were Southampton/ Portsmouth different in the past? What has the nature, rate and extent of change been like? How might it be different in the future? (prediction) Which of the different future paths are more/less desirable? How can the more desirable outcomes be achieved?
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Scale Maps showing different scales are useful to appreciate the size of different islands and their human settlements. Comparing maps of the same scale, but also from different periods in history will give a sense of how landscapes can change over time & the potential effects of climate change. Environment The environment of some islands may contain natural features and resources that humans seek to exploit. Humans have the ability to dramatically alter landscapes when they settle there. Interconnection The effect of global warming and climate change has, and is continuing to have, effects on the natural environment, particularly sea level rise. Changes in sea level can dramatically change landscapes, including the creation of islands/ the disappearance of land (Doggerland). Changes to environment and human activity can affect the habits and habitats of different species that are native to islands- Galapagos islands/ extinction of species (dodo) due to hunting in Victorian era, linking this to endangered species & reasons for this today.	Sustainability The impact of continued housing development in Four Marks: land use, natural environment and habitats, facilities and amenities, transport (A31) Environment <i>What a community wants/needs (Year 3&4 Autumn Cycle A, Summer Cycle A, Autumn Cycle B)</i> Change		Place <i>Volcanoes (Year 3&4 Spring Cycle A)</i> The Antarctic is a specific part of the earth's surface The polar caps cover a large part of the Earth's surface- compare to other places ranging in size from home and local area to states, nations, regions and continents The Polar caps have specific characteristics. Shackleton's personal experience gives us perceptions and viewpoints, leading to a sense of place about the Antarctic. Scale Maps showing different scales are useful to track the journey and experiences of Shackleton. Environment <i>Climate related to the equator (Year 1&2, Year 3&4 Summer Cycle A)</i> The environment of the Antarctic largely contains natural features, with few human built features. The limited interaction between people and the Antarctic means that the environment has changed very little over long periods of time. People in the future may look to use, alter and manage the Antarctic. Interconnection Seasonal patterns, are important factors in how Shackleton planned his expedition. Global warming is a current issue that many people are concerned about in the destruction of the polar ice caps. Changes to environment affect the habits and habitats of different species that are native to the polar regions. Money and trade- e.g the drilling for oil underneath the polar ice caps, may change the balance of eco-systems in the polar ice caps.		
Handy Facts			Handy Facts		
- Islands can be formed in 5 different ways - Islands can be accurately located in the world using lines of latitude and longitude - Physical features describe the environment and landscape of an island - Human features describe culture, religion, currency, industry and trade of an island - The location of an island in the world affects its human and physical features	- Fossil fuels will eventually run out. They cause pollution, increasing the greenhouse effect which causes climate change - Renewable energy does not cause pollution or climate change and will not run out - Some people do not want windfarms because of the negative impact on their local area - Some people do want windfarms because they provide 'green energy' - A balanced argument considers pros and cons before having a personal opinion		98% of Antarctica is covered in ice - During winter there are 6 months of complete darkness in southern Antarctica - Antarctica is extremely dry, an icy desert - Antarctica doubles in size in winter due to the sea freezing - Mount Erebus is an active volcano that ejects ice crystals		

Key Stage 2: Years 5&6					
CYCLE A			CYCLE B		
Autumn	Spring	Summer	Autumn	Spring	Summer
Survival (Island Enquiry)	Cluedo (Wind Turbines- Miracle or Menace)	Who Goes There?	The Final Frontier (Shackleton)	It's all Greek to me!	The Battle of Britain: Bombs, Battles & Bravery.
National Curriculum for this topic					
Disciplinary Knowledge:					
- Ask and investigate geographical questions, suggesting enquiries to test them. - Observe and collect information and data from photos, aerial images, diagrams, atlases, globes and graphs. - Choose an appropriate method to record evidence and provide reasons for this. - Understand that geographers learn about this world by observing and collecting data and information. - Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, graphs, charts and writing at length using geographical vocabulary. - Express views about people, places and environments studied, giving reasons.	- Ask and investigate geographical questions, suggesting enquiries to test them. - Observe and collect information and data from photos, aerial images, diagrams, atlases, globes and graphs. - Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, graphs, charts and writing at length using geographical vocabulary. - Reach geographical conclusions, giving reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	- Observe and collect information and data from photos, aerial images, diagrams, atlases, globes and graphs. - Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, graphs, charts and writing at length using geographical vocabulary.	- Observe and collect information and data from photos, aerial images, diagrams, atlases, globes and graphs. - Choose an appropriate method to record evidence and provide reasons for this. - Understand that geographers learn about this world by observing and collecting data and information. - Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, graphs, charts and writing at length using geographical vocabulary.		- Observe and collect information and data from photos, aerial images, diagrams, atlases, globes and graphs. - Choose an appropriate method to record evidence and provide reasons for this. - Understand that geographers learn about this world by observing and collecting data and information. - Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, graphs, charts and writing at length using geographical vocabulary.
Substantive Knowledge:					
Geographical skills and fieldwork: - Recognise and use key symbols on an Ordnance Survey map - Use geographical features to locate islands on maps of different scales - Begin to recognise the climate of a given country according to its location on a map. Physical geography: - Explain how a location fits into its wider geographical location, with reference to physical features. - Investigate the human and physical features of a variety of islands in different locations - Understand the definition of an island and how they can be formed Place knowledge of islands around the world: - Describe what a locality might be like. - Identify similarities and differences between islands around the world. - Begin to identify patterns.	Geographical skills and fieldwork: - Explore the proposed site for a wind farm and make note of physical and human features and possible measurements. - Visit and investigate the human impact on the village due to housing development. Physical & Human geography: - Map land-use using their own criteria. - Collect differing opinions on windfarms - Understand that different groups of people have different views on windfarms and explain why - Debate issues surrounding windfarms - Form my own opinion about windfarms and explain clearly	Locational knowledge - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Human and physical geography - Describe and understand key aspects of 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: - Use mapping skills combined with grid references - Longitude and latitude, and visual understanding of Polar landscapes via photographic analysis Physical and Human geography: - Describe and explain how physical geography changes how explorers had to live. - Understand and explain how physical features of Earth's orbit effect the weather and expeditions - Antarctica's mountainous terrain, oceans and their effects and influences upon the expedition - Visual identification of features of Antarctic geomorphology - Seasonal/geographical variations over time, and different forms of land and terrain - Analyse how the continent's location and climate have influenced its physical features. - Evaluate and reflect on the human influences on Antarctica	The focus of this unit is History.	Locational knowledge - Name and locate countries involved in specific battles - 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 were changed during the war and afterwards. Human and physical geography - describe and understand key aspects of: 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

	Location Knowledge: - Explain how a location fits into its wider geographical location; with reference to human and economical. - Explain what a place might be like in the future, taking account of issues impacting on human features. - Report on ways in which humans have both improved and damaged the environment. Place knowledge of Four Marks: - Investigate the unique physical features of Medstead and Four Marks using maps of different scales and aerial images.	Geographical skills and fieldwork - 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	Locational knowledge: - Understanding of route taken by the Endurance expedition - Antarctica's place on the Earth and on a map - Use geographical terminology to describe location - Identify key facts about the climate of the most southern continent of the Earth Place knowledge of Antarctica: - Fauna, ice types etc. - Understanding Antarctica's size and composition - Antarctica and its specific physical geography - Identify and classify living things found on Antarctica and explain how they survive		Geographical skills and fieldwork - 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
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An assessment and progression framework for Geography

This guidance is based on a clear vision of what it means to make progress in geography and expresses age-specific national expectations for pupils aged 7, 9, 11 years. The guidance informs planning and supports good assessment practice. Individual progress can be considered:

- Do students' knowledge and understanding of geography develop as they move through school?
- Can students, with increasing independence, use geographical skills in more complex and precise ways?
- Do students broaden their scale of study and explain the links between places?
- Do students develop a more mature approach to issues and recognise the importance of values and attitudes in shaping decision making?

	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
To investigate Places	• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • 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 continents and oceans.	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features • 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. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, river, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.	• Collect & analyse statistics & other information in order to draw clear conclusions about locations. • Identify & describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions & opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random & systematic) to observe, measure & record the human & physical features in the local area. Record the results in a range of ways. • Analyse & give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps & topological maps- as in London's Tube map). • Name & locate some of the countries & cities of the world & their identifying human & physical characteristics, including their identifying human & physical characteristics, including hills, mountains, rivers, key topographical features & land-use patterns; & understand how some of these aspects have changed over time. • Name & locate the countries of North & South America & identify their main physical & human characteristics.
To investigate Patterns	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of 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. • Identify land use around the school.	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.	• Identify & describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, & date time zones (including day & night). • Understand some of the reasons for geographical similarities & differences between countries. • Describe how locations around the world are changing & explain some of the reasons for change. • Describe how countries & geographical regions are interconnected & interdependent.
To Communicate Geographically	• Use basic geographical vocabulary to refer to: • Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Key human features including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	• Describe key aspects of: • Physical geography, including, river, mountains, volcanoes and earthquakes and the water cycle. • Human geography, including: settlements and land use. • Use the eight point of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and wider world.	• Describe & understand key aspects of: • Physical geography, including: climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & the water cycle. • Human geography, including: settlements, land use, economic activity including trade links, & the distribution of natural resources including energy, food, minerals & water. • Use the eight points of a compass, four-figure grid references, symbols & a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom & the world.

Key KS1 and KS2 geographical terms & vocabulary

Arctic circle	county	East	hemisphere	North	stream	temperature
Antarctic circle	compass	Edinburgh	impact	natural	Summer	Tectonic plates
Autumn	countries	earthquakes	industry	resources	seasonal	United
atlas	climate	economic	island	office	Spring	kingdom
area	cities	activity	Jet Stream	ocean	similar	valley
amenities	capital	flood	key	observation	South America	village
agriculture	contrasting	far	land-use	outskirts	scale	volcanoes
annual	develop	forest	longitude	plants	south	vegetation
aerial	diversity	fieldwork	latitude	population	soil	water
photographs	drought	food	left	pollution	seas	water cycle
biomes	distribution	facilities	lake	position	season	West
Britain	day	factory	London	Physical	similarities	weather
boarder	daily	fault line	locality	Prime	sea	world
beach	damage	farm	landmarks	patterns	symbols	Winter
belts	differences	Greenwich	landscape	poles	settlement	Year
cliff	delta	globe	leisure	port	trade links	
city	distance	graph	mountain	plan	town	
Cardiff	Europe	grid reference	minerals	rivers	Tropic of	
community	Energy	Hampshire	Meridian	route	Cancer	
contour	Estuary	hill	Meander	right	Tropic of	
conservation	European	house	man-made	Russia	Capricorn	
church	environment	habitat	near	region	tropical	
coast	Equator	harbour	night	rainforest	Time zone	
continents	energy	human	natural	shop	transportation	
			North America			