Geography
Curriculum Documents

Weare Academy
C of E First School
All Can Achieve

Geography

Intent, Implementation and Impact Statement

Intent

At Weare Academy, our Geography curriculum develops pupils' curiosity and fascination about the world, its people and diverse environments. Our curriculum is rooted in our school vision, enabling all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves. Through the teaching of Geography, we aim to develop learners who are:

- **Aspirational**, encouraging pupils to ask questions, make connections and form well-reasoned conclusions based on evidence, enabling them to become informed citizens who aspire to make a positive contribution to society.
- **Respectful**, developing an understanding and appreciation of diverse cultures, communities and environments, recognising the interconnectedness of our world.
- **Curious**, inspiring pupils to ask geographical questions, investigate places and environments and develop a lifelong interest in understanding the world around them.
- **Resilient**, encouraging pupils to explore complex global issues such as climate change, biodiversity and sustainability, developing perseverance when investigating geographical enquiries and solving problems.
- **Kind**, promoting empathy through the study of different communities, cultures and perspectives, enabling pupils to appreciate the experiences of others.
- **Responsible**, fostering an understanding of environmental stewardship and the impact human actions have on the planet, encouraging pupils to make informed and sustainable choices.

Implementation

To achieve our intent, we implement a rich and varied Geography curriculum that adheres to the National Curriculum and reflects the values of our school community. Our inquiry-based approach includes:

- **Curriculum Design:** Our Geography curriculum is aligned with the National Curriculum and encompasses the four key areas: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and fieldwork. Our curriculum also incorporates an additional focus on sustainability from Pre-School to Year 4. Learning follows a carefully sequenced, spiral curriculum that enables pupils to revisit and build upon key knowledge, skills and vocabulary with increasing depth and complexity each year. High-quality curriculum resources support teachers in delivering engaging, accurate and progressive Geography lessons.
- **Integrated Curriculum Planning:** Geography is purposefully integrated with subjects including History, Science, Art and Design and English, enabling pupils to make meaningful connections across the curriculum. This inquiry-based approach provides real-life contexts that deepen understanding and make learning relevant.
- **Progressive Skill Development:** Clear progression pathways ensure pupils steadily develop their geographical knowledge and inquiry skills from Early Years through to Key Stage 2. Teaching is carefully sequenced so that pupils build upon prior learning while developing increasingly sophisticated geographical vocabulary, map skills, fieldwork techniques and analytical thinking. Oracy is embedded throughout lessons through discussion, partner talk, geographical questioning and the confident use of subject-specific vocabulary.
- **Assessment for Learning:** Assessment is an integral part of our Geography curriculum and is used to inform teaching and support pupils' progress. We use **SOLO Taxonomy** to help pupils understand their learning journey, assess the depth of their understanding and identify clear next steps. Through SOLO questioning, self-assessment and teacher feedback, pupils reflect on their geographical understanding, refine their inquiry skills and develop increasingly sophisticated geographical knowledge, vocabulary and critical thinking over time.
- **Hands on Learning:** Practical fieldwork forms an essential part of our Geography curriculum. Pupils participate in regular local fieldwork opportunities where they observe geographical features, collect data and apply classroom learning in real-world contexts. Digital mapping technologies, aerial photography and geographical information systems (GIS) further develop pupils' understanding of contemporary geographical practices while strengthening inquiry skills
- **CPD for staff:** We invest in continuous professional development to strengthen teachers' subject knowledge and pedagogy in Geography. Subject monitoring, lesson observations and collaborative professional discussions ensure Geography teaching remains ambitious, engaging and consistently high quality across the school.

Impact

The impact of our Geography curriculum is evident in the knowledge, skills and attitudes pupils develop throughout their time at Weare Academy.

- **Knowledge and Understanding:** Pupils develop secure geographical knowledge and can confidently explain physical and human geographical processes using appropriate subject-specific vocabulary.
- **Inquiry and Fieldwork Skills:** Pupils demonstrate increasing confidence in asking geographical questions, collecting and analysing data, interpreting maps and drawing informed conclusions from their investigations.
- **Pupil Voice:** Pupils speak enthusiastically about Geography and confidently explain how places, people and environments are connected. They reflect thoughtfully on global issues and articulate their ideas using increasingly sophisticated geographical language.
- **Environmental Awareness:** Pupils develop a strong understanding of sustainability and demonstrate responsible attitudes towards protecting the environment both within school and in the wider community.
- **Application of Learning:** Pupils apply their geographical knowledge across the curriculum and in real-life contexts, making meaningful links between local, national and global issues.
- **Preparation for Future Learning:** Pupils leave Weare Academy with the curiosity, knowledge and skills needed to continue their geographical learning and to become informed, responsible and active global citizens.

In summary, Our Geography curriculum equips pupils with the knowledge, skills and curiosity to understand the world around them. Through inquiry, fieldwork and meaningful exploration of people, places and environments, pupils become confident, reflective and responsible learners who are well prepared for the next stage of their education and for life in an increasingly interconnected world.

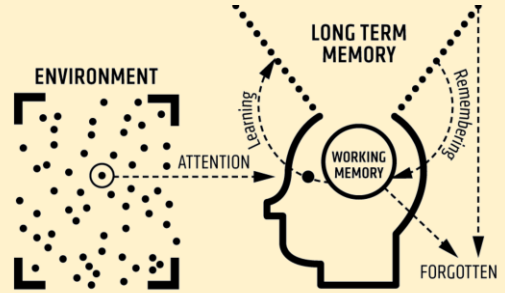
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all.
Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time.
The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn Routines → **Linking Prior + New Learning** → **Focused Instruction *'I Do'*** → **Practise Learning *'We Do'*** → **Learning Check *'You Do'*** → **Consolidating Learning**

★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.

★ Disciplinary and substantive learning is integral to any planned sequence of learning.

We Learn **Together**

Ready To Learn Routines		*Ref SLC* - *Emotional learning environment* - *physical learning environment*	Learning environments are safe, inclusive and welcoming. Relationships are positive and love of learning is promoted. Everyone feels safe to take risks and explore learning without judgement. Praise and rewarding effort is used to motivate and engage. A sense of pace and challenge is established from the start of the lesson.
Linking Prior + New Learning		*Ref SLC* - *Pace of talk, clarity of instruction*	Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more. Planning ensures new learning builds on prior learning. Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning. Gaps in learning and misconceptions are revisited, including feedback and improvement tasks. Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary. Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.
Focused Instruction *'I Do'*		*Ref SLC* - *Explicit teaching of vocabulary* - *Explicit teaching of listening*	The steps to new learning are broken down into manageable amounts and reduce cognitive load. High-quality explanations are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through decision making modelled, visible and explicit. Approaches to getting unstuck are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions. Deeper learning is sequenced so that all learners can understand each developing stage. Learners know what excellent learning looks like and have success criteria to support their independent work.
Practise Learning *'We Do'*		*Ref SLC* - *Explicit teaching paired, small group talk*	Guided practice and worked examples are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning. Peer explanation + modelling scaffolds and prepares for independent practice. Learners use expert thinking and talking to explore deeper learning. Scaffolding and support (including TAs) is in place to develop and build independence.
Learning Check *'You Do'*			Skills and knowledge are explored using a variety of contexts. Independent practice and application of learning (including homework) builds confidence, self esteem and motivation. Metacognition and self-regulation are developed over time. Learning is consolidated. Scaffolding and support is reduced and removed over time. Feedback is used to deepen learning and address misconceptions.
Consolidating Learning			Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria. Next steps are identified and used to inform teacher planning and develop mastery approaches over time. Learning skills continue. *Next lessons, rest of day, community, wider world.*

Knowledge in Geography

National Curriculum and EYFS Framework

Declarative Knowledge

Knowing 'what' - i.e. the facts of geography
Learning about...

- Locational Knowledge e.g. name and locate places; understand longitude and latitude
- Place Knowledge e.g. contrasting localities
- Physical and Human Geography e.g. climate zones; earthquakes; settlement patterns.

Disciplinary Knowledge

How we know and revise what we know
Learning how to...

- Ask and investigate geographical questions; Critically evaluate and debate the impact of geographical processes.

Procedural Knowledge

Geography and Fieldwork Skills

Knowing 'how' to do geography
Learning through...

- E.g. How to use maps and globes; how to collect rainfall data during fieldwork.

Learning about...(Knowledge)						
EYFS	**Year 1**	**Year2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Development Matters 4-5 Years: Understanding of the World - Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 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, non-fiction texts and – when appropriate – maps.	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.	
	<u>Locational Knowledge</u> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		<u>Locational Knowledge</u> • 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 understand how some of these aspects have changed over time		<u>Locational Knowledge</u> • name and locate counties and cities of the United Kingdom, geographical regions and their land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	
	<u>Place Knowledge</u> • 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		<u>Place Knowledge</u> • 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.		<u>Place Knowledge</u> • understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America	
	• 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: o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		<u>Human and physical geography</u> • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		<u>Human and physical geography</u> • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	

Learning how to...(Skills)						
EYFS	**Year 1**	**Year2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	• 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 • Locate the continents of the world on a blank map. • Use both maps and globes to identify the coldest parts in the world - the North and South Pole, related to their study of the Arctic • 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 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 • Locate the 4 nations of the UK on an outline map and label the capital cities. • Make predictions about where the hottest places in the world are? • Identify the equator and locate the places on the Equator which are the hottest.	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Locate local countries on a map along with at least 4 others from different parts of the UK. • Locate 5 of the UKs largest cities on a map. • Locate at least two countries in Europe using maps and at least two outside Europe. • Identify hilliest areas and flattest areas and decide which rivers they think are the longest. • Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. • 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Study maps to make assumptions abut the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. • Identify the different hemispheres on a map. • Locate and label different countries/continents in the Northern and Southern hemisphere. • Use and explain the term 'climate zone'. Identify different climate zones and locate them on a map. • Ask questions and find out what affects the climate. • 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Identify hilliest areas and flattest areas as well as deciding which rivers they think are the largest/longest. • Understand the term 'biome'. Use knowledge of this term to make suggestions for places in the world which may be biomes. • Locate areas they think may be biomes e.g. very green could be rainforests, flat pale ones could be deserts. Defend reasoning using knowledge of maps. • Identify features of specific biomes on mas and using other forms of evidence linked to these maps. Make comparisons of key biomes in terms of location, features and human activity. • Develop informed opinions of the human uses of biomes and the impact this has on the environment and people.	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Locate local counties on a map along with at least 4 from different parts of the UK. • Locate 5 of the UKs largest cities on a map. Recall some data about one or more. • Locate at least 4 countries in Europe using maps and at least out outside Europe. • Locate at least two regions of North and South America. • Study maps of the regions in North or South America to identify environmental regions. Compare and contrast these regions. Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. • 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

Learning how to...(Skills)							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Asking and Answering Questions	• Ask questions about aspects of their familiar world.	• Ask and respond to geographical questions.		• Ask and respond to geographical questions using evidence to support answers.		• Ask and investigate geographical questions, suggesting enquiries to test them.	
Collecting and Interpreting	• Draw things they see around them.	• Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. • Understand that geographers learn about the world by observing and collecting data and information.		• Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. • Understand that geographers learn about the world by observing and collecting data and information. • Begin to understand that some knowledge about the world can be revised as we collect new data and information.		• Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. • Understand that geographers learn about the world by observing and collecting data and information. • Understand that knowledge about the world can be revised as we collect new data and information.	
Analysing and Communicating	• Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.	• Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.		• Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.		• Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. • Choose an appropriate method to communicate information and give reasons for this.	
Evaluating and Debating	• Describe their immediate environment and express their views about it, with support.	• Express their own views about the people, places and environments studied.		• Express their own views about the people, places and environments studied, giving reasons. • Compare their views with others. • Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence		• Express their own views about the people, places and environments studied, giving reasons. • Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. • Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	

Geography Skills and Fieldwork - Learning through...(Understanding and Application							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
The Local Area	• Know the name of my school. • Know the town/city where I live. • Know basic relative positional language	• Understand where I live and where my school is in the local area, and use simple locational and directional language (e.g. near, far, up, down, left, right, forwards and backwards)	• Name, locate and describe key landmarks in the local area, using simple locational/directional language and the four main compass directions.	• Name, locate, describe and discuss key landmarks and geographical features of the local area, employing the use of the eight points of a compass, four figure grid references, maps, symbols and keys.		• Name, locate & describe a local river and understand how it has changed over time, using, the eight compass points, six-figure grid references, maps, symbols and keys	
The United Kingdom	• Know that England is their home country. • Know that London is the capital city of England. • Begin to name/locate all the countries in the UK and their capital cities.	• Name and locate the countries in the UK and their capital cities. • Name the surrounding seas of the UK	• Name and locate some of their key features of the four countries of the UK, their capital cities and other major cities and the surrounding seas using simple locational/directional language and the four main compass directions.	• Name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations), and mountains, employing the use of the eight points of a compass, maps, symbols and keys.	• Name & locate counties and cities of the UK, national parks and their topographical features (inc hills, mountains, coasts & rivers), using the eight points of a compass, four figure grid references, maps, symbols and keys.	• Locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities), using locational/ directional language, 8 points of a compass, six figure grid references, maps, symbols and keys	
The World	• Understand the terms 'land' and 'sea'.	• Understand the terms 'continent' and 'seas'; name and locate the world's seven continents and five oceans on a globe or atlas, including understanding the of the terms 'poles' and 'equator'. • Recognise and know basic features of the different continents.	• Name and locate the country, continent and surrounding seas of a contrasting non-European locality, and use this to describe aspects of this locality, including use of simple locational/directional language, the four main compass directions and the terms 'poles' and 'equator'.	• Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys.	• Name, locate and understand the significance of the Equator, Northern/ Southern Hemisphere, Tropic of Cancer/ Capricorn, latitude and longitude, Antarctic/ Arctic Circle and different climate zones. • Locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities. • Locate key Earthquake zones of the world, including an Earthquake location study.	• Name, locate and describe some of the world's major rivers, employing the use of the eight points of a compass, maps, symbols and keys.	• Identify the position and significance of latitude, longitude, Equator, the hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate, biomes, seasons and vegetation, using the eight points of a compass, maps, symbols and keys. • Locate countries of North and South America, their environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes and major cities).

Geography Skills and Fieldwork - Learning through...(Understanding and Application)							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Comparisons	• Make simple comparisons between their locality and other relevant places in the world (e.g. where their parents/families come from). • Make simple comparisons between familiar environments (e.g. home, school, farm).		• Study, understand, write about, express opinions about, draw and label key human and physical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country, including the weather, lifestyles, human and physical geography.		• Study, understand, write about, draw and label key similarities and differences of the human and physical geography studied, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (e.g. mountains, coasts and rivers). • Study, understand, write about, draw and label key similarities and differences between the River Thames and the River Nile, and their corresponding regions.		• Study, understand, write about, draw and label key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals and other major cities, landmarks, lakes. population).

Geography Skills and Fieldwork - Learning through...(Understanding and Application)							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Weather and Climate	• Name the four seasons and begin to describe associated weather. Record weather daily.	• Identify and describe weather associated with the four seasons. Identify that the North and South poles are cold and the equator is hot.	• Identify and describe weather associated with the four seasons, including understanding a basic weather forecast. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make comparisons with local weather.	• Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions. Understand the basic process of global warming, its causes, implications and changes required. Identify and study the different climatic regions of UK and Europe.		• Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert). Describe different biomes and how plants and animals are adapted to them. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand and compare the climate of North and South America with the UK.	
Other Physical Features and Processes	• Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	• Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	• Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	• Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcano and their physical effects on the environment. • Describe and understand key aspects of mountain formation.	• Identify, describe and understand key physical features of the continent of Europe, including the UK (e.g. coasts, rivers, mountainous regions, planes, semi-desert etc). • Describe and understand the causes, processes and effects of Earthquakes and Tsunamis, the different types of Earthquakes and their physical effects on the environment, including a focus study on particular Earthquake and/or Tsunami • Describe and explain the water cycle. • Describe and explain river formation and key features of river systems.	• Identify and describe different types of River and review how they are formed. • Identify and describe coastal and mountain features of the UK.	

Geography Skills and Fieldwork - Learning through...(Understanding and Application)							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Settlements and Land Use	• Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including town, city, country, capital, road, street, shops, etc.	• Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village, factory, farm, house, office, port, harbour and shop. • Compare the town and countryside.	• Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, including: city, town, village, factory, farm, house, office, port, harbour and shop.	• Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban, suburban) • To describe and understand the effect of volcanoes on settlements and land use. • Understand land use of the local area.	• Understand the effect of climate on land use and settlements in different areas of the world, including different European countries. • Identify some European cities and settlements.	• Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others.	• Describe and explain changing land use in North and South America, including the Amazon rainforest. • Understand what life is like in cities, villages and other settlements of North and South America.
Economics, Trade and Resources	• Recognise the shops and enterprises in the locality, including being aware of their branding/names.					• Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe major imports and exports, including those of the UK. • Understand fairtrade. • Understand global supply chains. Understand highest value exports.	• Understand how food production is influenced by climate and biomes.

Geography Skills and Fieldwork - Learning through...(Understanding and Application)							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
World Maps	• Locate chosen country/countries of parental heritage on globes/maps. • To identify the land and sea on world globes/maps.	• Draw and locate the locations of continents and oceans on globes and world maps or atlases.	• Draw and locate the locations of continents, countries and oceans on globes and world maps or atlases.	• Use maps, atlases, globes, Google Maps and Google Earth to locate mountains, mountain ranges, volcanoes (in relation to tectonic plates) and different settlements of the world.	• Use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their human/physical features, climate zones of Europe and the wider world, and major Earthquake zones	• Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major rivers and their corresponding countries and cities, major industries, imports and exports.	• Use physical and political maps, atlases, globes, Google Maps/Earth to locate and describe studied human/physical features of North/South America, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, climate & temp.
UK Maps	• Locate London on simple maps.	• Draw and locate the four countries of the UK and their capital cities a on a UK map or atlas.	• Draw and locate the four countries of the UK, their capital cities, some of other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions.	• Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlement and extinct UK volcanoes, mountains and mountain ranges.	• Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including rivers, mountains, hills, towns and cities, landmarks and varied climates.	• Use the eight points of a compass, six figure grid references, maps, Google Maps/Earth, symbols and keys (inc the use of OS maps) to locate/describe geographical features studied, including the placement of UK settlements in relation to geographical features such as rivers, mountains & coastlines, imports and exports.	• Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features of a region of the UK when comparing with regions of North and South America.
Local / Regional Maps and other Secondary Data Sources	• Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around the school.	• Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) and the four main compass directions (North, South, East and West) to describe the location of features on a local map and to move around school. • Construct simple plans with support. • Use aerial images to recognise basic and human physical features.	• Use simple locational/directional language and the four main compass directions (North, South, East and West) to describe the location of features on a local map, and follow/create a route in the local area. • Construct simple maps. • Use aerial images to recognise basic physical and human features.	• Use the 8 points of a compass, 4-figure grid references, maps, symbols and keys (including the use of OS maps) to describe local geographical features and follow/create a route in the local area/school; compare different types of local map. C • onstruct detailed plans • Use aerial images and age appropriate graphs to acquire and discuss geographical information.	• Use the 8 points of a compass, 4-figure grid references, maps with keys (inc the use of Ordnance Survey maps) and Google Maps/Earth to describe geographical features of a UK and European location, and create a tourist route. • Create detailed maps. • Use aerial images and age-appropriate graphs to acquire and discuss geographical information.	• Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OS maps) and Google Maps/Earth to identify and describe changing local land use over time. • Create detailed maps and label physical features. • Use aerial images and age-appropriate graphs to acquire and discuss geographical information.	• Use the eight points of a compass, six figure grid references, maps with keys and Google Maps/ Earth to describe geographical features of locations in North/South America, and create a tourist route. • Create detailed maps and label human features. • Use aerial images and age-appropriate graphs to acquire and discuss geographical information.

Geography Skills and Fieldwork - Learning through...(Understanding and Application)							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Local Fieldwork	• Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area. • Make simple models of the locality. • Take photos of buildings and places in school and locality (e.g. build a scene).	• Begin to use simple fieldwork and observational skills to study the geography of the classroom and local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings).	• Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations and labelled maps and photos of: roads, parks, nature spots, rivers, shops and buildings), suggesting reasons for the causes of similarities and differences. • Carry out a simple survey of the school or local area (e.g. weather, traffic)	• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies.	• Use fieldwork to study and present information about a local river; create a working river and observe the physical processes involved.	• Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality (e.g. classification oof buildings into residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps and photographs.	
Tier 2 Vocabulary		• Name, locate, identify, map • Characteristics • Area, surrounding, environment • Collect, observe, describe			• Measure, record, primary data, secondary data, analyse, discuss, evaluate, justify		
Tier 3 Vocabulary		• Beach, cliff, coast, forest, hill, mountain, mountain range, sea, ocean, river, soil, valley, vegetation, season and weather, channel (area of sea water), polar, hot desert, Equator, North Pole, South Pole • Town, village, factory, farm, house, office, port, harbour and shop, • County, nation, sovereign state			• Climate zones, temperate, hot desert, tropical, biomes and vegetation belts, tropical rainforest, woodland, rivers, mountains, volcanos and earthquakes and the water cycle, atmosphere, ecosystem, relief, topography, urban, rural • Sustainable, conservation, protection, deforestation, environmental damage, Geographical Information Systems		

Long Term Plan - Coverage							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Theme 1 ***Ourselves and Humankind***				Investigating our local area			
Theme 2 ***Culture and Diversity***			How would my life be different if I lived in Kenya? • Let's go on safari	• Contextualised Geography – Cheddar as a settlement in the stone age (Through inquiry not scheme)	• Egypt and the River Nile		
Theme 3 ***Community and Citizenship***	• Local area study and field work	**Where do I live?** • Local area study and field work	How is life where I live different to other places in the UK? (Lowesoft and Somerset)	What impact did the Tudor period have on our local area? (Local Study)	• Italy Today • Local area study and field work		
Theme 4 ***Exploration and Discovery***	• Planet Earth	**Let's go to the Arctic**		• Volcanoes	• Settlements – Mapping symbols, grid references (Anglo Saxons) • Kilve residential (compass work/following maps)		
Theme 5 ***Expression and Creativity***	• Who lives in the ocean and on the land?	Castles Geography	• Where is London	What makes India incredible? • Investigating India	• USA – States, Cities and Landmarks		
Theme 6 ***Ourselves and Humankind***	In which different continents have dinosaurs been discovered?	• Oceans • ESR Where does this come from	Why is nature Special ESR	I speak for the tree's	The rainforest biome		