Geography Intent

At Beechcroft St. Paul's, we want our children to understand that geography is the study of the interaction of people and communities with the physical environments at a variety of scales and locations, making diverse places in the world. This is the foundation for children beginning their journey towards becoming nurturing, global citizens. We want our children to know that geography lies at the heart of all major challenges and opportunities that the human race faces today, be it population migration, climate change or realising the potential of new energy sources and be passionate about wanting to be the change champions of tomorrow.

The national curriculum
Our curriculum is based on the national curriculum for geography in KS1 and KS2 and builds on the curriculum for the Early Years Foundation Stage.

Aims The national curriculum for geography aims to ensure that all pupils:

Substantive Knowledge

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial differences and change over time

Disciplinary Knowledge

- ◊ are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

<u>Knowledge & key terms:</u>
Locational knowledge - 'Knowing where's where' is one of the mainstays of geographical education. In building pupils' locational knowledge, teachers recognise that this not only helps pupils to identify specific features but also to:

- ◊ **build their own identity and develop their sense of place**
- ◊ **develop an appreciation of distance and scale**
- ◊ **learn about the orientation of the world, including references such as the continents and oceans that they can navigate from**

Typically, children in the early years grasp **positionality** (where one feature is in relation to another). This is fundamental in appreciating relative positioning, one of the main ways by which people identify location. This includes the concepts of near and far, left and right, and behind and in front. It is important that children secure the concepts and language by the end of the Reception Year. Without these, they struggle with future learning. With these basic positional notions and the language to describe them secured, children are able to move on to learn about and use more technical terms such as north, south, east and west in key stage 1 and then the 8 points of the compass in key stage 2.

- Pupils also need to be taught about the **absolute positioning (reference) systems** used in geography, particularly **latitude and longitude.** Location influences so many of the earth's systems that without a grasp of it early in their education, pupils do not have one of the critical geographical frameworks that allow them to make sense of many natural and human phenomena. For example the effect of proximity to the equator.
- **Research shows that pupils need a secure understanding of directional and locational information so that they can locate features and navigate their way.**

Place knowledge – place allows a pupil 'to locate or orient oneself with respect to the larger global space and to other places'

Principally, place is a physical area that can be located (found on a map) and that has a personal meaning, attachment or distinct identity. Hence, we use terms like 'my place' or 'your place'. Indeed, giving a location a name is one of the ways we attach meaning and so a space becomes a place. In respect of the school curriculum, we may consider place to be a specific location on the earth's surface, or in the atmosphere, where a particular physical or human process took place.

It is place that connects the physical topography and physical or human geography processes with personal experience and how geographical conceptualisation brings meaning to undifferentiated 'space'. This then gives meaning to a location. As a result, pupils' understanding of place gives them a connection that brings together many aspects of geography and makes it very real. This also supports pupils' memory.

KEY THINKING REGARDING 'PLACE'

- **place as a location**
- **place as locale or community – somewhere that has meaning for people and evokes a sense of place**
- **place as landscape**
- **place as an idea or way of understanding the world.**

Pupils are required to revisit the idea of the local place (first encountered in KS1) in a way that involves /moving out from the local place to encompass regional, national, international and global scales in order to understand the dynamics of place'. Place: A short introduction (Cresswell 2015)

Summary – locational & Place knowledge

- Pupils gain a secure knowledge of distance, orientation, scale and positioning systems, which begins in the early years. This gives them the framework they need to understand locational knowledge.
- Over time, pupils learn and remember more locational knowledge. They become increasingly fluent in identifying specific locations.
- The curriculum gives pupils the knowledge they need to develop an increasingly complex understanding of place. Their understanding of place helps them to connect different aspects of geography. It also gives them different perspectives through which to consider the content studied.
- 'Knowing where's where' supports pupils' identity and sense of place and contributes to their understanding of geographical processes.

- Place knowledge is prioritised in the geography curriculum. It brings meaning to locations and processes studied. The curriculum and teachers' plans build pupils' knowledge of place by linking to places pupils already know or are familiar with. This may be from their personal experience as well as through what they have been taught.
- The curriculum builds pupils' place knowledge over time. This allows them to make meaningful comparisons.

Spatial reasoning - children's capacity to locate & navigate. Geographers think about the world in spatial terms. 'Spatial thinking' is a term used to describe the desirable disposition and capacity that is the result of geographical study: to analyse, interpret and describe 'spatial patterns and organisation of people, places, and environments on Earth'. It is not developed purely thorough inviting pupils to 'think spatially' because to do this thinking successfully requires prior knowledge of concepts of space and tools of representation before using processes of reasoning. (It builds as part of a child's developing and deepening understanding of geography and is an important aspect of a child's geographical schema.) Geographers visualise and analyse spatial relationships between objects. For example, through the use of maps, pupils are presented with a spatially referenced framework and visual cues. Through such visualisation, pupils draw on concepts they have already learned, such as location, distance, direction, shape and pattern. Taught well, spatial thinking develops a meaningful sense of place and appreciation of the interconnectedness of the subject.

Human and physical processes

From the early years on, the curriculum should set out how pupils gain knowledge of environmental, human and physical processes so that pupils can:

- describe their own and others' environments
- recognise the similarities and differences between the world around them and contrasting environments
- understand important processes and changes in the world around them, including those affecting the land, bodies of water and the air, people, and wildlife.

In order for pupils to get better at understanding environmental, human and physical processes, the curriculum needs to be sequenced carefully. For example, most of the physical processes, and many human processes too, are driven by the atmospheric conditions (the weather). So, pupils first need to secure an understanding of components such as air pressure, the water cycle and longitude. With this knowledge, pupils have a strong basis to understand why certain biomes exist and also how they are changing. It also contributes towards pupils' understanding of climate change and the effects, both physical and human, that are happening in different locations, such as changes to agricultural practices and rising sea levels.

Research shows how important it is to ensure that pupils understand how human and physical processes interact to influence and change landscapes, environments and the climate, as well as how human activity relies on the effective functioning of natural systems.

So at KS1, pupils should be involved in learning simple geographical vocabulary (e.g. beach, river, town, village, port) and in recognising straightforward characteristics and patterns (e.g. seasons, weather, houses, land use).

KS2 develops into description of features in physical and human geography (e.g. rivers, volcanoes, population, settlement) and the beginnings of explanations about the relationship of these to each other (e.g. resources, economic activity.)

Fieldwork - The case for fieldwork and its importance has been long made.

- Through fieldwork, pupils encounter geographical concepts first-hand and connect their learning in classrooms with the complexity of the real world.
- Through observing, collecting data for themselves, analysing it and describing their findings, pupils learn how to observe and record the environment around them. In effect, they have been immersed in relevant thinking and so key geographical knowledge sticks in their memory. The ability to explain what is observed draws on pupils' knowledge of human and physical processes as well as locational knowledge.
- Pedagogies, such as fieldwork, are critical to a good geography education and should be integrated into the geography curriculum.

Therefore, a high-quality geography curriculum includes opportunities for pupils to learn the procedural knowledge they need. This is integral to the exploration of human and physical processes so that pupils can conceptualise their classroom learning. Through their geography education, pupils need to learn and apply geographical skills, increasing in range and complexity, to interpret 'real life' geography. The curriculum is likely to build in complexity from basic observation in the early years through to data gathering and simple analysis in KS2. For example, in the Reception class, children may observe the weather daily and record it on a chart. Over time, they may be able to identify the seasonal changes in the weather they observe. Older children may find out about the impact of rainfall in various locations in the local environment.
Fieldwork connects pupils with the complexities of the real world, making it both stimulating and fascinating and a valuable element of the subject. However, it also requires teachers to have sound subject knowledge so that they can confidently explore the uncertainties and ambiguities that come from moving geography from the classroom into real environments with pupils. Unlike in other subjects, it is not possible to tightly control variables in geography. Pupils need to have sufficient knowledge of the limitations of procedures and mitigation they can use and knowledge of the processes they are exploring, in order to be able to draw valid conclusions.

Geographical skills - Within geographical skills, pupils learn to interpret spatial representations, particularly maps, globes and atlases, and construct their own plans and maps. Pupils also draw on these skills to support their knowledge of environmental, physical and human systems and also to gain a sense of place.

Map skills - Geographical skills include both constructing and interpreting hard-copy and digital maps and plans. This involves developing pupils' abilities to use atlases and globes. Maps are, to a certain extent, the language of geography. A graphical or visual form of representation is generally more effective than a textual account. Indeed, it is often in the graphical plotting of data that geographers identify patterns.

In order for pupils to become proficient in map skills, the curriculum ensures that pupils have the knowledge they need, such as knowledge of direction and scale, to draw and analyse maps. This is likely to build from drawing plans of areas that children in the early years are familiar with, such as their classroom or the school premises, through to more complex maps of larger areas and more distant places. Through drawing maps, pupils may identify relationships between features or ask questions about which processes have led to particular patterns, such as settlement distribution.

Cohesive

In Geography, pupils over time need to develop their knowledge of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. To support pupils in this, the key knowledge has been organised into key concepts to support pupils to:

- Develop an extensive and connected knowledge base. When pupils learn new knowledge, it should become integrated with the knowledge they already have. This ensures that learning is meaningful.
- Break down complex concepts and procedures into meaningful 'chunks' of content. These 'chunks', or components, can then be sequenced in the curriculum over time. This allows pupils to successfully build knowledge of geographical concepts and their relationships over multiple years, without working memory being overloaded.
- Nurture and build motivation and interest in geography through developing a connected schema on which to draw, building children's confidence in geography.
- What children learn in EY must prepare them and lead into KS1. The same for KS1 and KS2. Then, in KS2 as the children have more knowledge and understanding to draw upon, the curriculum will be and should be gaining in both complexity and sophistication, so that in upper KS2 children are utilising all that they have learned to understand complexity in the curriculum.
- In the EY and following KS1, it cannot be insecure, or secure for some, it needs to be a curriculum which all children can gain secure learning from (so not over complex or too much). You can see therefore, that curricular decisions do need to be made so that the curriculum isn't too full and that the core and intended knowledge and understanding is both accurately taught and securely learned.

The concepts and their links are broadly summarised in the diagram below:

Geography

Geography is the study of the interaction of earth process and environments at a variety of locations making diverse places.

Locational and Place Knowledge

Location

- countries, cities and seas
- Cities, regions and counties

- Continents and oceans
- Poles and equator
- Hemispheres, tropics and time zones

Place

- Small scale UK local and non-European
- Regional UK, European and N or S America

Earth process and Environments

Earth processes

- Identify key physical and human features and seasonal and daily weather patterns
- Describe and understand key aspects of human and physical processes

Environment

- know that natural resources are finite
- Describe and understand key aspects of the distribution of natural resources

We organise our knowledge into key concepts

As geographers, we use these concepts to investigate.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected, and change over time.

Diversity

How are places the same and different?

Scale

What is the size of are we are investigating (small, regional, global, ...)

Interconnection

How are places related to one another geographically?

Change

How do places change or stay the same?

Interpretation

How can I represent or communicate my geographical findings?

Focused, Ambitious and rigorous

This curriculum document sets out what it means 'to get better' at geography. Children are progressing in geography if they are building their substantive and disciplinary knowledge. The essential knowledge required for children to meet the end goals of the national curriculum has been identified and organised into key concepts.

- Substantive is locational, place and earth processes knowledge.
- Disciplinary knowledge is knowledge of the practices of geography. This teaches pupils how geography knowledge becomes established and gets revised. This involves pupils learning about different types of geographical enquiry.

The curriculum is deigned to be rigorous through embedding the disciplinary knowledge within the substantive knowledge content. This enables pupils to use disciplinary knowledge together with substantive knowledge to ask and answer geographical questions by carrying out different types of geographical enquiry.

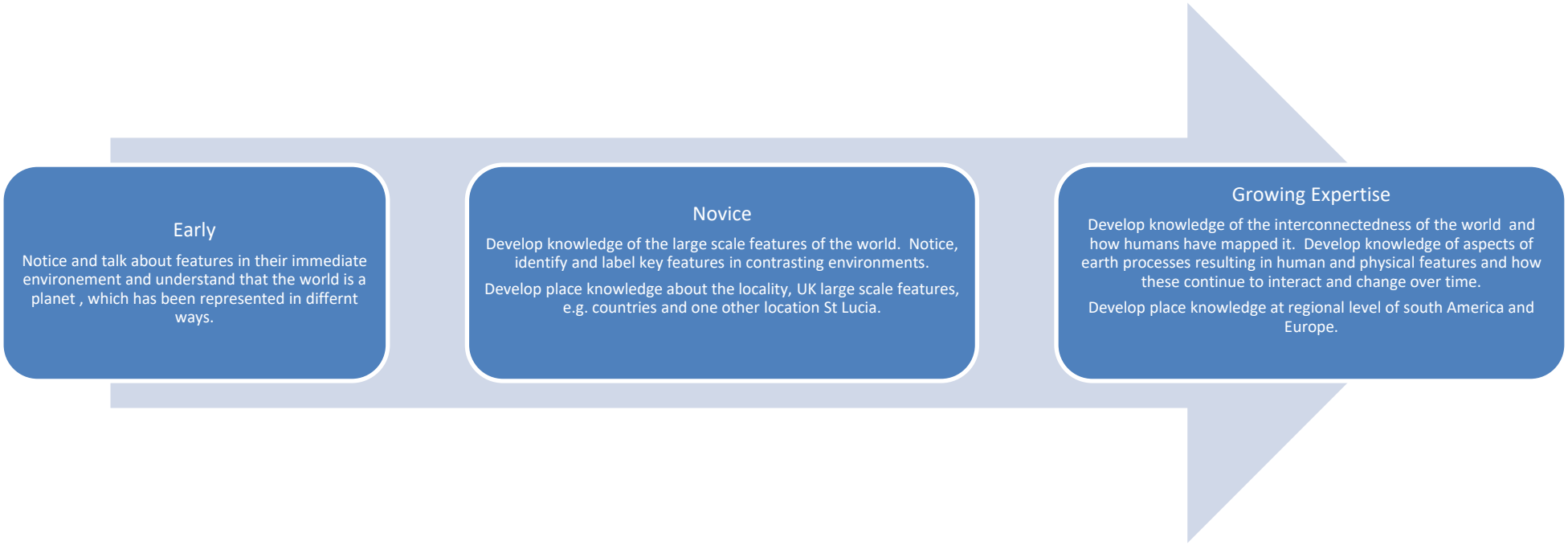
The focused identified knowledge can be found in the progression tables below, set against the national curriculum end goals for each year.

Relevant

This curriculum has been personalised by individual schools through identifying the specificity in the knowledge that is pertinent to their context. It has been relevant to their context through the reflection of their choices made, driven by their vision and values curriculum.

Appropriate

Our curriculum aims to create a pathway for our children to assemble small ideas together, building into concepts which link and connect creating a powerful mental framework, which enables children to become increasingly curious about the interconnection and relationship between people, places and environmental risk. It aims to expose how prior knowledge is built upon and grown leading to growing expertise over time leading to more complex abstract ideas and concepts.


Early
Notice and talk about features in their immediate environement and understand that the world is a planet , which has been represented in differnt ways.
Novice
Develop knowledge of the large scale features of the world. Notice, identify and label key features in contrasting environments.
Develop place knowledge about the locality, UK large scale features, e.g. countries and one other location St Lucia.
Growing Expertise
Develop knowledge of the interconnectedness of the world and how humans have mapped it. Develop knowledge of aspects of earth processes resulting in human and physical features and how these continue to interact and change over time.
Develop place knowledge at regional level of south America and Europe.

Sequenced and Progressive

	A1	A2	A3
Year 1	What is the weather like where we live?	Our Wonderful World: What are the continents and oceans in the world?	What will we find in the four countries of the UK?
Year 2	What human and physical features are there in Weymouth?	What will we see if we visit our capital city?	What is Kenya like?
Year 3	What is the United Kingdom?	Farm to Fork. Where does our food come from?	Why do tourists come to Weymouth?
Year 4	How does Paris compare to London?	Why is it important to protect our oceans?	What is the journey of a river?
Year 5	Why is the Amazon Rainforest important?	Why is Fair Trade important?	Why do tourists visit the Alps?
Year 6	Why do people live near volcanoes?	Why do people migrate?	Why do some earthquakes cause more damage than others?

Progression in Key Concepts – NC in black, focussed knowledge in colour

	Location: Where is it?			
	EY	KS1	LK2	UKS2
World	Know the world / earth is the planet we live on	name and locate the world's seven continents and five oceans • Know a continent is a land mass made up of several countries • Know that there are 7 continents • Know the name and location of Europe, North and South America, Asia, Africa, Antarctica and Oceania • Know there are 5 oceans • Know the name and location of the Atlantic, pacific, Southern Ocean, Artic and Indian oceans location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Know that the north pole is located at the northern most location in the earth in the arctic • Know that the south pole is located at the southernmost end of the earth in Antarctica • Know that the equator is an imaginary circle around the earth that is halfway between the North and South Poles • Know that the Antarctic is barren as its climate is extremely cold and dry as it is far from the equator • Know that the Sahara Desert is barren as its climate is extremely hot and dry as it is near the equator	identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, • To know that hemisphere means half a sphere • To know that the northern hemisphere is the area of the earth located north of the equator and the southern hemisphere the area of the earth located south of the equator. • To know that latitude is an imaginary horizontal line which measures how far north or south a location is from the equator (0°) • To know that the tropic of cancer is a latitude mark, marking the northern edge of the surface of the earth closest to the equator. • To know the tropic of Capricorn is a latitude mark, marking the southern edge of the surface of the earth closest to the equator. • To know that the artic circle is a latitude mark, north of which is the Artic. • To know that that the Antarctic circle is a latitude mark, south of which is the Antarctic.	identify the position and significance of longitude, the Prime/Greenwich Meridian and time zones (including day and night) • To know that longitude is an imaginary vertical line (pole to pole) that measures how far east or west a place is. • To know that the prime meridian or Greenwich meridian (0°), located through London, is the line from which east and west is measured. • To know that the area of the Earth lying east of the Greenwich Meridian is in the Eastern Hemisphere and is labelled °E. • To know that the area of the Earth lying west of the Greenwich Meridian is in the Western Hemisphere and is labelled °W.

UK	Know the name of the town / village my school is in e.g. Weymouth Know that our country is England	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Know that our nation is the United Kingdom • Know the UK has four countries: England, Northern Ireland, Scotland and Wales • Know that England, Wales and Scotland are connected and form an island (Great Britain) • Know and locate the seas around the UK: North Sea, Irish Sea, English Channel, North Atlantic Ocean • Know the name and location of: Edinburgh, Cardiff, London and Belfast Locate small area of UK: Dorset • Know how to locate my school Beechcroft St. Paul's location on a map of the UK • Know that Weymouth is in Dorset • To know that Dorchester ais a town near to Weymouth. • Know that Dorset is an area in the south of England on the coast.	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 • To know the location of the 9 regions of England. • To identify and locate the counties of the southwest on a map. • To know and locate the major towns of the southwest: Bath, Bristol, Dorchester, Bournemouth, Exeter, Plymouth and Swindon. • To know the location of Uk's major cities Manchester, Birmingham, Sheffield, *London and Cardiff* • To know the location of the Jurassic coast.	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 • Know the location of the UK's main mountain ranges: Grampian Mountains (Scotland); Pennines (northwest); Cambrian Mountains (Wales) • Know the location of the tallest mountains in Scotland (Ben Nevis), Wales (Snowdonia) and England (Scafell Pike). • Know the location of the major UK cities: Sheffield, Manchester, Newcastle, Southampton, Birmingham, Swansea, Norwich, Glasgow. • To know the location of the major UK rivers and their main landmarks: Thames, Cotswolds and London; Tyne Pennines and Newcastle; Tay, Grampians and Dundee; Severn, Cambrian and Bristol • locate the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • To know that the major river of South America is the Amazon • To know the location of Brazil, Argentina, Chile, Mexico, USA, Colombia • To know the coastal location of the major city of Rio De Janeiro. • To know the location of the Caribbean and name some of the islands.
World Countries	Name some countries that they know, have visited and know these are not the country they live in.	Locate small area of non-European country: our link school - Kianjagi school Kenya in Mount Kenya National Park • Know that the location of Africa • Know that Africa is a continent not a country • Know that Kenya is in Africa • Know that kenya is in the East of Africa • Know that Kenya is much nearer the equator than the UK • Know that tourists visit Mount Kenya national park	l locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • To know that the major river of South America is the Amazon • To know the location of France, Germany, Spain, Italy, Poland, Netherlands and Russia • Know and locate major capital cities of Europe:Paris, Berlin, Madrid, Rome, Warsaw, Amsterdam, Moscow • To know and locate the major mountain ranges in Europe: Alps, Pyrenees, Ural mountains, Carpathians • Know that some countries are classed as being in Western Europe and that some are in Eastern Europe.	locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Know the location of some of the main mountain ranges of the world: Himalayas, Andes, Urals • To know the main mountain ranges of Europe: Alps and Pyrenes • To know the location of France, Germany, Spain, Italy, Switzerland, Slovenia, Austria, Netherlands and Russia • Know the location of the highest mountain, Everest. • To know the location of the major European cities of: Paris, Madrid, Roma, Moscow, Berlin, Bern, Brussels and Vienna and Reykjavik.

	Place: What is it like?			
	EY	KS1	LK2	UKS2
develop knowledge about the United Kingdom and their locality.		understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom: (Local – Beaminster) • To know that Weymouth is a town • To know that Weymouth sits in a valley by the sea. • To know that Weymouth has physical features which shape the landscape, e.g. river, hills, woodlands, sea, beach • Weymouth takes it's name from the River Wey and mouth from where the river meets the sea. • To know that Weymouth has human features that provide for the people that live there. E.g. schools, churches, roads and crossings, playfields, shops • To know that Weymouth is a coastal town that many people visit on holiday. • Weymouth has some human features because it is a holiday destination: hotels, caravan parks, amusement parks • To know that the UK has 4 seasonal changes as it is away from the equator. • To know that the Uk has hot temperatures in the summer and cold in the winter Know some characteristics of the four 4 countries and capital cities of the United Kingdom • Know that England has a long coastline and many ports used for trade. • Know that Scotland is mountainous and wet. It has many offshore islands • Know that Wales is mountainous and has many quarries • Know that Northern Ireland is on the island or Ireland but is a separate country • Know that each country has a capital city, which is where the government for the country is. • Know that each capital city is located on a river • Know that London has many famous landmarks • Know that these are located along the river Thames	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • To know that regions are made up of counties • To know that the southwest contains Dorset, Devon, Cornwall, Somerset, Gloucestershire and Wiltshire. • To know that the main land use of the South West is farming due to its shallow valleys, climate and low population. • To know that Dorset is in the South-West and is a rural county. • To know that Dorset coastline contains the World heritage site of the Jurassic Coast, containing many different landforms. • To know that the Jurassic coast stretches from Studland in Dorset to Exmouth in Devon and is an important world heritage site. • To know that counties have county towns, which are is where their local government is. • To know that Dorchester is the county town of Dorset • To know the different economic activities in Weymouth • To know that tourism is major land use in Weymouth. • To know that the UK has a temperate climate.	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • Know that migrants move for different reasons. • Know that the Economy is dependent on migrants who move from different countries. •

	Place: What is it like?			
	EY	KS1	LK2	UKS2
develop knowledge about the world,		understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country: Kianjagi school Murigi, Kenya in Mount Kenya National Park • To know that Kianjagi school, Murugi sits in a valley, in a rural area with many hysical features.. • To know that Murigi and Weymouth have similar human and geographical features e.g. schools, churches, roads and crossings, playfields, hospital • To know that Murugi has physical features which shape the landscape, e.g. national park, grassland • To know that Kenya has 2 seasons as it is close to the equator • To know that Kenya has a wet and dry season and temperature changes little throughout the year. • Know that the Mount Kenya National Park is home to animals that are different to the UK. • Know that many tourists visit the Mount Kenya National Park to see the animals that live there.	understand geographical similarities and differences through the study of human and physical geography of a region in a European country • Know that Pyrenes and Alps are new mountain ranges, so they are rugged and taller • Know that the younger Pyrenes and Alps are used for winter sports. • Know that the Alps is a major tourist destination. • Know that the Alps are taller than the mountain ranges in Britain. • Know that tourism brings in money for the economy. • Know that hotels, restaurants and ski resorts are human features which are found in the Alps.	understand geographical similarities and differences through the study of human and physical geography of a region within North or South America (Brazil: Rio and Amazon Rainforest) • To know that Manaus has tropical climate zone • To know that the Atacama Desert has a dry climate • To know that Brazil is the largest country in South America • To know that Brazil has expansive areas of forest biomes, including the Amazon rainforest. • To know that Rio is the second largest city in Brazil • To know that Rio has physical features which shape its landscape including: surrounded by mountains and forests; a long Atlantic coastline expose to big waves and many beaches, bays and headlands. • To know that Rio is a megacity as it has over 10 million people living there. • To know that Rio has human features that provide for the people living there such as schools, shopping centres, cathedrals, housing • To know that Rio has human features which provide for the many tourists: hotels, resorts, restaurants, pleasure beaches, marinas. • To know that Rio has human features which provide for their industry: harbours, docks and transport networks. • To know that Rio has a tropical climate • To know that Weymouth and Rio are similar in being at risk of coastal flooding • To know that Weymouth and Rio are different as Weymouth is at financial risk as it has a short tourist season, and Rio is not due to its year round tourist season

	Earth Processes: How is the earth changing?			
	EY	KS1	LK2	UKS2
Physical	•	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 • To know a hill is raised area of land and a valley is low area of land between two hills • To know that a mountain is a high hill • To know that vegetation are the plants found in a particular area • To know a river is a pathway of water and can be dangerous • To know that soil and rock are the natural top layers of the earth • To know forest is a large area of land containing trees • To know that beach is an area of land at the edge of water • To know that cliff is a high steep feature by the sea • To know that the coast is the area of land by the sea. • To know that weather is the conditions outside, e.g. warm and wet • To know that weather can describe temperature, cloud cover, rain, sun, snow and wind • To know that a weather pattern is the description of weather over time • To know that a season describes the common weather pattern 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 • To know that the Uk has hot temperatures in the summer and cold in the winter • Know that the Antarctic is barren as its climate is extremely cold and dry as it is far from the equator • Know that the Antarctic has land mass under the snow and ice. • Know that the Sahara Desert is barren as its climate is extremely hot and dry as it is near the equator • Know that the artic does not have land mass	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, earthquakes • To know that a flood is an overflowing of water onto land that is not normally under water • To know that floods are often a result of excessive rain • To know that changes to an environment can be caused by either physical or human processes • To know that weather describes heat, cloudiness, wind, dryness, rain, sunshine • To know that climate describes weather conditions over a long period • To know the features of a temperate climate are 4 distinct seasons • To know the features of a tropical climate are warm temperatures, high humidity (hot and humid) and have 2 seasons wet and dry (no winter) • To know the features of a dry climate are low rainfall, high temperatures and prolonged periods of drought. • To know the features of a polar climate are extremely cold with little rain. • To know that a Biome describes the typical plants and animals that live there • To know that the main Biomes are aquatic, grassland, forest, desert, tundra • To know that a jungle biome is a dense, tropical forest with thick tangled vegetation that is often hard to navigate and has few settlements • To know a desert biome is a barren place with few living things and settlements. • To know that Polar regions are also classified as desert biomes. • To know that underneath the oceans and continents is the Earth's crust, which is split into giant jigsaw pieces called tectonic plates. • To know that earthquakes occur where the tectonic plates meet and move against each other. • To know that Earthquakes are sudden rolling or shaking of the Earth's surface. • To know that the further from the plate boundaries a location is the less it will feel an earthquake. • To know that a bay is an inlet of the sea where the land curves around it. • To know that rural means the countryside	describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and the water cycle • Know that tectonic plate movement creates land features on the earth's surface. • Know that a mountain is a large landscape feature that is taller than a 1000ft (approx. 300m) • Know that fold mountains are created when tectonic plates collide and push the earth upwards. • Know that a mountain range is a large area where mountains can be found together. (large scale) • Know that erosion is a process which wears away the land • Know that ice and water erode the land • Know that mountains are eroded over time, changing their appearance and height • Know that mountain ranges and large scale and often pass through many countries. • Know that deforestation means to remove the forest from an area. • To know that the water on the earth is constantly recycling through the process of the water cycle. • To know that the sun's heat evaporates water on land and sea which then condenses to form clouds. • To know that heavy clouds release their water back as rain and snow • To know that rain runs over land into rivers and back to the sea. • To know that the source of river is where it starts and its highest point and the mouth is where is joins the sea and ends. • To know that rivers are fast and narrow at their source and get steadily wider and slower towards the mouth. • To know a meander is a winding curve or bend in a river • To know that a valley is created by rivers. • To know that a waterfall is where the water from a river flows over a steep drop, often landing in a plunge pool below. • To know that the floodplain an area of flat land around a river that is covered when the river floods. • Know that tectonic plate movement creates land features on the earth's surface. • To know a volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape. • To know that volcanoes can be active, dormant or extinct • To know that a crater is the circular part at the top of a volcano where the eruption occurs • To know that volcanoes look like small mountains or hills but unlike mountains, do not form ranges. • To know that ash and lava from an eruption creates good farming land. • To know that volcanic eruptions can create new land • To know that volcanic zones have plenty of geothermal (geo – earth, thermal – heat) energy which is a renewable energy source

	Earth Processes: How is the earth changing?			
	EY	KS1	LK2	UKS2
Human	•	use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • Know that a settlement is a place where people live together in homes. • Know that a village is a small settlement, and a town is a larger settlement. • Know that a city is a large and significant town • Know that a landmark is famous building or structure • To know that a field is a looked after area of land on a farm • To know that roads connect settlements together • To know that a farm is an area of land used for growing or raising food. • To know a factory is large building where things are made. • To know a church is a place of Christian worship • To know that an office is a place where people work • To know that a shop is a place where goods are sold • To know that a café and pub are places to eat and drink. • To know that a harbour is a sheltered area of water for boats • To know the sea is a body of water near to land and an ocean is large body of water • To know that a port is a sheltered area for large ships • To know that tourist is a person who is on holiday •	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 • To know that population means the number of people living in an area and is a human feature. • To know a marina is a place for yachts and small boats • To know that industry is the making of goods to sell. • To know that docks is where large ships and load and unload • To know that a tourist is a person who visits another place on holiday • To know that tourism describes the business of providing services to tourists. • To know that Urban means city or town. • To know that a megacity is one with a population over 10 million. • To know that cities change over time due to their job opportunities. • To know that cities contain more business, offices, schools, shops and houses. • To know that cities have hospitals, cathedrals and universities which create more jobs. • To know that major cities in the UK have airports and /or harbours creating more jobs. • To know that a fossil fuel is a natural resource that can be burnt to produce electricity. • To know that fossil fuels are found in the earth. • To know that farms provide food which we buy in supermarkets. • To know that land use is constantly changing and that farmland can be taken up to provide renewable energy such as solar and wind power.	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 • To know that major towns and cities are located on rivers as these provided them with fresh water in the past. • To know that international trade is when countries buy and sell goods to each other. • To know that export means to sell goods to other countries • To know that import means to buy goods from another country. • To know that countries trade because they are unable to make the goods, they are cheaper or better quality. • The Uk imports some food because it cannot be grown in the UK. • To know that the UK has important trade links with China, USA and Europe. • To know that farmers and producers do not sell directly to shops. • To know that each company involved in trade gets paid, adding to the price paid by the consumer. • Know that Fair Trade has been set up to try and ensure that farmers in other countries get a fair share of the money for their products. • Know that the economy needs people to do jobs and that people can migrate to find work or because countries need people to work. • Know that climate change is causing some people to migrate because of drought and natural disasters such as flooding. • Know that some people are forced to migrate as refugees because of war in their country. •

	Environment: What is at risk?			
	EY	KS1	LK2	UKS2
	• To know that an environment describes all that you can find at a particular space, e.g. classroom • To know that a risk is something that has potential to cause harm.	• To know that pollution can affect the land, sea and air • To know that transport causes air pollution • To know that people pollute the land through litter • To know that people seek to manage the landscape to stop natural processes e.g. flooding on coasts • To know that our food is grown on farms • To know that farms produce crops which are foods we can eat • To know that farms raise animals which provide our food. • To know that food from farms is transported to factories to be made into other foods • To know that food is transported to shops for us to buy. • To know that farms use earth's resources e.g., water, land and soil to produce food • To know that wasting food impacts the environment	• To identify ways in which trade causes changes to the local environment • To identify ways in which flooding has caused a change to the local environment. • To know that powerful earthquakes cause significant damage to the physical and human environment. • To know that the time of day or night and how rich or poor a country is, effects how much damage is caused. • To know that tourism is affected by climate: places with seasons, will have shorter tourist seasons. • To know that coastal locations are at risk of flooding from the ocean / sea • To know that the world's oceans are being damaged by humans because of waste and sewage. • To know that cities cause air pollution due to their energy use. • To know that cities can be overcrowded resulting in poor living conditions • To know that cities can have congestion risks due to the number of people. • To know that sustainable means cannot be used up. • To know that burning fossils fuels causes air pollution and global warming. • To know that the world has a limit of fossil fuels • To know that renewable energy is sustainable • To know some forms of renewable energy, e.g. wind, solar, tidal and hydro	• To know that flooding can cause damage to human features such as housing and farmland and transportation systems • To know that climate change is increasing the risk of flooding in the UK • To know that when a volcano erupts, magma spills out as flowing lava or ash clouds. • To know that volcanic eruptions can damage or destroy settlements and natural landscapes • To know that the speed and size of the eruptions affect the level of risk. • Know that sustainable farming can protect the landscape through environmental management. • To know that conservation means to try to manage environments sustainably while still using natural resources. To know that people working and producing goods in poorer countries e.g. farmers in the Caribbean, are less likely to be paid fairly for their goods. • To know that fairtrade is when people who make the things we buy are treated fairly and paid properly for their hard work. To know Fairtrade is essential for people working in poorer, less developed countries. • To know that global warming is when the earth's temperature is rising. • To know that human produced pollution is causing climate change, e.g. energy production. • To know that one of the risks of global warming is the destruction of biomes and settlements due to too much or too little water. • To know that people in poorer countries are at greater risk from global warming. • To know that one of the risks of global warming is the destruction of biomes and settlements due to wildfires. • To know that action can be taken to reduce global warming.

Disciplinary Knowledge

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected, and change over time.

	Diversity: How are places the same and different?	
	• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	• use maps, atlases, globes and digital/computer mapping to describe features studied • use 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 and measure the human and physical features in the local area

	EY	KS1	LK2	UKS2
	• Know how to find land and sea on a globe and world map • Know that symbols on a plan or map represent features.	• Know how to use a simple key to identify symbol meaning • Know that a plan and map have outlines and images of features in the landscape viewed from above (aerial views) • Know that aerial photographs are taken from above • Know that a plan is a representation showing the location of features in an area. • Know that an okta is a measure of the quantity of cloud • Know that a thermometer measures temperature in degrees Celsius • Know the larger the degrees Celsius the warmer it is. • Know that a rain gauge measures the quantity of rainfall • Know that distance can be measure in m. • Know that distance is a measure of length	• Know that there is a standard system for symbols in a key • Know how to locate features on an OS map through using a key • Know that there is a standard system for plotting size of roads on maps. • Know that ordinance survey maps only detail features above the water line. • Know that satellite orbit the earth taking photographs of its surface • Know that that satellite photographs can be used to identify features in the landscape. • Know that field studies means to collect data first hand form the landscape. • Know that data can be collected on physical features found in the landscape and human. • Know that data collected at different times can evidence how a place is hanging and staying the same.	• Know that a contour line indicates a change in height • Know that contour lines close together means a steeper climb and further apart a shallower climb. • Know that evidence collected in field studies and from geographical sources can help our understanding of human and physical processes.

	Scale: What is the size of are we are investigating (small, regional, global, …)	
	• 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 maps, atlases, globes and digital/computer mapping to locate countries and features studied • Use 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

	EY	KS1	LK2	UKS2
	• Know that the Earth is a sphere and represented in different ways.	• Know that a globe is a sphere map model of the Earth. • Know that a world map is a picture of a particular area of the earth drawn or printed to scale on a flat surface • Know that a map is a 2D representation of the surface of the Earth. • Know that an atlas is a geographical book of maps, tables and charts • Know that a world atlas has sections on continents and oceans • Know that world maps are orientated with north at the top and south at the bottom, • Know that world maps are orientated with America in the west and Oceania in the East. • Know that the world is not 2D and so America and Oceania are not far apart. • Know that global refers to the world. • Know that local refers to the immediate surrounding area. • Know that country refers to an area where people live with the same government and culture • Know that continents are larger and contain many countries.	• Know that atlases indexes give a page number and a grid reference. • Know that the scale of a map can be worldwide, continent or country. • Know that ordnance survey maps are maps of features in the landscape drawn to scale • Know that digital mapping are computer generated maps. • Know that digital maps allow maps scales to change – zoom in and out • Know that digital maps use a search function not an index. • Know that political maps show countries and regional boundaries. • Know that physical maps are used to locate physical features e.g. landforms, rivers •	• Know that different scales of maps provide different levels of detail of the areas covered • Know which map to select to answer a geographical enquiry question • Know that thematic maps show information on a given topic to allow comparison • Know that a time zone map works from Greenwich meridian and increases in time as you go east.

	Interconnection: How are places related to one another geographically?	
	• 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 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

	EY	KS1	LK2	UKS2
	•	• Know how to label a simple 4-point compass. • Know that a compass measure direction • Know that north points to the north pole. • Know how to follow simple NSEW directions on land and a simple map / plan • Know how to give simple NSEW directions on land and a simple map / plan • Know that directions help us locate places and features. • Know that directions help us describe the location of features compare to each other. E.g. the shop is nearer than the farm. • Know how to use simple co-ordinates on a plan / map eg. A1	• Know how to label an 8-point compass • Know how to follow 8-point compass directions on land and a simple map / plan • Know how to use 4 figure grid references to find / describe location of features on a plan / map	• Know how to give simple 8-point compass directions • Know how to use a compass to give directions to features in the landscape • Know how to use 6 figure grid references to find / describe location of features on a plan / map

	Change: How do places change or stay the same?	
		•

	EY	KS1	LK2	UKS2
	•	• Know that places can change or stay the same within the same day and season.	• Know that places change as a result of human and physical processes • Know that places can change quickly (e.g. weather) or slowly over time (e.g. town growth)	• Know that a global event can cause many places' physical landscape to change quickly • To know that the local climate can cause a place's physical landscape to change slowly e.g. erosion • To know that human activity can impact on global landscapes and biomes, causing them to change.

	Interpretation: How can I represent or communicate my geographical findings?	
	• devise a simple map; and use and construct basic symbols in a key •	• use fieldwork data to present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

	EY	KS1	LK2	UKS2
	•	• Construct a map that contains at least two features and a connection between them • Know that a map or plan should place features in the space they occupy in relation to each other. • Know that features can be represented by symbols • Know that symbols need a key to identify their meaning. • Know how to draw features in relation to each other on a simple plan or map	• Know how to present quantitative data in a simple bar chart • Know that patterns in data build our understanding of processes • Know that sketch maps place features in relation to others in the landscape but are not to scale. • Know that plans are a simplified aerial view of an area. • Know how to create a simple plan of a small outdoor area.	• Know how to interpret and present data in simple tables and charts • Know how to draw a labelled cross-section of a landscape feature. • Know that evidence from our enquiry builds our understanding of how human and physical processes interact