**National Curriculum:**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about 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. 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.

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

♣ 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 variation and change over time

♣ 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.

**EYFS**

Aspects of Geography are taught in EYFS through ‘Understanding the world’ which involves guiding children to make sense of their physical world and their community. It will be taught through:

People culture and communities

♣ To 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.

The natural world

♣ 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.

**Key stage 1**

Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

**Pupils should be taught:**

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 Geography – key stages 1 and 2 3

♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

♣ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

**Pupils should be taught to:**

Locational knowledge:

♣ locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

Describe and understand key aspects of:

♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

♣ 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.

**Cycle A – Autumn Term**

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| **EYFS** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** | **Lesson 7** |
| **UK / Continents**  **Festivals** | By the end of the week, I will know Halloween  . | By the end of the week, I will know about Bonfire Night | Around the world:  By the end of the week, I will be able to say three facts about the UK | By the end of the week, I will know about Remembrance day | Around the World:  By the end of the week, I will know about Diwali | Around the world: different countries -  By the end of the week I will be able recognise three different countries and say hello in their language | Around the world:  By the end of the week, I will know how Christmas is celebrated differently in 3 different countries. |
| Key vocabulary:  Pumpkin  Potion  Cauldron  Witch  Spooky  Haunted House  Wizard  Broom | Key vocabulary:  Sparkle  Crackle  Zoom  Flicker  Bang  Explode  Noisy  Bonfire  Whizz  Flames  Loud  Guy Fawkes  November | Key vocabulary:  United Kingdom  UK  London  Britain  England  Wales  Northan Ireland  Scotland  English | Key vocabulary:  Remember  Poppy  War  hero  peace  memory  memorial  silence  Parade  Wreath  11th November | Key vocabulary:  Fireworks  Lanterm  Jewellery  Lakshmi  Ddiya lamp  Rama  Sita  Mehndi  Festival  rangoli | Key vocabulary:  Hello  Bonjour  Salu  Guten Tag | Key vocabulary:  England  Poland  China  Russia |

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| **Year 1** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** | **Lesson 7** |
| **The 7 Continents** | Flash back (Yr1):  What is a historian?  What does ancient mean?  What does modern mean? | Flash back:  What does the word past mean? | Flash back:  Can you name some different sources you can use to find out information from the past? | Flash back:  Who was Mary Seacole? | Flash back:  How was our school different in the past? | Flash back:  What is an Archaeologist?  What is an artefact? | *Flash back:*  What does Excavate mean?  What is a family tree? |
| By the end of the lesson, I will know that continents are very large areas of land | By the end of the lesson, I will recognise Europe as one of the world’s seven continents. | By the end of the lesson, I will recognise Antarctica as one of the world’s seven continents. | By the end of the lesson, I will recognise Africa as one of the world’s seven continents. | By the end of the lesson, I will recognise Asia as one of the world’s seven continents. | By the end of the lesson, I will recognise North and South America as two of the world’s seven continents | By the end of the lesson, I will recognise the continent of Australia |
| Key vocabulary:  Earth • Globe • Asia • Europe • Africa • North America • South America • Australia • Antarctica • Pacific • Atlantic • Indian Southern • Arctic | Key vocabulary:  Continent • Europe • climate • ocean • border • North • South • East • West • mountain • plain • peninsula • Physical feature • Human feature | Key vocabulary:  • North Pole • South Pole • Antarctica • tilt • orbit • summer • winter • minus (in relation to degrees), • scientists | Key vocabulary:  Africa • equator • desert • grassland • jungle • savannah • rainforest | Key vocabulary:  Asia • tropical rainforest • Monsoon • Drought • Great Wall of China • Pacific Ocean • Indian Ocean | Key vocabulary:  North America • South America • Panama Canal • Statue of Liberty • Amazon Rainforest • Niagara Falls | Key vocabulary:  Australia • Islands • Kangaroo • Koala • Wallaby • Southern Hemisphere • Uluru • Outback • Sydney Opera House • Sydney |

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| **Year 2 and Year 3** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| Northern Europe | Flash back:  Describe what life was like in the Old and Middle Stone Age. How do we know?  What is an Archaeologist? | Flash back:  What does the word trade mean?  When did farming begin?  What is a settlement? | Flash back:  What first happened in the Bronze age?  What does the word Excavation mean?  What is a Hill fort? | Flash back:  Who were Neolithic people?  What is Stonehenge? | Flash back:  When did the Iron age begin?  What did people begin to make during the Iron age?  What is a fort? | Flash back:  What are Artefacts?  What is a Nomad?  What does Prehistory mean? |
| By the end of the lesson, I will be able to identify the countries in Northern Europe. | By the end of the lesson, I will be able to identify physical and human features of northern Europe. | By the end of the lesson, I will be able to describe the climate in northern Europe. | By the end of the lesson, I will know that some animals in northern Europe migrate. | By the end of the lesson, I will know that Roald Amundsen reached the South Pole. | Assessment:  To be able to describe Northern Europe  Q: What would a traveller see if they visited Northern Europe?  Yr2 (Selection of picture from/not from NE – children to choose)  Yr3 – Written activity |
| Key vocabulary:  Northern Europe  Denmark  Finland  Norway  Sweden  Iceland  Scandinavia  **Additional vocab:**  Lowlands  mountains  lakes  Coniferous  forest | Key vocabulary:  Capital city  mountain  valley  lake  Northern Lights  fjord  Øresund Bridge | Key vocabulary:  Climate  weather  survive  evergreen  Sami  snowplough  grit spreader  adapt (-ed)  reindeer | Key vocabulary:  Bear  moose  beaver  lynx  bird  reindeer  adapt  migrate  climate | Key vocabulary:  Roald Amundsen Northwest Passage  Atlantic  Pacific  Arctic Circle  Inuit  sledge  South Pole  North Pole | Key vocabulary: |

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| **Year 4, 5 and 6 will complete the same baseline of work.**  **There will be additional challenges tied into the objectives for year 5 and 6, planned by class teachers.**  **There will be significant differences in the expectations of the way that the different year groups record their work.** | | | | | | |
| **Year 4, Year 5 & Year 6** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| Mountains (Yr5) | Flash back:  When did WWII happen?  Why did WWII happen?  Which countries were involved in WWII? | Flash back:  What happened during the Battle of Britain and the Blitz?  What does the word Encryption mean? | Flash back:  What part did Bletchley Park play in helping the Allied Powers win the war.  What does the word Genocide mean? | Flash back:  What was the Holocaust?  What does the word Propaganda mean? | Flash back:  What part did the Home Front play in supporting the war effort?  Who was Alan Turning and Mavis Batey? | Flash back:  What was Operation Sealion?  Who was Winston Churchill?  When did WWII end? |
| By the end of the lesson, I will know that a mountain is a large landform that rises above surrounding land. | By the end of the lesson, I will know that the Alps are the largest mountain range in Western Europe | By the end of the lesson, I will know that the Himalayas are the largest mountain range in the world and that Mount Everest, in the Himalayas, is the world’s tallest mountain (above sea level) | By the end of the lesson, I will know that there are three main mountain ranges in North and South America: The Andes in South America, and the Rockies and Appalachians in North America. | By the end of the lesson, I will know that Kilimanjaro in Africa is notable, not only for its height, but for the fact that it stands alone and is not part of a mountain range | Assessment Q - Mountains around the world are all the same; agree or disagree? Explain your answer  Extended writing  Yr4 – examples of mountains (pictures and text) covered on tables.  Yr5 - examples of mountains (pictures only) covered on tables.  Yr6 – word bank of mountains covered on tables – encourage to read back through their work. |
| Key vocabulary:  Mountain  Peak  Range  Summit  Slope | Key vocabulary:  The Alps  Mont Blanc  Otzi  Ice  mummy  Eiger  Matterhorn | Key vocabulary:  Himalayas  Mount Everest Altitude  Sea-level  Tenzig Norgay  Edmund Hillary | Key vocabulary:  Andes  Aconcagua  Inca  Rockies Appalachians | Key vocabulary:  Kilimanjaro Ethiopia  Ethiopian Highlands  Lava lake |  |

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| **Every lesson MUST include these features:** | | |
| **Vocabulary** | **Procedural knowledge** | **Questions** |
| Use basic geographical vocabulary to refer to:   * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop * use 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 | Read and interpret a variety of maps, plans, use atlases, OS maps and aerial photographs at points during every lesson.  Have a class compass that displays NSEW, with Buckminster at the centre. When talking about a place, relate it on the class compass so children have a mental schema of the location of different places on the local, national and world map. Refocus on the compass every lesson, so children are fluent with the language and have a growing mental picture of the world. | Adults need to ask questions that help learners explain their understanding of geographical **similarities and differences**.  Questions such as:   * What do you notice...? * Tell me what you can see...? * What does this remind you of…? * How do you know...? * Where have you seen this before…? * How is it similar…? * How is it different…? |