

Geography

<p>EYFS</p> <ul style="list-style-type: none"> • Draw information from a simple map (UW) • Recognise some similarities and differences between life in this country and life in other countries (UW) <ul style="list-style-type: none"> • Explore the natural world around them (UW) • Describe what they see, hear and feel whilst outside (UW) • Recognise some environments that are different to the one in which they live (UW) • Understand the effect of changing seasons on the natural world around them (UW) <p style="text-align: center;"><u>ELG's:</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (UW) • 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 (UW) <ul style="list-style-type: none"> • 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 (UW) <ul style="list-style-type: none"> • explore the natural world around them, making observations and drawing pictures of animals and plants (UW) • Understand some important processes and changes in the natural world around them, including seasons and changing states of matter (UW) <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding (CAL) • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (CAL) • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (CAL) 			
Knowledge		Skills	
<p>Understanding the world Geography in the Early Years is embedded within the area of learning: Understanding the world. Children will gain an understanding of their role within their family, the wider community and the world.</p> <p>Progression: This helps prepare them for Year 1, where they begin to look at their local environment. As well as this they begin to look at and use maps to locate countries and capitals in the UK.</p>		<p style="text-align: center;">Early Learning Goals:</p> <ul style="list-style-type: none"> • Know about similarities and differences in relation to places, objects, materials and living things. • Talk about features of their own immediate environment and how environments might vary from one another. • Make observations of animals and plants and explain why some things occur, and talk about changes. 	
Year 1			
	Knowledge	Vocabulary	Skills
Term 1			<ul style="list-style-type: none"> • Observe and record information about the local area e.g. busy and quiet roads • Children to write own address and explain why others use your address to help e.g. postman, ambulance driver • On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc. and use them to create memory maps to show the journey • Use Digimaps to locate features seen on local area walk • Notice weather patterns in Winter and use appropriate vocabulary. • Observe and record a weather forecast • Use maps and globes to locate the UK • Be able to identify the 4 countries and their flags, and label the capital cities • Identify seasonal change
Term 2	<p style="text-align: center;">Around the school/local area</p> <p>Pupils develop knowledge about their locality. Begin to understand their sense of place in relation to home and school. Observe and record local features. Devise a simple map. Communicate their findings. Children use aerial photographs of the local area. Pupils compare the key human and physical features.</p> <p>Progression: This helps to prepare them for all future Geography work as they grow a bank of geographical vocabulary and begin to explore map work.</p>	map, globe, country, continent, season, weather, forecast, north, south, east, west, beach,	
Term 3			
Term 4	<p style="text-align: center;">Our Wonderful World (Seasonal/Daily Weather)</p> <p>Pupils identify seasonal change in the UK. Locate hot and cold areas of the world in relation to the Equator and the Poles. Identify seasonal and daily weather patterns in the UK.</p> <p>Progression: This helps to prepare them for Year 2 when they discuss climate and weather in more detail.</p>	map, globe, country, continent, season, weather, forecast, north, south	

Term 5			<ul style="list-style-type: none"> Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are. Children to identify the equator and locate the places on the Equator which are the hottest. Compare basic human and physical features of different countries
Term 6	<p>Locational Knowledge Fieldwork - London</p> <p>Pupils build upon their awareness of their place in the world and enhance their locational awareness. Develop their directional language and knowledge of simple compass points. Use and add to simple maps. Children use aerial photographs of London. Pupils compare the key human and physical features while identifying London landmarks.</p> <p>Progression: This helps to prepare them for Year 2, as they widen their view of the local area while as well as learning about the Great Fire of London</p>	map, globe, country, continent, season, weather, forecast, north, south, city, house, office, port, harbour, shops	
Year 2			
	Knowledge	Vocabulary	Skills
Term 1			<ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) to describe the location of features on a map Study aerial photographs of the school and label it with key features e.g. school, convent, playground, nature area Look at a simple map of the local area and identify the things they know and have seen Make a simple map Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing Locate the continents on a paper map Ask questions about the weather and seasons. Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts Locate Kenya on a map
Term 2	<p>Local Knowledge Fieldwork - Ramsgate/Kent</p> <p>Pupils build upon their awareness of their place in the world and enhance their local awareness. Develop their directional language and knowledge of simple compass points. Use and add to simple maps. Pupils compare the key human and physical features.</p> <p style="text-align: center;">Trip: Walk around Ramsgate</p> <p>Progression: This helps to prepare them for later in Year 2, as they widen their view of the local area and contrasting Non-European country (Kenya).</p>	map, globe, country, continent, season, weather, forecast, north, south, cliff, coast, sea, town, village, farm, house, Ramsgate harbour, erosion	
Term 3			
Term 4	<p>Countries of the UK</p> <p>Pupils identify the UK and its countries and capitals. Begin to use and interpret maps and keys. Name and locate the world's seven continents and five oceans. Diversity: what is different about the countries of the UK? Look at the UK country Flags of England, Northern Ireland, Scotland and Wales</p> <p>Progression: This helps them prepare for Year 3 when they are contrasting the UK to an European country (France).</p>	countries, border, capitals, seas, county, kingdom, town, river, Northern Ireland, Wales, England, Scotland, flags	
Term 5			
Term 6	<p>Contrasting Non European Country - Kenya</p> <p>Pupils identify seasonal and daily weather patterns in the UK. Compare and contrast the UK with a non-European country. Pupils compare human and physical features, cultures, maps, flags etc Diversity: What different habitats are there in Kenya? Look at Conservation of habitats / wildlife</p> <p>This helps to prepare them for Key Stage 2, where the UK is compared with countries on different continents around the world.</p>	nation, nationality, international, mountain, wetlands, grasslands, altitude, climate, Northern hemisphere	

Year 3			
	Knowledge	Vocabulary	Skills
Term 1			
Term 2	<p style="text-align: center;">Comparing France to the UK</p> <p>Locate the world's countries, using maps (France/Europe). Name and Locate countries and cities of the UK compared to geographical regions in France. Describe and understand key aspects of: physical geography, vegetation belts, climate zones, human geography, including: food, minerals and water; trade links and types of settlements and land use.</p> <p>What links the UK to France? Which countries share land borders? Which town in France are we twinned with in Ramsgate?</p> <p>Diversity: What different landscapes could you visit in France?</p> <p>Impact: The impact of tourism on France.</p> <p style="text-align: center;">This helps to prepare them for Year 4 , when comparing the UK with an European Country (Italy)</p>	Europe, European, borders, English Channel, tourism, landmarks, transport, climate zones, rivers, mountains, Northern Hemisphere	<ul style="list-style-type: none"> ● Locate Egypt on a variety of maps and pick out the desert, the Nile, its delta and sea. ● Understand the importance of the river Nile to the Ancient Egyptians through description of physical geography and vegetation belts. Learning on distribution of resources, including food, minerals etc ● View photographs to deepen understanding of Egypt with a comparison of maps from ancient times to modern days ● Locate places in the world where volcanoes occur Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts ● Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption ● Ask and answer questions about the effects of volcanoes ● Discuss how volcanoes affect human life e.g. settlements and spatial variation
Term 3			
Term 4	<p style="text-align: center;">Contrasting Non-European Country - Egypt</p> <p>Locate the world's countries, using maps (Egypt/Africa) describe and understand key aspects of: physical geography, vegetation belts, climate zones, rivers (Nile) human geography, including: food, minerals and water; trade links and types of settlements and land use. Model of river – inundation (big tray of sand)</p> <p style="text-align: center;">Progression: This helps to prepare them for Year 4, where using human and physical vocabulary, including meander, tributary, mouth, source etc.</p>	irrigation, river delta, inundation, agriculture, fertile land, crops, climate zones, vegetation belts, rivers Northern Hemisphere, time zones, equator	
Term 5			
Term 6	<p style="text-align: center;">Extreme Earth: Volcanoes and Mountains</p> <p>Describe and understand key aspects of: physical geography, including: volcanoes Name and locate key topographical features (areas of higher ground) using an atlas</p> <p>Explore how mountains changing due to climate change have affected our world Similarities and differences between mountain ranges around the world, including in the UK</p> <p>Physical vocabulary related to mountains and tectonic plates</p> <p style="text-align: center;">Progression: This helps to prepare them for Year 6, where mountain ranges and types are explored.</p>	volcanoes,	
Year 4			
	Knowledge	Vocabulary	Skills
Term 1			<ul style="list-style-type: none"> ● Recap use of maps and atlases and computer mapping (including Google maps and Digimaps) to locate the world's countries
Term 2	Comparing an European Country: Italy to England	European, map, grid	

	<p>Locate the world's countries using a map. Comparing Italy and England by concentrating on their environmental regions. Similarities and differences between England and Italy. Settlements, regions and land use. Human & Physical Distribution of resources including food and infrastructure. Comparing capital cities and landmarks</p> <p>Progression: This helps to prepare them for Year 5, through the progression to Ancient Greece.</p>		<ul style="list-style-type: none"> Using a range of sources (photographic and informational texts) to compare Italy and England, including climate, population, capital cities, landmarks etc Summarise similarities and differences between these two varying environmental regions Use maps, globes and Google Earth to locate Equator and Tropics Use the eight points of a compass Identify the continent of North America and locate Mexico Looking at a map of climate zones, children to use prior knowledge of the world to contrast with temperate climatic zone in England Look at pictures and labelled diagrams of different historical settlements over time Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? Study maps of Mexican settlements. Draw conclusions about the location of the settlements based on prior knowledge Compare with current maps and make suggestions about change Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed Identify main economies in the immediate area. Compare with trade in the past. Why has this changed?
Term 3			
Term 4	<p>South America - Mexico</p> <p>Locating Mexico on a map and contrast with the temperate climatic zone in England</p> <p>Identify the location of the Equator, the Tropics of Cancer and Capricorn</p> <p>Understand geographical similarities and differences between Mexico and England</p> <p>Types of settlement and land use, trade links, vegetation belts and distribution of national resources</p> <p>Progression: This helps to embed knowledge of regions of the UK compared to regions of South America</p>	Equator, the Tropics of Cancer and Capricorn	
Term 5			
Term 6	<p>Extreme Earth: Earthquakes</p> <p>Describe and understand key aspects of: physical geography, including: Earthquakes</p> <p>Progression: This helps to prepare them for Year 6, where mountain ranges and types are explored.</p>	riCTOR scale, earthquakes, tectonic plates	
Year 5			
	Knowledge	Vocabulary	Skills
Term 1			
Term 2	<p>Eastern Europe</p> <p>Children have the opportunity to explore the countries and places of Eastern Europe, including the location of Russia. To explore the cultures of different eastern european countries, using the experiences from our own school children e.g. Polish, Hungarian, Lithuanian, Russian, Moldavians</p> <p>Progression: Children will continue to deepen their knowledge about the wider world.</p>	borders, defence, Europe, allies,	<ul style="list-style-type: none"> Independently locate and identify on map world's countries! Compare maps and aerial photographs. Make comparisons and reflect on the reasons for the differences Study pictures of land use during these three periods Draw conclusions and develop informed reasons for the changes

Term 3			
Term 4	<p style="text-align: center;">Ancient Greece/Modern Greece</p> <p>Locate significant coastal regions using maps. Understand geographical similarities and differences between the mainland and the islands Describe and understand the distribution of economic activity and natural resources.</p> <p>Progression: This helps to prepare them for Year 6, they cover the nautical trade routes, including distribution food and resources and whether this has an effect on Climate Change</p>		<ul style="list-style-type: none"> Identify and mark on a map the mainland, city-states and major islands of Greece Consider how Greece differs to other countries on the Mediterranean sea Consider how the location of these geographical features has shaped life. Refer to trade Use photographic evidence to raise questions about the climate and living conditions there. Make assumptions based on images/videos/Google Earth searches about life and the animals which live in this biome
Term 5			
Term 6	<p style="text-align: center;">Rivers including Water Cycle</p>		
	<p>Name and locate key topographical features (rivers), land use patterns and how aspects have changed over time. Describe and understand geography of a region of the United Kingdom (London and Kent), Rivers and water cycle.</p> <p style="text-align: center;">Trip to River Stour, Canterbury</p> <p>Progression: This helps to prepare them for Year 6 when they deepen their knowledge about Rainforests and Climate Change</p>	hill, mountains, coasts, river, land use patterns	<ul style="list-style-type: none"> Use the language of rivers e.g. erosion, deposition, transportation Explain and present the process of rivers Compare how river use has changed over time and research the impact on trade in history Research and discuss how water affects the environment, settlement, environmental change and sustainability River Investigations – River Stour Locate and explain the features at Canterbury Look for evidence of past river use at location Make field notes/observational notes about river features Take photographs to support findings e.g. modern uses of river which would not have been used in the past Select a method to present the differences in transport in the area today Record measurement of river width/depth
Year 6			
	Knowledge	Vocabulary	Skills
Term 1			
Term 2	<p style="text-align: center;">Local Area Study - Study of the Kent Coast</p> <p>Location: How Kent’s position in the UK affects the population. Impact: How coastal erosion affects the local population. Diversity: Study of the different habitats on the Kent Coast.</p> <p style="text-align: center;">Visit to the Kent Coast to view erosion and sea defences</p> <p>Progression: This helps prepare them for KS3, where children will begin to learn about the Environmental changes in more depth.</p>	key, land use, trade, prosperity, coastal erosion, groynes, gabions, longshore drift, transportation, deposition, precipitation, government funding, petition	<ul style="list-style-type: none"> Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics Use maps to identify longitude and latitude Use 6 figure grid references to identify features including physical and human features Use geographical symbols e.g. contours lines to identify flattest and hilliest areas of the area Ask questions e.g. what is this landscape like? What is life like there? Study photos/pictures/maps to make comparisons between the Amazon and Ramsgate
Term 3			
Term 4	<p style="text-align: center;">Climate Change, Trade and Economics</p>		

	<p>Learn about the causes and effects of climate change due to the increase of trade and economics, including the greenhouse effect, global warming and carbon footprints. Research the impact on plants and animals. Explore how children's rights are being affected and what can be done to help.</p> <p>Progression: This helps prepare them for KS3, where children will begin to learn about the Environmental changes in more depth.</p>		<ul style="list-style-type: none"> ● Understand how these features may have changed over time. ● Focus on Amazon rainforest – identify the climate, the habitats, the plant and animal types and how people live in the rainforest ● Study life in the Amazon rainforest through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar ● Discuss how the rainforest may be linked to us e.g. trade. Locate other rainforests using Google earth and maps, identifying patterns in their location. Understand the term 'biome'. Use knowledge of this term to make suggestions for places in the world which may be biomes ● Make comparisons between this biome and others, discussing with classmates the similarities as well as the differences
Term 5			
Term 6	<p>Rainforest Civilisations - Incas</p> <p>Study South America focussing on the Amazon rainforests and locate environmental regions, key physical and human characteristics</p> <p>Hemispheres (tropical and temperate) climates</p> <p>Study Peru region in South America</p> <p>Types of settlement and land use, tribes within the rainforest and the Incas</p> <p>Biomes and vegetation belts</p> <p>Progression: This helps prepare them for KS3, where children will begin to learn about Physical Geography in more depth.</p>	<p>biomes, deforestation, environmental, habitat destruction, economic, development,</p>	