Geography Curriculum at Scargill CE Primary School 2022-23

	Reception Geographers	Year 1 Geographers	Year 2 Geographers	Year 3 Geographers	Year 4 Geographers	Year 5 Geographers	Year 6 Geographers
National Curriculum	In Geography, pupils in EYFS should be taught to: **Location and place knowledge** • 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. **Human and physical knowledge** • Understand the effect of the changing seasons on the natural world around them. **Geographical skills and Fieldwork** • 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.	In Geography, pupils in KS1 should be taught to: **Locational knowledge** • Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas. **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 knowledge** • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use basic geographical vocabulary to refer to: • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** • Use world maps, atlases and globes to identify the United Kingdom and its countries, 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.		In Geography, pupils in KS2 should be taught to: **Locational knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environment regions, key physical and human characteristics, countries and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Place knowledge** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Human and physical knowledge** • Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills and fieldwork** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and 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.		

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Cycle A

	Reception Geographers	Year 1 & 2 Geographers	Year 3 & 4 Geographers	Year 5 & 6 Geographers
National Curriculum	**Where do I live?** Intent: • Children can describe their immediate environment using knowledge from navigating around the classroom and outdoor area. • Children can identify some similarities and differences between the natural world around them by comparing the different houses they live in.	**What is it like to live in West Hallam today?** Intent: • Children can identify the location of West Hallam on a range of maps and begin to compare with the location of other familiar places. • Children develop a secure understanding of the difference between human and physical features and continue to develop their personal sense of *place* by investigating the key human and physical features of West Hallam. • Children can identify and express their opinions on some of the physical and human features of West Hallam and suggest possible improvements that could be made to the local area. • Children develop a sense of place for the local environment through using simple fieldwork and observational skills to study the geography of the key human and physical features and use this knowledge to draw a simple map, with basic symbols.	**What do we know about our European neighbours?** Intent: • Children can locate a range of countries**,** regions and cities in Europe as well as examples of human and physical characteristics. • Children develop an understanding of Europe as the continent that the UK is located and can describe some aspects of its human and physical characteristics. • Children develop an understanding of the human and physical geography of Europe, including its countries, cities and key features. • Children can use maps, atlases, globes and digital mapping to locate European countries and their capital cities. Children know how to use sketch maps and photographs to record and present the human and physical features of a city in Europe. Additionally, children use four figure grid reference to locate features or place on a map.	**How has the village of Ilkeston changed over time and how may it develop in the future?** Intent: • Children can identify and locate the village of Ilkeston and compare it to previous locations studied (West Hallam, River Derwent and Derby) and describe how the location may change over time. • Children can make a range of comparisons between the human and physical features of the significant local village (West Hallam) and local city (Derby) studied. Children can describe and compare some of the effects of economic activity and distribution of resources in the places studied and suggest how the economy of Ilkeston could be improved. • Children can apply their understanding of the links between human and physical geography to investigate how the geography of Ilkeston has an impact on economic activity and suggest ways that the village could improve its economy. • Children can use six figure grid references to locate features or place on a map. Children can use fieldwork to observe, measure and record how Ilkeston has changed over time. Using this knowledge, children create scaled plans for what Ilkeston will look like in the future.
Key Vocabulary	*House, West Hallam, Local, Detached, Season (Autumn)*	*West Hallam, Village, Town, Shop, Houses, Detached, Semi-Detached, Terraced, Bungalow, Supermarket, Street, Road, Church, Park, Field, Route, Neighbourhood*	*Europe, France (Paris), Germany (Berlin), Italy (Rome), Spain (Madrid), Portugal (Lisbon), Belgium (Brussels), Russia (Moscow), Physical and Human Feature of Europe*	*Ilkeston, Economy, Economic Activity, Developer, Development, Finance,*

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National Curriculum	**How do we get from Point A to Point B?** Intent: • Children can draw information from a simple map and use navigational language to describe the routes taken.	**How does living in Kolkata compare to living in West Hallam?** Intent: • Children can identify the location of India on a map of the world and the location of Kolkata on a map of India. They can compare these locations with the location of West Hallam. • Children develop an understanding of 'place' by investigating and describing the features of a small area within a non-European country (Kolkata in India) and identify similarities and differences between Kolkata and West Hallam. • Children identify the key human and physical features of Kolkata and make comparisons with the features found in their local area (West Hallam). They can describe some of the reasons for similarities and differences between the two locations. • Children can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Children can use directional language: near; far; left; right to explain where a location is.	**Why are rivers important?** Intent: • Children can name and locate the major world rivers and rivers of the UK, our region and local area. They can identify the location of the source and mouth of the River Trent. • Children can explain the effects of rivers on the human and physical geography of the places they flow through, with an in depth focus on the River Derwent/Trent and its impact on the Derbyshire region. • Children understand the water cycle, its associated processes and some of its effects on Earth's geography. Children can identify how rivers are linked to the water cycle and understand the key features and uses of rivers and how these have changed over time, with a focus on River Derwent/Trent. • Children can use maps, atlases, globes and digital mapping to name and locate major rivers in the UK and around the world. Children use fieldwork to measure observe and record a river profile.	**What do we know about our local coastline?** Intent: • Children can locate significant coastal areas around the UK and key locations and features of these significant coastlines. • Children can describe the human and physical geography of a range of significant coastal locations and identify how the coastline is affected by physical processes and human activity. • Children understand the physical processes associated with the formation of coastal features and the impact of human activity on these processes. • Children can use maps, atlases, globes and digital mapping to name and locate significant coastal areas around the UK. Additionally, children use detailed sketch maps to record geographical features of coastlines.
Key Vocabulary	*Forwards, Backwards, Left, Right, Under, Above*	*West Hallam, The United Kingdom, India, Kolkata, LEDC (Less Economically Developed Country), Beach, Cliff, Coast, Forest, Hill, Mountain, River, Vegetation, Port, Harbour, Farm*	*River, River Trent, River Derwent, River Basin, Mouth, Bay, Source, Meander, Valley, Stream, Tributary, Ox-Bow lake, Waterfall, Course (Upper, Middle and Lower), The Water Cycle, Condensation, Evaporation, Precipitation, Industrial Revolution, Transport*	*Coastline, Erosion, Coastal Erosion, Acidic, Deposition, Dissolve, Weathering, Cave, Headland, Stump, Arch, Spit, Stack, Dune*

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National Curriculum	**What are different environments like around the world?** Intent: • Children can explain some similarities and differences between life in this country and life in other countries (China when exploring Chinese New Year). • Children recognise some environments are different to the ones they live in and draw similarities and differences between them and their local environment • Children can describe what they see, hear and feel whilst outside whilst exploring the natural world around them and make observations through looking at signs of spring.	**What do we know about our home island?** Intent: • Children can use maps to name and locate the four countries and capital cities of the UK and its surrounding seas. Children are able to identify characteristics of each country, developing their locational awareness. • Children begin to compare significant places in the UK (e.g. capital cities) and identify some similarities and differences. Children can distinguish between physical and human features. • Children develop an understanding of some of the physical (e.g. surrounding seas) and human (e.g. capital cities) features of the UK and can understand the difference between physical and human features. • Children can use maps, atlases and globes to identify the UK, its countries and their capital cities. Children know the four main directions on a compass (North; East; South; West) and use them to describe the location of features and routes on a map.	**The Americas: A continent of contrasts?** Intent: • Children can identify the locations of a range of countries in North and South America and can locate major cities, regions and physical and human characteristics. • Children can describe the key human and physical geographical features of the Americas and compare these with the features of Europe previously explored (Cycle A, Unit 1). • Children can apply their knowledge of the human and physical geography previously studied to a study of the Americas. Additionally, children can begin to explore the impact climate zones, biomes and rivers can have on life in the Americas and understand how these and other factors can affect population distribution. • Children can use maps, atlases, globes and digital mapping to locate North and South American countries and their capital cities. Children know how to use sketch maps and photographs to record and present the human and physical features of cities across North and South America.	**From Rio to the Rainforest, what do we know about life in Brazil?** Intent: • Children can identify and compare locations in Rio de Janeiro and the Amazon Rainforest with the East Midlands of the UK and our local area. • Children investigate and describe the human and physical features of Rio de Janeiro and the Amazon Rainforest in Brazil and compare these to the features of other regions. Children can suggest a range of similarities and differences. • Children can describe the human and physical geography of Rio de Janeiro and the Amazon Rainforest in Brazil. Additionally, children can investigate the economic activity, land use and environmental issues in these locations and make comparisons with our region. Children can discuss issues linked to the distribution of resources in these areas and understand that human activity and physical processes can have an impact on these locations. • Children use detailed sketch maps and agreed Ordnance Survey (OS) map symbols to for a key to record geographical features and places. Additionally, children use digital technologies to find, investigate and compare places. Children can use thematic maps to explore Brazil's economic activity, land use and environmental issues and compare them to the UK.
Key Vocabulary	*Habitat, Rainforest, Safari, Antarctic, Arctic, Earth, World, Map, River, Stream*	*The United Kingdom, Great Britain, England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Island, Belfast, Irish Sea, North Sea, English Channel*	*North America, United States of America (Washington), Canada (Ottawa), Mexico (Mexico City), South America, Brazil (Brasilia), Peru (Lima), Argentina (Buenos Aires), Physical and Human Feature of North and South America*	*Brazil, Rio De Janeiro, Rainforest, Canopy, Deforestation, Favela, Short and Long Term Aid*

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Cycle B

	Reception Geographers	Year 1 & 2 Geographers	Year 3 & 4 Geographers	Year 5 & 6 Geographers
National Curriculum	**What are the different seasons and when is it best to grow seeds?** Intent: • Children can understand the effect of the changing seasons on the natural world around them. • Children can describe what they see, hear and feel whilst outside whilst exploring the natural world around them, making observations and drawing pictures of animals and plants.	**How can we use maps to find out about our wonderful world?** Intent: • Children can name and locate the world's seven continents, five oceans and Northern and Southern Hemispheres on a globe and world map. • Children recognise the seven continents and five oceans as globally significant places. • Children can begin to develop an understanding of some of the physical features in the wider world and use basic vocabulary (e.g. ocean, sea, continent) to identify these. • Children can use maps, atlases and globes to identify the seven continents and five oceans.	**How can we use maps to find out about the countries in the UK?** Intent: • Children can name and locate the regions, local counties and major cities of the UK as well as the locations of some of its key human and physical features. They can identify how land use has changed over time and the impact this has had on locations and some of its features. • Children develop an understanding of a wider range of places within the UK, including regions, counties and cities and begin to understand that places in the UK beyond our local area (West Hallam) can be compared and contrasted due to their geographical features. • Children secure their understanding of the terms *physical* and *human geography* and apply these to their learning about the UK. They identify types of settlement and land use in the country as well as identifying and comparing human and physical characteristics of the UK regions. • Children can use maps, atlases, globes and digital mapping to locate regions, counties and major cities of the UK. Children can use the eight points of a compass to locate features or place on a map. Additionally, children can make a map of a short route from their town/city to another place in the UK with features in the correct place.	**Why do people visit Derby?** Intent: • Children can identify and describe the location of the nearest town and know that it can be located within the East Midlands region. • Children can identify a range of geographical features in their local city and explain how it is similar to and different from West Hallam as a place. They develop their understanding of how the geography of a place can develop over time by studying the land use in Derby and identifying changes. • Children develop their understanding of the human and physical geography of their local city. Additionally, children can identify some of the economic activity that takes place in the town and establish a range of reasons as to why people visit the city. • Children can use six figure grid references to locate features or place on a map. Children can use fieldwork to observe, measure and record reasons as to why people visit Derby and use this to present their findings.
Key Vocabulary	*Weather, Sunshine, Rain, Direction, Soil, Sunlight, Plants, Roots, Leaves*	*Continents, Oceans, Europe, Asia, Africa, North America, South America, Antarctica, Australasia, Atlantic Ocean, Pacific Ocean, Southern Ocean, Indian Ocean, Arctic Ocean, Globe, Maps*	*The United Kingdom, Regions, Greater London, South East, South West, West Midlands, North West, North East, East Midlands, Yorkshire and the Humber, Counties, Derbyshire, Nottinghamshire, Lancashire, Yorkshire, Cities, Derby, Nottingham, Sheffield, Manchester, Liverpool, Rural, Urban*	*Derby, Housing, Economy, Income, Population, Development, Land Use, Tourist, Transport, High Street Users, Businesses, Honey Pot (An area of high tourism)*

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National Curriculum	**What creatures can we find in our local environment?** Intent: • Children can describe their immediate environment using knowledge from observations about different living creatures they find. • Children explore the effect of the changing seasons and weather on the natural world around them through keeping a weather chart. • Children can describe what they see, hear and feel whilst outside whilst exploring the natural world around them and make observations through looking at signs of summer.	**What can we see around our school?** Intent: • Children understand and can identify the location of the school and a range of locations within the school grounds and its surroundings. • Children can describe a range of geographical similarities and differences between a range of familiar places within and around the school grounds. They begin to understand that places can be compared in many different ways and that they can change over time. • Children develop their understanding of the human and physical features of the schools, its grounds and the immediate local area. Children begin to express their opinions on these features and can use basic geographical vocabulary to describe them. • Children use simple fieldwork and observational skills, alongside aerial photographs and plan perspectives, to study the geography of their school and its grounds	**How are mountains formed?** Intent: • Children can identify the location of key mountains and mountain ranges as key physical features in a range of countries. • Children investigate the effects of mountains on other physical and human geographical features in a range of places around the world. • Children can identify the key features of mountains and understand the physical processes that lead to their formation, including an understanding of plate tectonics. Children can evaluate some of the impacts, both positive and negative, of mountains on human activity, with a focus on The Alps. • Children can use maps, atlases, globes and digital mapping to name and locate major mountains in the UK and around the world. Children can use some Ordnance Survey (OS) map symbols and contour lines.	**How does climate affect life on Earth?** Intent: • Children can locate the world's climate zones, biomes and vegetation belts. Also, children can explain the significance and location of the Tropic of Cancer and Tropic of Capricorn. • Children develop their understanding of the concept of climate and can begin to explain the links between the climate of places and their human and physical features. • Children develop an understanding of the concept of climate and identify the key features of the world's climate zones, biomes and vegetation belts. Additionally, they begin to understand how climate can change over time and some of the effects that climate change can have. • Children can use maps, atlases, globes and digital mapping to name and locate the world's climate zones, biomes and vegetation belts. Children can use lines of longitude and latitude to locate features and places.
Key Vocabulary	*Weather, Sunshine, Rain, Direction*	*Scargill Primary School, West Hallam, Field, Environment*	*Mountain, Mountain Range, Dome Mountains, Fault-Block Mountains, Volcanic Mountains, Summit, Snowline, Outcrop, Valley, Face, Slope, Foot, Ridge, Treeline, Himalayas, Ben Nevis, Scarfell Pike, Snowdon, Everest, Alps*	*Climate, Climate Change, Climate Zone, Global Warming, Tropic of Cancer, Tropic of Capricorn, Northern Hemisphere, Southern Hemisphere, Greenwich/Prime Meridian, Time Zone, Equator, Longitude, Latitude, Vegetation belts, Biomes, Aquatic, Grassland, Forest, Desert. Tundra*

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National Curriculum	**Which famous landmarks are around our wonderful world?** Intent: • Children can draw information from a simple map, atlas and globe to identify where England is and use this information to draw their own maps. • Children can explain some similarities and differences between life in this country and life in other countries (England, Australia, Italy, New Zealand etc.) through tasting different foods and identify different physical features, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. • Children can discuss some similarities and differences between the weather in contrasting countries.	**How does the weather change the way we feel?** Intent: • Children can locate hot and cold areas within continents using globes and maps. Additionally, children can locate the North and South Poles, the Equator, Artic Circle and Antarctic Circle as lines of latitude. • Children can compare a range of hot and cold places around the world and describe what life is like for people living there. Children can identify similarities and differences between places. • *Children can identify and describe seasonal and daily weather patterns and understand some of the effects of weather and the seasons on their immediate environment.* • Children identify the key human and physical features of a range of hot and cold places around the world and some of the similarities and differences between these places. • *Children can identify and describe seasonal and daily weather patterns and explain changes depending on the season.* • Children can use maps, atlases and globes to identify the hot and cold places alongside the North Pole, South Pole and Equator. • *Children keep a weather chart and answer questions regarding the weather on a daily basis throughout the year.*	**How do volcanoes and earthquakes affect life in Mexico?** Intent: • Children can name and locate volcanoes in Mexico and around the Ring of Fire. They can identify the locations of earthquakes using different media. • Children can describe and evaluate in detail the impact volcanoes have over a period of time on the human and physical geography of Mexico and other significant places. • Children can describe the human and physical geography of Mexico with a focus on its earthquakes and volcanoes, highlighting their impact. Children develop an understanding of the key features and processes involved in earthquakes and volcanoes and draw on their previous learning to evaluate the impact on human activity, including settlement patterns. • Children can use maps, specifically thematic maps, to name and locate major volcanoes and earthquakes in Mexico and around the world. Additionally, children use aerial photographs to describe the impact earthquakes and volcanoes have had on human activity.	**How does living in Lyon compare to living in the East Midlands of England?** Intent: • Children can identify regions of France (including Lyon) and can compare and identify the location of Lyon with the location of the East Midlands region of the UK. • Children develop their comparison skills further by comparing two contrasting regions – their home region and the region of Lyon in France. They can identify and describe a range of similarities and differences in the human and physical geography of each region. • Children develop their understanding of the human and physical geography of the East Midlands region and of the region of Lyon in France and compare and contrast the two regions, with a focus on physical features and economic activity. • Children use detailed sketch maps and agreed Ordnance Survey (OS) map symbols to for a key to record geographical features and places. Additionally, children use digital technologies to find, investigate and compare Lyon to West Hallam.
Key Vocabulary	*Country, England, Scotland, Wales, Northern Ireland, London*	*Seasons, Spring, Summer, Autumn, Winter, Weather, Sunny, Hot, Windy, Cold, Snow, Hail, Freezing, Breezy, Ice, Record, Chart, Habitat, Adapt*	*Natural Disasters, Volcanoes, Active, Dormant, Extinct, Core (Inner and Outer), Mantle, Crust, Tectonic Plates, Ring of Fire, Ash Cloud, Magma Chamber, Vent (Primary and Secondary), Lava Flow, Crater, Eruption, Pollution, Earthquakes, Richter Scale, Epicentre, Hypocentre, Fault Line, Mount Ruiz, Mount Vesuvius*	*East Midlands, Lyon,*