

Geography
Curriculum Journey

1. What is Geography?

At St. Andrew's, we believe that Geography is the development our children's knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key processes.

2. Through the eyes of our children, Geography is important because:

'It helps us to know about the world locally and beyond and our place within it. Geography helps us to deepen our understanding of the links between physical and human features.'

3. Curriculum Intent

At St. Andrew's Church of England Primary School, we aim for our children to develop curiosity and be fascinated about the world and the people in it. We want to equip children with knowledge about diverse places, people, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

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.

4. Implementation

The teaching and implementation of the Geography curriculum at St. Andrew's C.E. Primary School is based on the EYFS Development Matters & Early Learning Goals and National Curriculum and supported by expectations from Chris Quigley Milestones, ensuring a well-structured approach.

Our pupils should be able to organise their knowledge, skills and understanding on the following key concepts:

- Investigate places;

- Investigate patterns;
- Communicate geographically.

These key concepts underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

Our Geography curriculum is taught over three terms each year and the curriculum is designed to develop knowledge and skills that are progressive as well as transferable. We aim to ensure that, when appropriate, Geography is integrated into other areas of the curriculum and the basic skills are taught throughout the year through cross curricular work.

5. Impact

Through the explicit teaching of the Geography skills, teachers and the children assess their learning continuously throughout the lesson. At the end of each unit, teachers complete unit evaluations, assessing attainment against the Chris Quigley Essentials milestones to make informed judgements about the depth of their learning and the progress children have made over time.

6. Programmes of Study

6.1 Programmes of Study - Primary

EYFS	KS1	KS2
Nursery: Pupils will develop their knowledge and understanding about the area in which they live, farms and the coast. Pupils will learn about another country. Communication and Language • Use a wider range of vocabulary. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat? Literacy • Engage in extended conversations about stories, learning new vocabulary Mathematics • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. Understanding of the World • Talk about what they see, using a wide vocabulary. • Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. **Reception:** Pupils will develop their understanding of their local environment, area they live in and contrasting locations. Pupils will identify similarities and differences of these areas. Pupils will learn about the importance of caring for our planet. Communication and Language • Learn new vocabulary	Pupils will develop knowledge about the world, the United Kingdom and their locality. They will 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. **Locational knowledge** Name and locate the world's 7 continents and 5 oceans Name, locate and identify characteristics of the 4 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	Pupils will 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 will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. **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 in 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

• Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them. • Describe events in some detail • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Use new vocabulary in different contexts. • Engage in non-fiction books. Understanding of the World • Talk about members of their immediate family and community. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. Communication and Language Listening, attention and understanding • Listen attentively and respond to what they hear with relevant	weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment •	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 8 points of a compass, 4- and 6-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

questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. Speaking • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Literacy Comprehension • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Understanding of the World People, culture and communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction 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		

6.2 Programmes of Study - Next Steps

KS3
Pupils will consolidate and extend their knowledge of the world's major countries and their physical and human features. They will understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They will develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding. **Locational knowledge** Extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities **Place knowledge** Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia **Human and physical geography** Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems **Geographical skills and fieldwork** Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs Use Geographical Information Systems (GIS) to view, analyse and interpret places and data Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information

7. Progression

- through each strand

7.1 Progression in EYFS

	Development Matters & ELG
Nursery	. Communication and Language • Use a wider range of vocabulary. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat? Literacy • Engage in extended conversations about stories, learning new vocabulary Mathematics • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. Understanding of the World • Talk about what they see, using a wide vocabulary. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Communication and Language • Learn new vocabulary • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them. • Describe events in some detail • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Use new vocabulary in different contexts. • Engage in non-fiction books. Understanding of the World • Talk about members of their immediate family and community. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.
ELG	Communication and Language Listening, attention and understanding • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. Speaking • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Literacy Comprehension • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Understanding of the World People, culture and communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

	• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction 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

7.2 Progression in KS1 & KS2 – Investigating Places

This concept involves understanding the geographical location of places and their physical and human features.

Y1/2	• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.
Y3/4	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.
Y5/6	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.

7.3 Progression in KS1 & KS2 – Investigating Pattern

This concept involves understanding the relationships between the physical features of places and the human activity within them,

Y1/2	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school
Y3/4	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.
Y5/6	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.

7.4 Progression in KS1 & KS2 Communicate Geographically

This concept involves understanding geographical representations, vocabulary and techniques.

Y1/2	• Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
Y3/4	• Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
Y5/6	• 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

8. Themes and Coverage

8.1. Implementation through Themes

At St. Andrew's, we are dedicated to the teaching and delivery of a high-quality Geography curriculum through well planned and resourced projects and experiences. We have determined that Geography will taught in bespoke units across the school year. During Geography units, where appropriate, our children draw upon subject knowledge and skills within Mathematics, Science, Computing and Art to make links and connections between subjects.

8.2 Nursery & EYFS Themes

Geographical elements may be woven across the academic year in EYFS. The following themes are of particular note;

Nursery children will focus on:

- Nursery Cycle A
  - Ourselves
  - All About Me!
  - Winter
  - Lunar New Year
  - At the Seaside/Beach
- Nursery Cycle B
  - My Family and Me
  - Houses and Homes
  - Lunar New Year
  - Travel and Transport
  - On the Farm

Reception children will continue this learning with:

- Reception Cycle A
  - Autumn
  - Festivals (inc. Harvest)
  - Easter
  - Jungle
- Reception Cycle B
  - All About Me
  - Harvest
  - Antarctica
  - Growing
  - Under the Sea

8.3. KS1 – 2 year Summary of Coverage

Cycle A/C – T1	
Cycle A/C – T2	
Cycle A/C – T3	**Place Knowledge – (Cycle A Africa – specifically Kenya & Cycle C – Australia)** 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
Cycle A/C – T4	**Locational Knowledge – The UK** name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Cycle A/C – T5	
Cycle A/C – T6	**Skills/fieldwork** Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Cycle B/D – T1	
Cycle B/D – T2	**Locational Geography – 7 continents / 5 oceans** name and locate the world's seven continents and five oceans..
Cycle B/D – T3	**Contrasting location – hot/cold regions** 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.
Cycle B/D – T4	
Cycle B/D – T5	
Cycle B/D – T6	**Skills/Fieldwork – local area** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

8.4. Lower KS2 – 2 year Summary of Coverage

Cycle A/C – T1	
Cycle A/C – T2	**Weather and climate** **Lesson focus:** *Weather and climate *What makes it rain? *UK Climate *Arctic Climate *Arctic food chain and biome *The people of the Arctic **National Curriculum:** *Pupils should be taught about:* **Locational knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia) their environmental regions, key physical and human characteristics and countries, • identify the position and significance of latitude, longitude, 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 and a region in a European country **Physical Geography** • including: climate zones, biomes and vegetation belts **Human Geography**, • including: types of settlement and land use, economic activity including the distribution of natural resources and food, **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Cycle A/C – T3	
Cycle A/C – T4	**Water Cycle and Rivers and Water (natural resources)** **Lesson focus:** *Water cycle and drainage basin water cycle *Features of the drainage basin *Erosion, transportation, deposition *River features – waterfalls, meanders, ox-bow lakes *High Force *Grand Canyon **National Curriculum:** *Pupils should be taught about:* **Locational knowledge**

	• name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and understand how some of these aspects have changed over time **Place knowledge** understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, and a region within North America **Physical Geography** • including: rivers and the water cycle **Human geography,** • including:, economic activity, natural resources and water • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and North America **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Cycle A/C – T5	
Cycle A/C – T6	**Plate tectonics and mountains** **Lesson focus:** *Structure of the Earth and major plates *Plate movement *Mountain building - *Formation of volcanoes *Mt Vesuvius *Volcanic resources **National Curriculum:** *Pupils should be taught about:* **Locational knowledge** • 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 **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, **Physical Geography** • including: mountains, volcanoes and earthquakes **Human Geography** • including: types of settlement and land use, economic activity and the distribution of natural resources including energy, minerals. **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Cycle B/D – T1	
Cycle B/D – T2	**Settlement and eco-settlement + Retail, local and regional land use and fieldwork** **Lesson focus:** ***Settlement types *Retail *Changes in retail *Field trip *Mapping Woodhall Spa *The future of retail in Woodhall **National Curriculum:** *Pupils should be taught about:* **Human geography**, • including: types of settlement and land use, economic activity including trade links **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 B/D – T3	
Cycle B/D – T4	**Farming** **Lesson focus:** *Economic activity *The farming system *UK farming regions *Arable farming *Pastoral farming *Mixed farming **National Curriculum:** *Pupils should be taught about:* **Locational knowledge** • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **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 **Physical geography**, • including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

	• **Human geography**, including: land use, economic activity including trade links, and the distribution of natural resources including food **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to describe features studied .
Cycle B/D – T5	

Cycle B/D – T6	**Understand geographical similarities and differences** **Lesson focus:** *Regions of the UK (Greenwich Meridian), major cities and rivers *Relief of UK and impact of glaciation *The Fens + flooding *Countries of Europe major rivers and cities *France heatwave and flooding *Causes of global warming **National Curriculum:** *Pupils should be taught about:* **Locational knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia) 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; • identify the position and significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, 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 **Physical geography**, • including: vegetation belts, rivers, mountains, 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

8.5. Upper KS2 - 2 year Summary of Coverage

Cycle A/C – T1	
Cycle A/C – T2	**Weather and climate** **Lesson focus:** *Rainforest climate *Rainforest ecosystem *Deforestation in the Amazon *People of the forest *The future of the forest *Mapwork **National Curriculum:** *Pupils should be taught about:* **Locational knowledge** • locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn… **Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region within South America **Physical geography** • including: climate zones, biomes and vegetation belts, rivers, 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
Cycle A/C – T3	
Cycle A/C – T4	**Water Cycle and Rivers and Water (natural resources)** **Lesson focus:** *Water supply *Belo-Monte Dam *Debate on Belo-Monte Dam *Water pollution – Africa *Flooding – UK *Flood Prevention **National Curriculum:** *Pupils should be taught about:* **Locational knowledge**

	• name and locate counties and cities of the United Kingdom, geographical regions and their identifying 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 **Place knowledge** • understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, and a region within North America **Physical Geography** • including: rivers and the water cycle **Human Geography** • including: types of land use, economic activity including trade links, and the distribution of natural resources including water and 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 in South America **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
Cycle A/C – T5	
Cycle A/C – T6	**Plate tectonics and mountains** **Lesson focus:** *Causes of earthquakes *Kobe (japan) *Predicting earthquakes *Planning for earthquakes *Asian Tsunami *Mapwork **National Curriculum:** *Pupils should be taught about:* **Locational knowledge** • locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Place knowledge** • understand geographical similarities and differences through the study of physical geography of a region **Physical geography** • including: earthquakes, **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

Cycle B/D – T1	
Cycle B/D – T2	**Settlement and eco-settlement + Retail, local and regional land use and fieldwork** **Lesson focus:** *Settlement change UK *Issues in the urban environment – fieldwork on crime etc *Settlement change in Brazil – Favelas *Settlement change in Brazil – New Towns *Solutions – eco-towns *Designing sustainable Woodhall **National Curriculum:** *Pupils should be taught about:* **Locational knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their and human characteristics, countries, and major cities **Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America **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 B/D – T3	
Cycle B/D – T4	**Farming** **Lesson focus:** *Intensive farming *Farming in the Amazon *Map skills - Amazon *Where our food comes from *Environmental impact of farming *Organic farming **National Curriculum:** *Pupils should be taught about:*

	Locational knowledge • locate the world's countries, using maps to focus on South America, concentrating on their environmental regions • 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. **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 geography** • including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including y, food 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
Cycle B/D – T5	
Cycle B/D – T6	**Understand geographical similarities and differences** **Lesson focus:** *N America major rivers and cities *Hurricane Katrina *Countries of S America major rivers and cities *Glacier retreat in the Andes *Mapping Global warming *Solutions to Global Warming **National Curriculum:** *Pupils should be taught about:* **Locational knowledge** • locate the world's countries, using maps to focus on North and South America, concentrating on their, key physical and human characteristics, countries, and major cities **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 **Physical geography** • including: climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes, **Human geography**, • including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food 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

9. Links to Key Objectives

	KS1 Objective Coverage Summary	Cycle A & C			Cycle B & D		
		1	2	3	1	2	3
Investigating Places	• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).	X			X	X	
	• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.		X		X	X	
	• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.		X		X		
	• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.			X			X
	• Use aerial images and plan perspectives to recognise landmarks and basic physical features.			X			X
	• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		X				X
	• Name and locate the world's continents and oceans.	X			X		
Investigating Pattern	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	X		X		X	
	• 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.	X	X			X	
	• Identify land use around the school			X			X
Communicating Geographically	• Use basic geography vocab to refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.	X	X		X	X	
	• Use basic geography vocab to refer to key human features, including: city, town, village, factory, farm, house, office and shop.	X	X		X	X	
	• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.			X			X
	Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).			X			X
	• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.			X			X

	Unit of Work	KS1 - Cycle A & C
Unit 1	Place Knowledge - Africa (Kenya) **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**	**Investigating Places** • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. **Investigating Pattern** • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school **Communicating Geographically** Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

	Unit of Work	KS1 - Cycle A & C
Unit 2	Locational Knowledge The UK **name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas**	**Investigating Places** • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. **Investigating Pattern** • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school **Communicating Geographically** Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

	Unit of Work	KS1 - Cycle A & C
Unit 3	Skills	**Investigating Places** • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. **Investigating Pattern** • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school **Communicating Geographically** • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

	Unit of Work	KS1 - Cycle B & D
Unit 1	Locational Geography 7 continents/ 5 oceans	**Investigating Places** • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. **Investigating Pattern** • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school **Communicating Geographically** Use basic geographical vocabulary to refer to: • describe key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • describe key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

	Unit of Work	KS1 - Cycle B & D
Unit 2	Contrasting location – hot/cold regions **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.**	**Investigating Places** • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. **Investigating Pattern** • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school **Communicating Geographically** Use basic geographical vocabulary to refer to: • describe key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • describe key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

	Unit of Work	KS1 - Cycle B & D
Unit 3	Skills/Fieldwork – local area	**Investigating Places** • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. **Investigating Pattern** • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school **Communicating Geographically** Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

	LKS2 Objective Coverage Summary	Cycle A & C			Cycle B & D		
		1	2	3	1	2	3
Investigating Places	• Ask and answer geographical questions about the physical and human characteristics of a location.	X	X	X	X	X	X
	• Explain own views about locations, giving reasons.	X	X	X	X	X	X
	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	X	X	X			X
	• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.				X		
	• Use a range of resources to identify the key physical and human features of a location.	X	X		X	X	
	• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	X	X		X	X	X
	• Name and locate the countries of Europe and identify their main physical and human characteristics.			X			X
Investigating Pattern	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.	X	X				X
	• Describe geographical similarities and differences between countries.			X		X	X
	• Describe how the locality of the school has changed over time.				X		
Communicating Geographically	• Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.			X			X
	• Describe key aspects of human geography, including: settlements and land use.	X	X		X	X	X
	• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	X			X		

	Unit of Work	LKS2 - Cycle A & C
Unit 1	**Weather and Climate** *Weather and climate *What makes it rain? *UK Climate *Arctic Climate *Arctic food chain and biome *The people of the Arctic	**Investigating Places** • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. **Investigating Pattern** • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. **Communicate Geographically** Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

	Unit of Work	LKS2 - Cycle A & C
Unit 2	**Water Cycle and Rivers and Water (natural resources)** • Water cycle and drainage basin • Features of the drainage basin • Erosion, transportation, deposition • River features – waterfalls, meanders, ox-bow lakes • High Force • Grand Canyon	**Investigating Places** • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. **Investigating Pattern** • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. **Communicate Geographically** Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

	Unit of Work	LKS2 - Cycle A & C
Unit 3	**Plate tectonics and mountains** • Structure of the Earth and major plates • Plate movement • Mountain building - • Formation of volcanoes • Mt Vesuvius • Volcanic resources	**Investigating Places** • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. **Investigating Pattern** • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. **Communicate Geographically** Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

	Unit of Work	LKS2 - Cycle B & D
Unit 1	**Settlement and eco-settlement + Retail, local and regional land use and fieldwork** • Settlement types • Retail • Changes in retail • Field trip • Mapping Woodhall Spa • The future of retail in Woodhall	**Investigating Places** • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. **Investigating Pattern** • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. **Communicate Geographically** Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

	Unit of Work	LKS2 - Cycle B & D
Unit 2	**Farming** • Economic activity • The farming system • UK farming regions • Arable farming • Pastoral farming • Mixed farming	**Investigating Places** • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. **Investigating Pattern** • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. **Communicate Geographically** Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

	Unit of Work	LKS2 - Cycle B & D
Unit 3	**Understand geographical similarities and differences** • Regions of the UK (Greenwich Meridian), major cities and rivers • Relief of UK and impact of glaciation • The Fens + flooding • Countries of Europe major rivers and cities • France heatwave and flooding • Causes of global warming	**Investigating Places** • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. **Investigating Pattern** • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. **Communicate Geographically** Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

	UKS2 Objective Coverage Summary	Cycle A & C			Cycle B & D		
		1	2	3	1	2	3
Investigating Places	• Collect and analyse statistics and other information in order to draw clear conclusions about locations.	X		X		X	X
	• Identify and describe how the physical features affect the human activity within a location.	X	X	X		X	X
	• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.		X	X	X		X
	• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.				X		
	• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).			X			X
	• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.		X	X			X
	• Name and locate the countries of North and South America and identify their main physical and human characteristics.	X			X		
Investigating Pattern	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).	X					X
	• Understand some of the reasons for geographical similarities and differences between countries.		X	X		X	X
	• Describe how locations around the world are changing and explain some of the reasons for change.	X	X	X	X	X	X
	• Describe geographical diversity across the world.	X	X		X	X	
	• Describe how countries and geographical regions are interconnected and interdependent.	X	X			X	

Communicating Geographically	• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	X	X	X		X	X
	• Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	X	X		X	X	
	• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.	X	X	X	X	X	X
	• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	X		X	X	X	X

	Unit of Work	UKS2 - Cycle A & C
Unit 1	**Weather and climate** • Rainforest climate • Rainforest ecosystem • Deforestation in the Amazon • People of the forest • The future of the forest • Mapwork	**Investigating Places** • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. **Investigating Pattern** • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. **Communicate Geographically** 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

	Unit of Work	UKS2 - Cycle A & C
Unit 2	**Water Cycle and Rivers and Water (natural resources)** • Water supply • Belo-Monte Dam • Debate on Belo-Monte Dam • Water pollution – Africa • Flooding – UK • Flood Prevention	**Investigating Places** • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. **Investigating Pattern** • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. **Communicate Geographically** 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

	Unit of Work	UKS2 - Cycle A & C
Unit 3	**Plate tectonics and mountains** **Weather and climate** • Causes of earthquakes • Kobe • Predicting earthquakes • Planning for earthquakes • Asian Tsunami • Mapwork	**Investigating Places** • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. **Investigating Pattern** • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. **Communicate Geographically** 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

	Unit of Work	UKS2 - Cycle B & D
Unit 1	**Settlement and eco-settlement + Retail, local and regional land use and fieldwork** • Settlement change UK • Issues in the urban environment – fieldwork on crime etc • Settlement change in Brazil – Favelas • Settlement change in Brazil – New Towns • Solutions – eco-towns • Designing sustainable Woodhall	**Investigating Places** • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. **Investigating Pattern** • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. **Communicate Geographically** 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

	Unit of Work	UKS2 - Cycle B & D
Unit 2	**Farming** • Intensive farming • Farming in the Amazon • Map skills - Amazon • Where our food comes from • Environmental impact of farming organic farming	**Investigating Places** • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. **Investigating Pattern** • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. **Communicate Geographically** 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

	Unit of Work	UKS2 - Cycle B & D
Unit 3	**Understand geographical similarities and differences** • Regions of the UK (Greenwich Meridian), major cities and rivers • Relief of UK and impact of glaciation • The Fens + flooding • Countries of Europe major rivers and cities • France heatwave and flooding • Causes of global warming	**Investigating Places** • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. **Investigating Pattern** • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. **Communicate Geographically** 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

10. Medium Term Plans

9.1. Progression across Cycle A & C

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	Ourselves All About Me!	Once Upon a time…			
Term 2	Elves and Fairies Christmas	Space Easter		Weather and climate	Weather and climate
Term 3	Winter Lunar New Year	Jungle	Place Knowledge Cycle A Africa (Kenya) Cycle C - Australia		
Term 4	Once Upon a time… Easter	Ready, Steady Cook!	Locational Knowledge – The UK	Water Cycle and Rivers and Water (natural resources) *	Water Cycle and Rivers and Water (natural resources)
Term 5	Occupations	Once Upon a time…			
Term 6	At the Seaside/Beach	Space Easter	Skills/fieldwork	Plate tectonics and mountains	Plate tectonics and mountains

Why are units of work taught in this order?

LKS2 Cycle A

Weather and climate

- Coverage of atmosphere (first of three terrestrial spheres)
- Contrasts Stone age hunting and gathering in History with Arctic hunting and gathering

Water cycle

- Follows on from weather and climate subject knowledge (hydrosphere)

Plate tectonics

- Ensures coverage of atmosphere then hydrosphere and then geosphere.

LKS2 Cycle C

Weather and climate

- Coverage of atmosphere (first of three terrestrial spheres)
- Determined where early settlements grew (linked to History)
- Contrasts indigenous Arctic way of life with Mayan

Water cycle

- Follows on from weather and climate subject knowledge (hydrosphere)
- Plate tectonics
- Ensures coverage of atmosphere then hydrosphere and then geosphere.

Plate tectonics

- Ensures coverage of atmosphere then hydrosphere and then geosphere.

UKS2 Cycle A

Weather and climate

- Coverage of atmosphere (first of three terrestrial spheres)
- Contrasts primitive UK settlement and farming with primitive rainforest farming.

Water cycle

- Follows on from weather and climate subject knowledge (hydrosphere)
- Links to weather and climate unit (Rainforest climate and Belo Monte dam)

Plate tectonics

- Ensures coverage of atmosphere then hydrosphere and then geosphere.

UKS2 Cycle C

Weather and climate

- Coverage of atmosphere (first of three terrestrial spheres)
- Links to the Mayans as focus is on tropical rainforest.

Water cycle

- Follows on from weather and climate subject knowledge (hydrosphere)
- Links to weather and climate unit (Rainforest climate and Belo Monte dam)

Plate tectonics

- Ensures coverage of atmosphere then hydrosphere and then geosphere.

9.2 Progression across Cycle B & D

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	My Family and Me Houses and Homes	All about Me! Harvest			
Term 2	Castles Christmas	Dinosaurs Christmas	Locational Geography – 7 continents / 5 oceans	Settlement and eco-settlement + Retail, local and regional land use and fieldwork	Settlement and eco-settlement + Retail, local and regional land use and fieldwork *
Term 3	Lunar New Year Superheroes	Antarctica	Contrasting location – hot/cold regions		
Term 4	Easter Transport and Travel	Growing Easter		Farming	Farming
Term 5	Pirates On the Farm	Minibeasts			
Term 6	Nursery Rhymes Pets	Under the Sea	Skills/Fieldwork – local area	Understand geographical similarities and differences	Understand geographical similarities and differences *

Why are units of work taught in this order?

LKS2 Cycle B

Settlement

- Follows on from looking at early civilisation where urban developments originated.
- Forms a contrast between this and modern way of life.

Farming

- Change of focus from urban to rural environment.
- Contrasts with farming in earlier periods of history covered so far.

Similarities and differences

- Forms a conclusion to previous two year's learning through the study of contemporary issues.

LKS2 Cycle D

Settlement

- Follows on from looking at early civilisation where urban developments originated.
- Forms a contrast between this and modern way of life.

Farming

- Change of focus from urban to rural environment.
- Contrasts with farming in earlier periods of history covered so far.

Similarities and differences

- Forms a conclusion to previous two year's learning through the study of contemporary issues.

UKS2 Cycle B

Settlement

- Follows on from looking at early civilisation where urban developments originated.
- Forms a contrast between this and modern way of life.
- Links to work on Brazil covered in the weather and climate and rivers units in the previous cycle.

Farming

- Change of focus from urban to rural environment.
- Contrasts with farming in earlier periods of history covered so far.

Similarities and differences

- Forms a conclusion to previous two year's learning through the study of contemporary issues.

UKS2 Cycle D

Settlement

- Follows on from looking at early civilisation where urban developments originated.
- Forms a contrast between this and modern way of life.
- Builds on knowledge of Brazil from previous cycle.

Farming

- Change of focus from urban to rural environment.
- Continues to build on knowledge of Brazil

Similarities and differences

- Forms a conclusion to previous two year's learning through the study of contemporary issues.

10.Vocabulary

10.1. Progression in Vocabulary

The teaching and use of appropriate vocabulary forms an important part of teaching learning. These age specific 'key word' lists identify the vocabulary that we expect teachers to be using. In addition, specific key words (must words) will be selected from these lists for each unit of work for inclusion in the knowledge organisers.

10.2

EYFS Nursery	Vocabulary	Definition
	beach	sand or pebbles where the sea meets the land
	China	country
	farm	where animals live and food is grown
	harvest	gathering of food
	home	where we live
	map	showing features such as street, route or things of interest
	temperature	how hot or cold it is
	village	small place where people live

10.3

EYFS Reception	Vocabulary	Definition
	equator	imaginary line round middle of Earth
	environment	world around us
	Kenya	country in Africa
	ocean	large expanse of sea
	sea	body of water
	county	region in UK
	Antarctica	continent at the South Pole

10.4

Key Stage 1	Vocabulary	Definition
	Aborigine	indigenous person from Australia
	aerial view	view from the sky/overhead
	capital city	city which is home to the government of a country
	climate	average weather conditions
	coast	land along a sea
	compass	Instrument showing magnetic North
	counties of the UK	smaller areas of the UK
	features	locations, sites, areas or regions
	key	list explaining the meaning of symbols
	landmark	prominent object or feature
	Names of the continents	North America, South America, Europe, Asia, Europe, Australia, Africa, Antarctica
	Names of the ocean	Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Artic Ocean,
	population	number of individuals (human or animal) living in a set area
	symbol	picture used to represent a feature
	Tourist	person who travels for fun

10.5

Lower Key Stage 2

Vocabulary	Definition
Weather and climate	
altitude	height above sea-level
climate	average weather conditions
indigenous	occurring natural in a particular place
food chain	a series of animals each dependent on the next as a source of food
food web	a series of interlocking food chains
latitude	distance north or south of the Equator in degrees
relief	height and shape of the land
weather	the conditions in the atmosphere at a particular place and time
Rivers and the water cycle	
confluence	where a tributary joins the larger stream or river
deposition	when sand, pebbles and rocks settle on the bed of a river
drainage basin	the land over which a river and its tributaries flows
erosion	the wearing away and removal of rock and other material
gorge	a narrow, steep-sided valley formed as a waterfall erodes the land
tributary	a smaller stream or river that joins a larger stream or river
water cycle	the cycle of water between the ocean, atmosphere, and land, involving precipitation, drainage in streams and rivers, and return to the atmosphere by evaporation and transpiration
Plate tectonics and mountains	
conservative boundary	area where two plates slide past each other
convergent boundary	area where two plates collide
divergent boundary	area where two plates are moving apart
dormant	a volcano that is quiet, but may erupt again
vent	opening in the Earth's crust

Lower Key stage 2

Vocabulary	Definition
composite cone	volcano made of layers of ash and lava
fertile	soil that produces a large number of quality crops
geothermal	heat from the inside of the Earth
Settlement, eco-settlement and retail	
central business district	the area of shops and other businesses in the centre of a settlement
convenience good	an everyday item that is used often
function	the job or purpose of a settlement e.g. defence
hierarchy	a way of arranging shopping centres in order of importance
high order good	expensive item that is not bought frequently
low order good	cheaper item that is bought frequently
retail	selling of items
service	provides help for people
Farming	
arable farming	the growing of crops
ecological footprint	measure of how much of the Earth we use to support us
fertiliser	Substance added to soil to help crops grow, contains nutrients
industry	a way of making money
secondary industry	the making or assembly of items
mixed farming	farms with a mixture of crops and animals
pastoral	the rearing of animals
primary industry	the gathering of raw materials from the sea, rivers, land and underground
raw materials	material to be processed
system	the way that something is organised with inputs, processes and outputs
tertiary industry	providing a service

Lower Key stage 2

Vocabulary	Definition
LKS2 Similarities and differences	
climate	the average rainfall, temperature, wind etc that an area has
continent	a large area of land that contains several countries. The world is split into seven continents
glaciation	the build up of ice until an area is cover in ice sheets or glaciers
u-shaped valley	the broad, flat, steep sided valley formed by a glacier
flooding	when water rises to cover land that is not normally covered in water
fossil fuel	a fuel formed from plants and animals that died many thousand of years ago. Coal and oil are two fossil fuels
glacier	a slowly moving river of ice
greenhouse gas	a gas that traps some of the heat given out by the sun. Carbon dioxide is a major greenhouse gas
heatwave	a long period of unusually hot weather
Skills and fieldwork	
disused	place or building no longer used for original purpose
gorge	narrow valley with steep rocky walls located between hills or mountains
erosion	process in which earth is worn away by natural forces
grid reference	map reference using vertical and horizontal lines
leisure	free time away from work
restoration	recovery of ecosystem that has been destroyed or damaged

10.6

Upper Key Stage 2

Vocabulary	Definition
Weather and climate	
biome:	A biome is a large region of Earth that has a certain climate and certain types of living things. Eg. Forests, desert, grassland, tundra
climate	The average weather conditions in a place over 30 years or more.
deforestation:	The action of clearing a wide area of trees.
economy:	The way in which goods and services are made, sold, and used in a country or area.
ecosystem	A community of plants and animals that depend on each other to survive.
Equator:	Imaginary line through the middle of the Earth that receives the most sunlight.
indigenous:	The first people (natives) who lived in any region, and not later immigrants.
Tropic of Cancer:	An imaginary line of latitude going around the Earth at north of the equator. It is the northernmost point on Earth where the sun's rays can be directly overhead at local noon.
Tropic of Capricorn:	An imaginary line of latitude going around the Earth at south of the equator. It is the southernmost point on Earth where the sun's rays can be directly overhead at local noon.
weather	A specific event— such as a rainstorm or hot day — that happens over a few hours, days or weeks.
Rivers and the water cycle	
aquifers	Layers and areas of rocks below ground where all the cracks, crevices, and spaces between rock particles are full of water.
condensation	The process by which water vapour in the air is changed into liquid water.
evaporation	The process by which water changes from a liquid to a gas or vapour.
irrigation	When farmers water the plants in their fields, to help them grow when there is not enough rain.
hydro-electric	Hydroelectricity is electricity that is made by the movement of water.
saturated	The condition of being filled, soaked, or unable to absorb further.
urbanisation	Urbanisation means that more areas of the world are becoming cities and fewer are small towns or farmland.

Upper Key Stage 2

Vocabulary	Definition
Plate tectonics and mountains	
continental drift	The plates have moved across Earth's surface for hundreds of millions of years. As the plates move, the continents on them move, too.
fault line	This is an area of stress in the Earth. At fault lines the rocks are sliding past each other and will eventually cause a crack in the Earth's surface.
latitude	Lines of latitude (also called parallels) circle Earth parallel to the Equator.
longitude	Longitude is the measurement east or west of the prime meridian. It is measured by imaginary lines that run around the Earth vertically (up and down) and meet at the North and South Poles.
tectonic plate	Pieces of the rocky outer layer of the Earth known as the crust. These plates are constantly moving, and volcanoes, earthquakes and sometimes mountains are found at the plate boundaries.
tsunami	Large and powerful ocean waves that grow in size as they reach the shore. They can cause major damage as they rush inland flooding cities and destroying homes.
Richter scale:	A scale of numbers used to tell the size of earthquakes. Charles Richter developed the Richter Scale in 1935.
Settlement, eco-settlement and retail	
export	Sending goods to sell in other countries.
favelas	Poorer areas of housing in Brazil built on the edge of big cities.
import	When one country buys things from another country.
sustainability	When humans work with the environment in a way that ensures there will be enough resources left for future generations.
immigration	The process of moving to a new country, with plans to live there permanently.
migration	The movement of people from one place to another for a short period of time or permanently.
urban	Areas where many people live and work, resulting in very dense development. These are usually cities or the downtown areas of larger towns.
rural	An area that has a low population and either left as wilderness or with farming as a major economic activity. The opposite of urban.
trade	Buying and selling things. Trade is an important way for countries to make money and has been happening across the world for hundreds of years.

Upper Key Stage 2

Vocabulary	Definition
Farming	
coordinates	measurement of location in degrees of latitude and longitude
deforestation	when forests are cut down
environmental impact	the effect of human activity on the environment
eutrophication	excessive richness of nutrients in water due to run off from land
grid reference	map reference indicating location using horizontal and vertical lines
intensive	maximising amount of food produced by using machines and fertilizers
machete	broad heavy knife used for harvesting crops
organic	without the use of chemicals
shifting cultivation	Form of agriculture in which area is cleared, cultivated and then abandoned until fertility restored
slash and burn	Farmers chop down and burn vegetation to clear land for crops; when soils is worn out they move on
Similarities and differences	
hurricane	a storm with a violent wind
glacier	a river of ice
global warming	temperatures around the world are rising
greenhouse gas	gases that trap heat around the Earth
atmosphere	the gas around the Earth
solar radiation	electromagnetic radiation emitted by the sun

Upper Key

Vocabulary	Definition
Skills and fieldwork	
contour	Line drawn on a map to indicate depression or elevation
habitat	a place where an organism makes its home
uninhabited	not lived in or occupied
observations	what is seen
pollution	Introduction of harmful materials into the environment