



# Temple Sowerby CE Primary School

## GEOGRAPHY POLICY

**2024/26**

Approved by	
<b>Name:</b>	Mr K Laithwaite - Headteacher
<b>Signed:</b>	
<b>Date:</b>	16 <sup>th</sup> October 2024
<b>Review date:</b>	17 <sup>th</sup> October 2026
<b>Subject Leader:</b>	James Farmer

# *Living for learning; learning for life.*

## **Our School Vision**

*Our vision for the school community is rooted in a deep respect for our human, social, and cultural values, expressed in a caring Christian ethos. We aim to provide high academic standards and a wide range of experiences and opportunities. In doing so, we encourage all children to flourish by giving them the skills they need to become good citizens and to discover life in all its fullness (John 10:10).*

## **Policy Statement**

At Temple Sowerby CE Primary School we are committed to providing all children with learning opportunities to engage in Geography. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

# Intent

## Purpose of Study

We are very fortunate to be located in Eden Valley, near to the historic market town of Penrith and just outside the Lake District National Park. The local landscape fosters awe due to its beauty and dramatic appearance and our local environment provides us with a wealth of experiential geographical learning. We aim to deepen children's understanding of both physical and human geography by using our landscape and taking children out to experience this, whether it be exploring our local area, such as river studies at National Trust's Acorn Bank Gardens, or further afield when visiting the Lake District. We also make use of our residential visits, to cities such as London and York, to further develop children's understanding of human and physical geography and provide opportunities to develop geographical skills of map reading and fieldwork.

Through our various topics, we also want children to raise and answer questions about the natural and human worlds. Children will develop knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills to be applied both inside and outside the classroom.

Geography provides a focus within the curriculum for understanding and resolving the issues concerning the environment and sustainable development and we encourage children to have an active interest in environmental issues, such as members of our school council attending the Cumbria and National Youth Climate Summits in recent years. It also allows pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

## Aims

The aims of geography are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

# Implementation

At Temple Sowerby CE Primary School our Geography curriculum is carefully planned over a four-year (KS2) and two-year cycle (KS1) to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered in each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. As well as discrete lessons, we make use of cross-curricular opportunities to embed children's knowledge and understanding in the subject. For example, coordinates and compass directions are linked to position and direction in maths, or using atlases, maps and plans in History when studying past civilisations such as the Romans. Science lessons about biodiversity link well with the geography of our local area surrounding the school. We also invite visitors with different expertise into school; in recent years, we have worked the Eden Rivers Trust and the Wildlife Trust, as well as learning from arctic explorers and world travellers.

## Our Curriculum

The children undertake a broad and balanced program that takes account of abilities, aptitudes and physical, emotional and intellectual development. Throughout geography, children learn a range of skills, concepts, attitudes and methods of working. Our geography curriculum draws upon prior learning, wherever content is taught. Our curriculum follows CUSP Geography and this is planned so that the retention of knowledge is much more than just 'in-the-moment knowledge'. The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice increases substantive knowledge and accelerates learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with significant places, spaces, scale, people, culture and processes - the full cycle of units covered are shown in Appendix 2.

## Early Years

Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

## Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

## Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

## Teaching and Learning – Quality of Education

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography and we use a variety of teaching and learning styles in our geography lessons through quality first. We believe in whole-class teaching methods and combine these with inquiry-based research activities.

We believe children learn best when:

- They have access to and are able to handle high-quality maps.
- They go on visits to museums and places of interest (such as the Lake District, Eden Valley and Pennines).
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They children are encouraged to use high-quality reading books – from the library and Curriculum Visions.
- They undertake fieldwork by focusing on our local area – using OS maps and making comparisons with other localities across the globe.
- They are shown, or use independently, resources from the internet and videos.

- They are able to use non-fiction books for research.
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer geographical questions.
- They get the opportunity to revisit previous learning.
- They have the opportunity to illustrate what they have learned in each geography topic with end-of-unit assessments.

We recognise the fact that we have children of differing abilities in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, scaffolded worksheets, expected outcome and/or support from peers or adults, pre-learning and a variety of differentiated resources. We ensure that the knowledge, skills and vocabulary taught are appropriate to the age of the children (as outlined in the Progressions of Knowledge and Vocabulary shown in Appendix 3).

# Impact

## By the end of EYFS,

By the end of Key stage 1, pupils should have developed knowledge about the world, the United Kingdom and their locality. They should understand the basic subject-specific vocabulary relating to human and physical geography and be able to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should understand:

Locational knowledge

- Be able to name and locate the world's seven continents and five oceans.
- Be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge:

- Understand the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to:
  - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; 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.

By the end of Key stage 2, 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.

Pupils should understand

Locational knowledge:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place knowledge:

- Understand geographical similarities and differences through the study of the 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 geography.

Describe and understand key aspects of:

- Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### **Assessment and Recording**

At Temple Sowerby CE School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessments for Learning strategies are used, for example, peer marking – the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught, evaluation, self-assessments (Children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve), traffic lighting achievement against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made.

### **Monitoring**

Monitoring takes place regularly through sampling children's work, and teacher planning, through book scrutiny and lesson observations. We also undertake an assessment of each child's work based on the skills outcomes of each topic. We have regular visits from foundation governors to discuss our history curriculum, teaching and learning.

### **Resources**

We have a wide range of textbooks, such as atlases and interactive boards to access the internet as a class and there is a wide range of geographic material in the school library. People with an interest, or expertise, in a particular topic or area of geography, could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

## Appendix 1 - National Curriculum Coverage:

EYFS - Reception	Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>	<p>Pupils should be taught to:</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>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>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <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>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> <li>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.</li> <li>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.</li> </ul>	<p>Pupils should be taught to:</p> <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 land-use patterns; and understand how some of these aspects have changed over time.</li> <li>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).</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, and a region within North or South America.</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> <li>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.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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> <li>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.</li> </ul>

## Appendix 2 – Our Geography Curriculum

At Temple Sowerby CE Primary School, geography is a stand-alone subject - individual geography units are taught over a half-term or term (alternating with geography units). Our Key Stage 1 curriculum is carefully planned over a two-year cycle and our Key Stage 2 curriculum is planned over a four-year cycle. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. This enables individual lessons to be planned sequentially and allow for lessons to build on from previous learning.

Geography units are highlighted in blue in the tables below.

### Early Years Foundation Stage

During their time in the Early Years Foundation Stage the children will cover a range of topics which will form the basis for all of their learning. All of these topics include links to geography as outlined in our Early Years Long Term Plan.

Autumn		Spring		Summer	
All About Me	Terrific Tales	Amazing Animals	Come Outside	A Ticket To Ride	Fun at The Seaside

### Key Stage 1:

Cycle	Autumn		Spring		Summer	
<b>A</b>	Changes within living memory - Toys (Tullie House)	Where we live (fieldwork)	Castles – Local geography (Appleby Castle)	The Seasons	Significant Individuals - Explorers	Life in the City
<b>B</b>	Great Fire of London	Map Makers (fieldwork)	Arctic Adventures (Wilderness Outdoor Workshops)	Significant Individuals - Lady Ann Clifford (local geography)	Changes within living memory - shops	Contrasting localities – Africa (Peter Nutsford workshop)

### Key Stage 2:

Cycle	Autumn		Spring		Summer	
<b>A</b>	Britain from Stone Age to Iron Age	Caring for our environment (Fieldwork)	Early Civilisations – Ancient Egypt		Coasts (Fieldwork - St Bees)	Ancient Greece
<b>B</b>	Romans in Britain (local geography - Vindolanda)		The Americas	Mayan Civilisations	Extreme Earth and the water cycle (Fieldwork)	The Saxons
<b>C</b>	Vikings	Biomes (Fieldwork)	Tudor Monarchs and Discovery (Tullie House - Life in Tudor Carlisle)		Fairtrade	
<b>D</b>	The Victorians (Beamish)	Cumbria - Eden Valley and the Lake District (Lake District Field Study)	The Second World War (Eden Camp)		Our European Neighbours	

## Appendix 3 - Progression

### Progression of Substantive Knowledge

A EYFS - Reception geographer	Year 1 geographer	Year 2 geographer	Year 3 geographer
<ul style="list-style-type: none"> <li>• I understand the World.</li> <li>• I can draw information from a simple map. I can recognise some similarities and differences between life in this country and life in other countries.</li> <li>• I can explore the natural world around them.</li> <li>• I can recognise some environments that are different to the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>• I know the names of the four countries in the United Kingdom and locate them on a map.</li> <li>• I know the names of the three main seas that surround the United Kingdom.</li> <li>• I keep a weather chart and answer questions about the weather.</li> <li>• I know about some of the main things that are in hot and cold places.</li> <li>• I know how the weather changes throughout the year and can name the seasons.</li> <li>• I point to the equator, North and South pole on an atlas and globe.</li> <li>• I can name the features of an island.</li> <li>• I know where I live and tell someone my address.</li> <li>• I know the four main directions on a compass are NESW.</li> <li>• I know what I like and do not like about the place that I live in.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name the continents of the world and locate them on a map.</li> <li>• I can name the world's oceans and locate them on a map.</li> <li>• I can name the capital cities of England, Wales, Northern Ireland and Scotland.</li> <li>• I know what I like and do not like about the place that is different to the one that I live in.</li> <li>• I describe a place outside of Europe using geographical words</li> <li>• I know how jobs may be different in other locations.</li> <li>• I know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, coast, forest, hill, mountain, ocean and valley.</li> <li>• I know about the facilities that a village, town and city may need and give reasons.</li> <li>• I use the directional vocabulary: near, far, left, right to explain where a location is.</li> </ul>	<ul style="list-style-type: none"> <li>• I know the name of a number of countries in the northern hemisphere.</li> <li>• I know the capital city of at least six European countries.</li> <li>• I can locate the topic of cancer, Capricorn and Greenwich meridian on a map.</li> <li>• I know where a country is located in the northern and southern hemisphere.</li> <li>• I know why people may be attracted to live in cities.</li> <li>• I know why people may choose to live in one place rather than another</li> <li>• I know about, locate and name some of the world's most famous volcanoes.</li> <li>• I know about and describe the key aspects of earthquakes.</li> <li>• I know about and describe the key aspects of volcanoes.</li> </ul>
Year 4 geographer	Year 5 geographer	Year 6 geographer	
<ul style="list-style-type: none"> <li>• I know how to plan a journey from my town/city to another place in England.</li> <li>• I know how to find at least six cities in the UK on a map.</li> <li>• I research to discover features of towns, villages and cities and appreciate the difference between the British Isles, Great Britain and the UK.</li> <li>• I can use a road map to plan a journey from one city or town to another.</li> </ul>	<ul style="list-style-type: none"> <li>• I know, name and locate the capital cities of neighbouring European countries.</li> <li>• I know the countries that make up the European Union.</li> <li>• I know about, name and locate many of the world's most famous mountainous regions.</li> <li>• I know why most cities are situated by rivers</li> <li>• I know about the course of a river.</li> <li>• I name and locate many of the world's most famous rivers.</li> <li>• I know why ports are important and the role they play in distributing goods around the world.</li> <li>• I know what is meant by a biome.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to use an atlas by using the index to find places.</li> <li>• I know how to use some basic Ordnance Survey map symbols.</li> <li>• I know how to use the Ordnance Survey symbols and six-figure grid references.</li> <li>• I correct and accurately measure information (e.g., rainfall, temperature, wind speed).</li> <li>• I know why some places are similar and dissimilar in relation to their human and physical features.</li> <li>• I know how time zones work and calculate time differences around the world.</li> <li>• I name the largest deserts in the world and</li> </ul>	

		locate desert regions in an atlas.
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### Progression of Disciplinary Knowledge (Skills)

Geography			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> <li>• Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
Reception	Understanding the World		<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live</li> </ul>
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> </ul>
		The Natural World	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>

	KS1	LKS2	UKS2
Locational Knowledge	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p><b>KS1 Geography National Curriculum</b> Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a name and locate the world's seven continents and five oceans;</li> <li>b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</li> </ul>	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p><b>KS2 Geography National Curriculum</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;</li> <li>b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</li> <li>c 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;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> </ul>	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p><b>KS2 Geography National Curriculum</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li> <li>b name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</li> <li>c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</li> </ul>

Place Knowledge	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p><b>KS1 Geography National Curriculum</b> Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a compare the UK with a contrasting country in the world;</li> <li>b compare a local city/town in the UK with a contrasting city/town in a different country;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</li> </ul>	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p><b>KS2 Geography National Curriculum</b> Children can 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;</li> <li>b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;</li> <li>c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;</li> <li>d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</li> </ul>	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p><b>KS2 Geography National Curriculum</b> Children can 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</li> <li>b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</li> </ul>
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Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.

**KS1 Geography National Curriculum**

Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.

Children can:

- a 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;
- b 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;
- c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.

**KS2 Geography National Curriculum**

Children locate a range of the world's most significant human and physical features.

Explain how physical features have formed, why they are significant and how they can change.

Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.

Children can:

**describe and understand key aspects of:**

- a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;
- b human geography, including: types of settlement and land use;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.

Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.

**KS2 Geography National Curriculum**

Children will locate a range of the world's most significant human and physical features.

Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time.

Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Children can:

**describe and understand key aspects of:**

- a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;
- b 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;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.

**KS1 Geography National Curriculum**  
Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.

Children can:

- a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;
- b use simple compass directions and locational and directional to describe the location of features and routes on a map;
- c devise a simple map; and use and construct basic symbols in a key;
- d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.

Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.

**KS2 Geography National Curriculum**  
Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Children can:

- a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;
- c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.

Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.

**KS2 Geography National Curriculum**  
Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.

Children can:

- a use maps, atlases, globes and digital/computer mapping to locate countries and describe features;
- b 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;
- c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.



## Progression of Vocabulary

EYFS - Reception	Year 1	Year 2	Year 3
<p>Building, Town, Farm, Road, Park, Path, People, Beach, Sea, Lake, River, Desert, Mountain/hill, Countryside, Forest/wood, Weather, Seasons, Map, Local place, Globe</p>	<p>Locational knowledge: England, Scotland, Wales, Northern Ireland, United Kingdom, town, village, city</p> <p>Place knowledge: Similar, different, South America, equator, Peru</p> <p>Human and Physical geography: Hot, cold, weather, seasons, polar bear, panda, arctic, Middle East, autumn, winter, summer, spring, forest, hill, farm, house</p> <p>Geographical skills and field work: Map, key, near, far, distance, school, village, town, city</p>	<p>Locational knowledge: Earth, globe, continent, country, ocean,</p> <p>Place knowledge: Compare Population, India, New Delhi</p> <p>Human and Physical geography: Sand, ocean, weather, sea, water, seaside, town, map, shop</p> <p>Geographical skills and field work: Map, atlas, key, globe, farm, symbol</p>	<p>Locational knowledge: Asia, Africa, North America, South America, Australia, Antarctica, continent, map, river, desert, mountain, capital, city</p> <p>Place knowledge: UK, Europe, Local, hilly, flat South America, Amazon, China, Beijing</p> <p>Human and Physical geography: Volcano, eruption, magma, crust, mantle, outer core, inner core, climate zones</p> <p>Geographical skills and field work: Map, atlas, globe, continent, country, north, east, south, west, compass</p>
Year 4	Year 5	Year 6	
<p>Locational knowledge: Europe, desert, rainforest, map, location, hills, mountains, coasts, rivers</p> <p>Place knowledge: Thailand, Bangkok, North America</p> <p>Human and Physical geography: Solid, liquid, vapour, melt, freezing, boiling, water cycle</p> <p>Geographical skills and fieldwork: Map, atlas, globe, continent, country, north, east, south, west, compass</p>	<p>Locational knowledge: Europe, North America, South America, cities, region, land use, county, Africa</p> <p>Place knowledge: Native America, tribes, Africa, South Africa, Johannesburg.</p> <p>Human and Physical geography: Coal, nuclear, import, export, wind power, solar power, renewable, non-renewable</p> <p>Geographical skills and fieldwork: Map, atlas, globe, continent, country, north, east, south, west, compass</p>	<p>Locational knowledge: Africa, Asia, Australasia, Oceania, environmental, human, physical, hills, mountains, rivers</p> <p>Place knowledge: Region, United Kingdom, North America, South America, Americas, continent, climate</p> <p>Human and Physical geography: Trade, import, fair-trade, export</p> <p>Geographical skills and field work: Map, atlas, globe, continent, country, north, east, south, west, compass</p>	