



Wessex Learning Trust



**Axbridge**  
C of E Academy

Together We Inspire, Thrive & Excel

We Learn Together

# Geography Curriculum Documents





## **Intent**

At Axbridge C of E Academy we want to foster a fascination and curiosity for the world around us to help our children grow into responsible stewards of our planet. Through our Geography curriculum we aim to provide children with the tools and knowledge required to help them understand key physical processes that shape our world and explore the ways humans interact, adapt and influence these processes. Within our teaching we want to embed a sense of place within the children to allow them to feel connected to their locality but also develop a wider understanding of diverse places, people and cultures around the world.

## **Implementation**

Geography is all about links and connections. At Axbridge C of E Academy, through our inquiry curriculum approach, geographical teaching is explicitly linked to other curriculum areas including science, history and PSHE, helping children see the connections in the world around us. As children move up through the school, they build on their geographical knowledge, starting with looking at the immediate world around them and their local area to gaining an understanding of the human and physical features of the UK then expanding wider to understand geographical processes affecting the wider world. Within geography teaching, three key areas of knowledge are taught:

1. Substantive knowledge - children learn the facts and information needed to help them understand a key process or location. Substantive knowledge is continually recapped and built upon as children move through the school.
2. Disciplinary knowledge - to enable children to become confident geographers they need to learn skills relevant to the discipline. This includes key geographical language, map skills, field work opportunities and asking geographical questions.
3. Conceptual knowledge - helping children get an understanding of the bigger picture and making important links between and within subjects.

Our scheme of work for Geography is based on the Oak Academy framework, covering all aspects of the National Curriculum. This is complemented by high quality resources from other sources such as Twinkl, BBC Teach and Geographical Association.



The teaching of geographical skills (disciplinary knowledge) is an essential part of geography teaching and starts from early on. Children are exposed to different maps including globes, atlases, OS maps and digital mapping. They learn to use and understand maps to help them understand a place. Fieldwork is an important element of geography teaching and learning takes place outside within the school grounds and local communities. Children start to draw their own maps, collect data and develop an understanding around differing views and opinions. Knowledge organisers are used to help children understand the knowledge and skills they will acquire as well including key vocabulary children will have acquired by the end of the inquiry. Understanding the importance of our local area is embedded across the school through our house system. The 4 Houses, Strawberry Line, Kings Wood, Black Rock and Crook Peak are all named after important, local geographical locations. During their time at the school, children will visit these locations, helping them to form memories and connections to these spaces, making the local area become part of their own personal geography.

### **Impact**

Through the study of Geography at Axbridge C of E Academy, children:

- develop an excellent knowledge of where places are and what they are like,
- have a clear understanding of how places and processes, both physical and human, are interconnected and interdependent
- are fluent in geographical vocabulary
- have the ability to ask geographical questions and independently research answers
- are confident in applying geographical skills including map work and field work.

The impact of our curriculum is measured through ongoing teacher assessment. This includes marking books and assessing against key substantive knowledge laid out through knowledge organisers. Summative assessment is used during class discussions and group work. Evidence is gathered through work in books and photographs of children practising or mastering a skill. Pupil voice interviews are also carried out to allow children to discuss their learning and moderation between teachers is carried out, allowing staff to observe books and discuss opportunities for development.



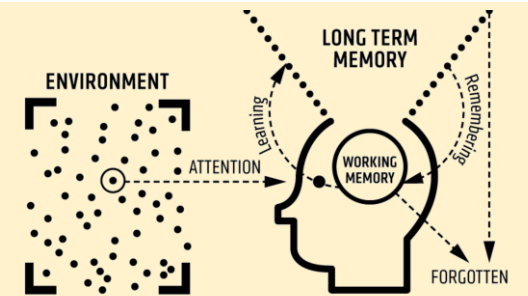
# Wessex Learning Trust Principles

## 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.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Emotional learning environment</li> <li>- physical learning environment</li> </ul>	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and <b>love of learning</b> is promoted. Everyone <b>feels safe</b> to take risks and explore learning without judgement. Praise and rewarding effort is used to <b>motivate and engage</b>. A sense of <b>pace and challenge</b> is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Pace of talk, clarity of instruction</li> </ul>	<p>Prior learning is checked and revisited to <b>strengthen connections and longer-term memory</b>. Know more, remember more. Planning ensures <b>new learning builds on prior learning</b>. <b>Vocabulary is explicitly taught</b> using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. <b>Problem solving and number skills</b> are revisited, retaught and applied in unfamiliar contexts to support deeper learning. <b>Gaps in learning and misconceptions</b> are revisited, including feedback and improvement tasks. Planning is <b>adapted</b> lesson on lesson so that core skills and knowledge are retaught where necessary. <b>Precision learning is explained</b> so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching of vocabulary</li> <li>- Explicit teaching of listening</li> </ul>	<p>The steps to new learning are broken down into manageable amounts and <b>reduce cognitive load</b>. <b>High-quality explanations</b> are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through <b>decision making modelled, visible and explicit</b>. Approaches to <b>getting unstuck</b> are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of <b>how to solve problems solve</b> and minimize misconceptions. Deeper learning is sequenced so that all learners can understand <b>each developing stage</b>. Learners know <b>what excellent learning looks like</b> and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching paired, small group talk</li> </ul>	<p><b>Guided practice and worked examples</b> are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used <b>skilfully to check understanding</b> and the impact of planned learning. Peer explanation + modelling scaffolds and <b>prepares for independent practice</b>. Learners use <b>expert thinking and talking</b> to explore deeper learning. Scaffolding and support (including TAs) is in place to <b>develop and build independence</b>.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a <b>variety of contexts</b>. Independent practice and application of learning (including homework) <b>builds confidence, self esteem and motivation</b>. <b>Metacognition and self-regulation</b> are developed over time. <b>Learning is consolidated</b>. Scaffolding and support is <b>reduced and removed over time</b>. <b>Feedback</b> is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress <b>reflecting on what excellent learning looks like</b> and success criteria. <b>Next steps are identified</b> and used to <b>inform teacher planning</b> and develop mastery approaches over time. <b>Learning skills continue</b>. <i>Next lessons, rest of day, community, wider world.</i></p>



Knowledge in Geography

National Curriculum and EYFS Framework

**Disciplinary Knowledge**

**Geography and Fieldwork Skills**

*Knowing 'how' to do geography*

*Learning through...*

- How to use maps (digital and paper based) and globes;
- How to collect data during fieldwork and present it accurately.
- How to use directional language grid references accurately.

**Conceptual Knowledge**

*Understanding the wider principles impacting geography.*

*Learning through...*

- Asking and investigating geographical questions;
- Critically evaluating and debating the impact of geographical processes.
- Making links between human and physical geographies and understanding global connectiveness.

**Substantive Knowledge**

*Knowing 'what' - i.e. the facts of geography*

*Learning about...*

- Locational Knowledge e.g. name and locate places; knowledge of local area; understand longitude and latitude
- Place Knowledge e.g. comparing and contrasting localities
- Physical and Human Geography e.g. climate zones; earthquakes and volcanoes; river and the water cycle; settlement patterns.



Learning about...(Knowledge)				
EYFS	Year 1	Year2	Year 3	Year 4
<p><b>Development Matters 4-5</b>  <b>Years:</b> 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.</p>	<p>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.</p>		<p>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.</p>	
	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world’s seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>		<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	
	<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>		<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	
	<ul style="list-style-type: none"> <li>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:                             <ul style="list-style-type: none"> <li>o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>		<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	



Learning how to...(Skills)

EYFS	Year 1	Year2	Year 3	Year 4
	<ul style="list-style-type: none"> <li>• 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</li> <li>• Locate the continents of the world on a blank map.</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Locate the 4 nations of the UK on an outline map and label the capital cities.</li> <li>• Make predictions about where the hottest places in the world are?</li> <li>• Identify the equator and locate the places on the Equator which are the hottest.</li> </ul>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Locate local countries on a map along with at least 4 others from different parts of the UK.</li> <li>• Locate 5 of the UKs largest cities on a map.</li> <li>• Locate at least two countries in Europe using maps and at least two outside Europe.</li> <li>• Identify hilliest areas and flattest areas and decide which rivers they think are the longest.</li> <li>• 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.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.</li> <li>• Identify the different hemispheres on a map.</li> <li>• Locate and label different countries/continents in the Northern and Southern hemisphere.</li> <li>• Use and explain the term 'climate zone'. Identify different climate zones and locate them on a map.</li> <li>• Ask questions and find out what affects the climate.</li> <li>• 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</li> </ul>



*Learning how to...(Skills)*

	EYFS	Year 1	Year 2	Year 3	Year 4
<b>Asking and Answering Questions</b>	<ul style="list-style-type: none"> <li>Ask questions about aspects of their familiar world.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to geographical questions.</li> </ul>		<ul style="list-style-type: none"> <li>Ask and respond to geographical questions using evidence to support answers.</li> </ul>	
<b>Collecting and Interpreting</b>	<ul style="list-style-type: none"> <li>Draw things they see around them.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.</li> <li>Understand that geographers learn about the world by observing and collecting data and information.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> <li>Understand that geographers learn about the world by observing and collecting data and information.</li> <li>Begin to understand that some knowledge about the world can be revised as we collect new data and information.</li> </ul>	
<b>Analysing and Communicating</b>	<ul style="list-style-type: none"> <li>Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.</li> </ul>	
<b>Evaluating and Debating</b>	<ul style="list-style-type: none"> <li>Describe their immediate environment and express their views about it, with support.</li> </ul>	<ul style="list-style-type: none"> <li>Express their own views about the people, places and environments studied.</li> </ul>		<ul style="list-style-type: none"> <li>Express their own views about the people, places and environments studied, giving reasons.</li> <li>Compare their views with others.</li> <li>Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence</li> </ul>	



Geography Skills and Fieldwork - Learning through...(Understanding and Application

	EYFS	Year 1	Year 2	Year 3	Year 4
The Local Area	<ul style="list-style-type: none"> <li>Know the name of my school.</li> <li>Know the town/city where I live.</li> <li>Know basic relative positional language</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>Name, locate and describe key landmarks in the local area, using simple locational/directional language and the four main compass directions.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	
The United Kingdom	<ul style="list-style-type: none"> <li>Know that England is their home country.</li> <li>Know that London is the capital city of England.</li> <li>Begin to name/locate all the countries in the UK and their capital cities.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the countries in the UK and their capital cities.</li> <li>Name the surrounding seas of the UK</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Name &amp; locate counties and cities of the UK, national parks and their topographical features (inc hills, mountains, coasts &amp; rivers), using the eight points of a compass, four figure grid references, maps, symbols and keys.</li> </ul>
The World	<ul style="list-style-type: none"> <li>Understand the terms 'land' and 'sea'.</li> </ul>	<ul style="list-style-type: none"> <li>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'.</li> <li>Recognise and know basic features of the different continents.</li> </ul>	<ul style="list-style-type: none"> <li>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'.</li> </ul>	<ul style="list-style-type: none"> <li>Locate key Earthquake zones of the world, including an Earthquake location study.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities.</li> <li>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</li> </ul>



**Geography Skills and Fieldwork - Learning through...(Understanding and Application)**

	EYFS	Year 1	Year 2	Year 3	Year 4
Comparisons	<ul style="list-style-type: none"> <li>• Make simple comparisons between their locality and other relevant places in the world (e.g. where their parents/families come from).</li> <li>• Make simple comparisons between familiar environments (e.g. home, school, farm).</li> </ul>		<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Study, understand, write about, draw and label key similarities and differences between the River Thames and the River Nile, and their corresponding regions.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> </ul>



Geography Skills and Fieldwork - Learning through...(Understanding and Application)

	EYFS	Year 1	Year 2	Year 3	Year 4
<b>Weather and Climate</b>	<ul style="list-style-type: none"> <li>Name the four seasons and begin to describe associated weather. Record weather daily.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe weather associated with the four seasons. Identify that the North and South poles are cold and the equator is hot.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Other Physical Features and Processes</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain the water cycle.</li> <li>Describe and explain river formation and key features of river systems.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> <li>Describe and understand key aspects of mountain formation.</li> <li>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.</li> </ul>



Geography Skills and Fieldwork - Learning through...(Understanding and Application)

	EYFS	Year 1	Year 2	Year 3	Year 4
<b>Settlements and Land Use</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Compare the town and countryside.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban, suburban)</li> <li>Understand land use of the local area.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the effect of climate on land use and settlements in different areas of the world, including different European countries.</li> <li>Identify some European cities and settlements.</li> <li>To describe and understand the effect of volcanoes on settlements and land use.</li> </ul>
<b>Economics, Trade and Resources</b>	<ul style="list-style-type: none"> <li>Recognise the shops and enterprises in the locality, including being aware of their branding/names.</li> </ul>				



**Geography Skills and Fieldwork - Learning through...(Understanding and Application)**

	EYFS	Year 1	Year 2	Year 3	Year 4
<b>World Maps</b>	<ul style="list-style-type: none"> <li>Locate chosen country/countries of parental heritage on globes/maps.</li> <li>To identify the land and sea on world globes/maps.</li> </ul>	<ul style="list-style-type: none"> <li>Draw and locate the locations of continents and oceans on globes and world maps or atlases.</li> </ul>	<ul style="list-style-type: none"> <li>Draw and locate the locations of continents, countries and oceans on globes and world maps or atlases.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes, Google Maps and Google Earth to locate earthquake zones (in relation to tectonic plates) and different settlements of the world.</li> </ul>	<ul style="list-style-type: none"> <li>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 mountain ranges and volcanoes</li> </ul>
<b>UK Maps</b>	<ul style="list-style-type: none"> <li>Locate London on simple maps.</li> </ul>	<ul style="list-style-type: none"> <li>Draw and locate the four countries of the UK and their capital cities a on a UK map or atlas.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Local / Regional Maps and other Secondary Data Sources</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Construct simple plans with support.</li> <li>Use aerial images to recognise basic and human physical features.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Construct simple maps.</li> <li>Use aerial images to recognise basic physical and human features.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Construct detailed plans</li> <li>Use aerial images and age appropriate graphs to acquire and discuss geographical information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Create detailed maps.</li> <li>Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</li> </ul>



**Geography Skills and Fieldwork - Learning through...(Understanding and Application)**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Local Fieldwork</b>	<ul style="list-style-type: none"> <li>• Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area.</li> <li>• Make simple models of the locality.</li> <li>• Take photos of buildings and places in school and locality (e.g. build a scene).</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Carry out a simple survey of the school or local area (e.g. weather, traffic)</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use fieldwork to study and present information about a local river; create a working river and observe the physical processes involved.</li> </ul>
<b>Tier 2 Vocabulary</b>		<ul style="list-style-type: none"> <li>• Name, locate, identify, map</li> <li>• Characteristics</li> <li>• Area, surrounding, environment</li> <li>• Collect, observe, describe</li> </ul>			<ul style="list-style-type: none"> <li>• Measure, record, primary data, secondary data, analyse, discuss, evaluate, justify</li> </ul>
<b>Tier 3 Vocabulary</b>		<ul style="list-style-type: none"> <li>• 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</li> <li>• Town, village, factory, farm, house, office, port, harbour and shop,</li> <li>• County, nation, sovereign state</li> </ul>			<ul style="list-style-type: none"> <li>• 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</li> <li>• Sustainable, conservation, protection, deforestation, environmental damage, Geographical Information Systems</li> </ul>



Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4
<b>Theme 1</b> <i>Ourselves and Humankind</i>	<b>Magnificent Me!</b> Recognising different environments and similarities and differences.	<b>Who are we?</b> Local area study and mapping Understanding weather and seasons.	<b>How do animals and humans live alongside each other?</b> Identifying and mapping local physical features.	<b>How does the earth move and change?</b> Earthquakes and Tsunamis.	<b>How do humans adapt to their environment?</b> Physical features of Europe Mountains and volcanoes.
<b>Theme 2</b> <i>Culture and Diversity</i>	<b>What's around me?</b> Drawing maps and exploring the natural world	<b>Where do we live?</b> Local area study Human and physical features.	<b>What is the UK?</b> In depth study into the geography of the UK.	<b>Why has human culture changed through time?</b> Changing use of landscapes	<b>What is democracy?</b> The impact of politics on people and places. Greece study.
<b>Theme 3</b> <i>Community and Citizenship</i>	<b>Why is the world special?</b> Exploring the natural world and understanding different cultures.	<b>What is our community</b> Countries of the UK and their capital cities.	<b>How have inventions changed communities?</b> Understanding maps	<b>How do Humans use landscapes?</b> Local area study and mapping.	<b>What is the impact of empires?</b> Understanding the geographical effects of empires.
<b>Theme 4</b> <i>Exploration and Discovery</i>	<b>Lets explore!</b> Discovering the immediate environment through observation and discussion.	<b>Let's go on a journey</b> Continents and oceans of the world and hot and cold areas.	<b>What can we discover by exploring?</b> Understanding space.	<b>How can we understand life in the past?</b> Understanding early settlements.	<b>Can exploration help us understand the world?</b> Human features of Europe and comparison between two locations.
<b>Theme 5</b> <i>Expression and Creativity</i>	<b>Can we imagine?</b> Understanding similarities and differences between life in different countries and mine.	<b>What is the natural world?</b> Continents and oceans of the world linking to habitats.	<b>What is the impact of our climate?</b> Comparison of places and their physical geography.	<b>How does nature shape landscapes?</b> River formation and Thames study.	<b>How do people influence others?</b> The impact of migration on art and culture.
<b>Theme 6</b> <i>Ourselves and Humankind</i>	<b>How are we changing?</b> Understanding important processes and change in the natural environment.	<b>What have we discovered?</b> Understanding weather and seasons.	<b>How does where we live affect how we live?</b> Comparison of places and their human geography.	<b>How different was the ancient world to my life today?</b> Understanding Egypt and the River Nile.	<b>What change can we make?</b> Climate zones and global warming.