Geography

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- *develop contextual knowledge of the location of places, seas and oceans,*
- *including their defining physical and human characteristics*
- *understand the processes that give rise to key physical and human geographical*
- *features of the world, how these are interdependent and how they bring about*
- *spatial variation and change over time*
- *are competent in the geographical skills needed to:*
- *collect, analyse and communicate with a range of data gathered through*
- *experiences of fieldwork that deepen their understanding of geographical*
- *processes*
- *interpret a range of sources of geographical information, including maps,*
- *diagrams, globes, aerial photographs and Geographical Information Systems (GIS)*
- *communicate geographical information in a variety of ways, including through*
- *maps and writing at length.*

The scheme of learning has a clear progression of substantive knowledge and vocabulary and links to other curriculum subjects. Our curriculum is planned around the following geographical concepts: world, UK, local, human and physical, and investigation.

Progression in disciplinary knowledge (concepts such as location, physical, human, understanding places, significant places, climate and weather, environment and sustainability, map and atlas work, and fieldwork investigations) is integrated within the curriculum and developed alongside the substantive knowledge which the children learn each year.

Geography Curriculum Overview

	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)

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Nursery 1	**Amazing Autumn**	**Frozen Land**	**5,4,3,2,1 Blast Off!**	**All the Colours of The Rainbow**	**The Garden of Life**	**Once Upon a Time**
	Talking about their home / nursery environment / places they like in their locality using simple geographical vocabulary	*Artic environment – using simple geographical language to compare the features to that of this country.*	*Weather patterns and weather types*	*Simple maps – looking at maps of the moon and making maps of created planets / journey to the moon.*	*Talking about their /nursery garden using simple geographical vocabulary / making simple maps of the garden.*	*Making simple maps of the journey took by Red Riding Hood / Billy Goat's Gruff.* *Looking at the setting environment of traditional tales.*
Nursery 2	**Rhyme Time!**	**Sparkle and Shine**	**Explorers Here We Go!**	**My World, Your World**	**Dig, Dig, Digging**	**Summer Scrapbook**
	Simple study of contrasting countries around the world. *Looking at physical and human features / people* *Simple map making*	*Comparison of Sweden to our country / Northern lights / food and culture / people* *Occupations during the night.*	*Discussing locality as a small town/village and its amenities.* *Comparing a hot and cold country to ours* *e.g. - India / Iceland*	*Weather – seasons – study of spring* *Simple study of a contrasting country.*	*Making simple maps and plans, treasure maps*	*Weather – seasons – study of summer* *Summer holidays and day trips – looking at physical and human elements of places to visit.*
Reception	**Magical Me!**	**Are We Nearly There Yet?**	**Dinosaur World**	**Watch Them Grow**	**Off on Safari**	**Oh, I Do Like to Be Beside the Seaside**
	Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps (Talking about their home / nursery environment / places they like in locality using simple geographical vocabulary)	*Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. (make a map of their journey to school)*		*Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. (changes in the school grounds / making simple maps of the school environment)*		*Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. (Link to a contrasting environment and how the beach varies from their immediate environment)*
Year 1	**Our Place in the World**			**Our United Kingdom**		**Fieldwork Unit – Our Local Park**
	This topic introduces children to the difference between human and physical geography. How we view the world e.g., maps, globes and plans. A compass is used to tell us a direction. *Knowing the UK is made up of a four countries. Each country has a range of settlements e.g. Village town and city.*			*This topic recaps physical and human geography. Moving onto introducing the children to the seven continents. It then looks at the four countries of the UK including capital city, flag and physical and human features and food.*		*This unit is context specific – take some time before teaching this unit for the first time to adapt using your school's local park and add appropriate information into the resources.*
Year 2			**Our Wonderful World**		**Global Explorers**	**Geographical Enquiry – Weather and Climate Fieldwork**
			This unit introduces children to the equator, poles, oceans and seas. It also introduces the concept of environmental geography.		*This topic encourages children to use their geographical knowledge to date to compare and contrast two locations. A further study of the equator and poles is incorporated to embed knowledge.*	*This unit introduces climate and weather. Children are able to use their locational knowledge of the world to see how this affects the weather and climate of an area. They begin to investigate the*

						collection of data related to weather.
Year 3			**What's Beneath Our Feet?**	**Settlement in the UK**		
			This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.	*This unit introduces settlements and counties in the UK. Using their knowledge of compasses and maps, locate different areas on a map. Beginning to use a wider range of map symbols and 8 points of the compass.*		
Year 4	**Mountains and Rivers**			**Fieldwork Unit**		
	This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.			*Children will learn about the places around them and begin looking for land use patterns. Using a case study of a fictional town to provide context, children will investigate their local area, focusing on its facilities and transport links and how they might be changing. Children will learn different ways of presenting, analysing and evaluating the data collected about their locality.*		
Year 5	**Brilliant Biomes**		**Grown or flown?**		**Fieldwork Unit – Renewables vs non-renewables**	
	This unit introduces children to the different biomes across the world. They will compare and contrast biomes and climate. Pupils will learn about the five major types of biomes.		*This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.*		*This unit introduces children to the difference between renewable and on-renewable energy. Advantages and disadvantages of both are considered. Pupils can learn about the impact of a carbon footprint and the impact this has on global warming.*	
Year 6		**Location, Location, Location**		**The Big Freeze**	**Sustainability**	
		This project investigates and compares three different locations, Moscow, Rio de Janeiro and Seattle. It will focus on human and physical features		*This unit looks at the similarities and differences found in the two polar regions – Arctic and Antarctic. This study will focus*	*This unit encourage pupils to understand that the future of our world is in our hands and that the choices we make have an impact on people throughout the world.*	

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			deprivation, landmarks, population and time zones.		*on the impact of climate change for the areas.*	*Explore the concept of sustainability and how we can all be responsible global citizens.*	

Geography Progression – Knowledge (Substantive Knowledge)

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In EYFS and Key Stage 1, children develop an understanding of geography through inspiring in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Through our teaching and hands on experiences we hope to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

	EYFS	1	2	3	4	5	6
World	*Our world is a planet called Earth.* *On Earth, there are many different countries.* *Some countries are hot and some are cold.*	*<u>OUR PLACE IN THE WORLD</u>* *There are 7 continents on the world. (Asia, Africa, North America, South America, Europe, Antarctica, Australia)*	*<u>OUR WONDERFUL WORLD</u>* *There are 7 continents on the world. (Asia, Africa, North America, South America, Europe, Antarctica, Australia)* *Countries on the equator are the hottest in the world.* *The North Pole and South Pole are the coldest places on the Earth.* *There are five oceans – Pacific, Atlantic, Indian, Southern, Arctic.* *Oceans are between continents.* *Seas are where the Ocean and the land meet. The North Sea is the sea off the coast of the North East.* *There are five oceans – Pacific, Atlantic, Indian, Southern, Arctic.* *<u>CLIMATE AND WEATHER</u>* *Equator is an imaginary circle which divides the earth into two hemispheres.* *The poles are the southern and northern most parts of the Earth.* *Climate zones means areas that have similar climates.*	*<u>WHATS BENEATH OUR FEET</u>* *Identify volcanoes and earthquakes across the world.* *There are 16 principal tectonic plates in the world.*	*<u>MOUNTAINS AND RIVERS</u>* *Significant mountain ranges of the world include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada.* *The longest mountain range on land is the Andes in South America. The Andes run for over 7,000km.* *Significant world rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze.*	*<u>BRILLIANT BOMES</u>* *There are 6 different climates across the globe (Mediterranean, polar, temperate, desert, tropical, mountain)* *<u>GROWN OR FLOWN</u>* *Farming is affected by the climate, topography and soil type of the farm's location.*	*<u>LOCATION, LOCATION, LOCATION</u>* *There are 7 continents on the world. (Asia, Africa, North America, South America, Europe, Antarctica, Australia).* *Identify and name key landmarks of Moscow, Rio de Janeiro and Seattle. Making comparisons.* *It takes 24 hours for the Earth to rotate once on its axis. We split the globe into time zones using imaginary lines called meridians. They run from the North Pole to the South Pole, crossing lines of latitude. There are 24 time zones.* *<u>THE BIG FREEZE</u>* *Arctic regions are 60degrees North, 33degrees latitude.* *Antarctic region is 60degrees South (whole continent of Antarctica)* *Longitude shows how far East or West a place is.* *Latitude shows how far North or South a pace is.* *Polar is the areas around the North and South Poles.*

							Polar day – six months of the year in constant daylight. *Polar night – six months of the year in constant darkness* *SUSTAINABILITY* *There is a sharp increase in plastic waste pollution across the world.*
UK	*We live in the UK.* *We live in England.* *In each country, there are cities, towns and villages.*	*OUR UNITED KINGDOM* *The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales.* *The capital city of England is London.* *The capital city of Northern Ireland is Belfast.* *The capital city of Scotland is Edinburgh.* *The capital city of Wales is Cardiff.* *The UK flag is called the Union Jack.*	*GLOBAL EXPLORERS* *The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales.* *The capital city of England is London.* *The capital city of Northern Ireland is Belfast.* *The capital city of Scotland is Edinburgh.* *The capital city of Wales is Cardiff.* *The UK flag is called the Union Jack.* *The UK has a temperate climate which means it does not have extreme weather and has four seasons.*	*SETTLEMENT IN THE UK* *Recall the four countries of the UK are England, Scotland, Wales and Northern Ireland.* *A county is an area of land made up of countryside and different settlements.* *Rural area is an area of countryside outside of a town or city, with few homes and buildings.* *An urban area is a built-up area with many homes and buildings.* *A settlement is a place where people live.* *Recall the meaning of village, town and city.* *UK counties border each other.*	*MOUNTAINS AND RIVERS* *Well-known mountain ranges in the four countries that make up the UK include: the Cairngorms in Scotland, the Pennines in England, the Mourne Mountains in Northern Ireland, Snowdonia in Wales.* *The highest mountains in the UK are: Ben Nevis in Scotland (also the highest in the UK), Scafell Pike in England, Slieve Donard in Northern Ireland, Snowdon in Wales.*	*GROWN OR FLOWN* *The UK imports food, due to seasonal availability, cost and variety.* *Know the benefits and risks of importing foods.* *70% of the land in the UK is used for farming.*	*LOCATION, LOCATION, LOCATION* *There is an imaginary line running through the UK called the Prime Meridian. It runs through a place in London called Greenwich.*
Local	*Say where they live.* *Know what is in my local town e.g., school, park, church.* *A street can have buildings either side and a road or path.* *A road is used for vehicles to move along to get from one place to another.*	*OUR LOCAL PARK* *Local area is the place where you live.* *A settlement is a place where people live and sometimes work.* *A village is a small settlement with a small number of houses for a few hundred people.* *A town is a place where people live which is smaller than a city but bigger than a village.*	*CLIMATE AND WEATHER* *Knowing what our local weather is like over a period of time.*	*SETTLEMENT IN THE UK* *Recall which county you live in, (Durham, Tyne and Wear, Northumberland).* *Locate North East counties on a map.* *Identify how land use in the North East has changed over time.* *Identify and explain key topographical features of the North East.*	*MOUNTAINS AND RIVERS* *Our local rivers are the Tyne, Wear, Tees, Tweed, Derwent.*		*SUSTAINABILITY* *Identify personal use of plastic at home and school.*

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		A city is a place where many people love close together.					
Human, Physical and Environmental	*Humans share the planet with lots of other things, (e.g. plants and animals, mountains, rivers, and oceans).* *None of these things are made by people.* *Some things are part of nature, they are natural.* *People have made things in the world (man-made- e.g. buildings, cars, benches, tables, televisions, toys).*	*OUR PLACE IN THE WORLD* *Physical geography is the natural environment.* *Human geography is everything to do with human activity.* *A capital city is a city that is home to the government and ruler of a country.* *A capital city is where a country's government has its headquarters and where it makes important decisions.*	*GLOBAL EXPLORERS* *Physical geography is the natural environment.* *Human geography is everything to do with human activity.* *Environmental geography – is all about how humans' impact/have an effect on the Earth.* *Recall human, physical or environmental features might attract tourists to an area.* *WEATHER AND CLIMATE* *Weather means the daily changes in the conditions outside.* *Climate means the usual weather over a longer period of time.WHAT*	*WHATS BENEATH OUR FEET* *The Earth is the only planet with water on its surface.* *There are four layers to the Earth– the crust, the mantle, the outer core, and the inner core.* *The crust is the top layer. It is not one continuous piece, it overlaps.* *Where the crust overlaps is called a tectonic plate.* *The tectonic plate floats on a mantle.* *Earthquakes and volcanoes can be caused by tectonic plates moving.* *The mantle mixes and moves, causing pressure underneath the crust.* *This pressure can sometimes cause the mantle to leak out onto the surface of the Earth - a volcano.* *The inside of the Earth is a hot liquid core.* *The outer core is a super-heated liquid made of iron and nickel.* *The inner core is made up of the same metals as the outer core (iron and nickel) but, instead of being liquid, it is a solid.* *A hemisphere is half of the Earth. The Earth is split into two halves by the equator: northern hemisphere and southern hemisphere.* *Lines of latitude are also referred to as parallels of latitude because all of*	*MOUNTAINS AND RIVERS* *A mountain is a natural elevation of the Earth's surface, rising to a summit.* *Mountains have an elevation greater than that of a hill, usually greater than 600m. They are often found together in a group called a mountain range.* *Mountains are made when the Earth's tectonic plates push together, move apart or when magma underneath the Earth's crust pushes large areas of land upwards.* *There are five types of mountain: fold, fault-block, volcanic, dome and plateau.* *A river is a body of water that flows downhill, usually to the sea.* *The place where a river starts is called the source.* *Tributaries are small rivers or streams that flow into larger rivers or lakes.* *The place where a river flows into the sea is called the mouth.* *Rivers transport materials in four ways.* *Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.*	*BRILLIANT BIOMES* *Mediterranean – The countries that border the Mediterranean Sea.* *Desert – An area that has little precipitation each year. Low nighttime temperatures.* *Tropical – An area that is hot and humid with both wet and dry seasons.* *Mountainous – Changeable climate. Colder and rainier as the elevation increases.* *Polar – cold and dry with long winters and freezing temperatures.* *Temperate – warm summers and cool winters. Year round precipitation.* *A biome is a large naturally occurring community of flora and fauna occupying a major habitat.* *There are five major types of biomes: aquatic, grassland, forest, desert, and tundra.* *Specific animals and vegetation are found in each biome.* *GROWN OR FLOWN* *Farming is the business of growing crops and raising livestock.* *Arable farms grow crops, such as grains and vegetables.* *Pastoral farming rears animals such as cows and sheep.*	*LOCATION, LOCATION, LOCATION* *An atlas is a book that shows a variety of different maps at different scales.* *World maps are divided into a grid which shows latitude and longitude.* *Latitude and longitude are measurements of an angular distance measured in degrees. They are shown using the symbol °.* *THE BIG FREEZE* *Identify the similarities and differences between topography, seasons, climate, precipitation, wildlife, vegetation and humans in both the Arctic and Antarctic.* *Climate change is a change in global or regional weather patterns.* *Global warming is the long-term warming of the planet. It is one part of climate change.* *Identify the risks to polar regions due to climate change.* *Melting ice is causing sea levels to rise.* *Animals who have adapted to survive in cold regions are struggling to survive.* *Identify advantages and disadvantages of tourism in polar regions.*

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				these lines are parallel. The latitude that most people are familiar with is the equator. This is 0 degrees latitude. *Lines of longitude are measured in degrees east and west of the Prime Meridian longitude line, which runs through Greenwich, England. They are perpendicular to the lines of latitude, so they run vertically rather than horizontally.* *Topography is the shape and features of the land.* *Buildings on land can harm nature.* *Nature conservation means protecting our environment and the wildlife that lives in it.*	*Water is constantly recycled through the water cycle.* *The four stages of the water cycle are: evaporation, condensation, precipitation and collection.*	*Mixed farming is a mixture of arable and pastoral farming.* *Identify how biomes and climate can affect farming in that area.* *<u>RENEWABLE VS NON-RENEWABLE</u>* *Energy examples include oil, coal, natural gas, nuclear, wind, geothermal, solar, hydropower, biomass.* *Renewable energy are forms of energy that can be re-used and never run out.* *Non-renewable energy is energy that can't be re-used and will eventually run out.* *Natural resources incudes anything that people use that comes from nature.* *Offshore means based out at sea, away from land.* *Natural resources include freshwater, air, fossil fuels, minerals, soil and wood.* *Renewable energy includes wind and tidal power, solar, hydroelectric.* *Identify and explain the advantages and disadvantages to the energy used.* *Non-renewable energy can often cause pollution.*	*<u>SUSTAINABILITY</u>* *If something is sustainable, it can be carried on for a long period of time.* *Being sustainable means doing little or no harm to the environment.* *Recall the advantages and disadvantages of plastic.* *Throwing plastic bags away is not sustainable because the planet will eventually run out of landfill space.* *Most plastic waste is washed into the ocean from the land.* *Plastic pollution in the ocean also comes from micro-plastic.* *Plastic can take over 400 years to decompose.*

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						A carbon footprint is how much carbon goes into the air because of something done by people (not by nature). Doing something that burns fuel will make carbon dioxide gas in the smoke. Carbon dioxide has carbon in it. Burning fuel leaves carbon dioxide in the air, which is called a carbon footprint.	
Investigation	*A simple map or plan shows what an area looks like. From space the earth looks like a ball. A direction could be forwards, backwards, left or right.*	*<u>OUR UNITED KNGDOM OUR LOCAL PARK</u> Geography is the study of the World around us. Maps can be drawings or models. They can help you find where you are and where you are going. Floor plans are a view from above. A globe is a model of the Earth and shows what it looks like from space. There are four points on a compass (North, South, East, West). A compass is a tool for finding direction. North always points to the top of a map. Fieldwork is when you go outside and discover things about a place. Route is a way to travel from one place to another. Directions is the path that something takes to reach a place. We use directional language to help. (forward, right, downward, left, backward)*	*<u>WEATHER AND CLIMATE</u> A meteorologist studies the weather. Precipitation is water vapour which falls from the clouds e.g. rain, snow, sleet. A weather vane is used to measure wind direction. Thermometers measure the temperature of the weather. Temperature is measured in degrees Celsius. A weather forecast will not only tell you where and when the weather's going to change, but why.*	*<u>SETTLEMENT IN THE UK</u> A grid reference allows you to pinpoint a place on a map. Four-figure grid references are used to locate a particular grid square on a map. Contour lines on maps join areas of the same height.*	*<u>LAND USE AND SETTLEMENT</u> Aerial images and maps can help us identify different types of land use; an easy example is housing Maps and keys help us identify industrial areas, fields, woods and built up areas with lots of roads Aerial images reveal patterns and colours in the landscape e.g. farmed areas may have uniform stripes A cartographer is a person whose job it is to make maps Settlements are places where groups of people live and work. Land use is the function or purpose of a particular area – it is how land is used by people, including housing. A hamlet is a settlement with a small group of houses and no other buildings*	*<u>GROWN OR FLOWN RENEWABLE VS NON-RENEWABLE</u> Total carbon footprint/emission quantification would include energy emissions from human activities, from heat, light, power and refrigeration and all transport related emissions from cars, freight and distribution.*	*<u>LOCATION, LOCATION, LOCATION</u> Deprivation is the degree to which an individual or an area is deprived of services and amenities. There are many different types and levels of deprivation included poor and overcrowded housing, inadequate diet, inadequate income and lack of opportunity for employment. <u>SUSTAINABILITY</u> 5Rs (rethink, refuse, reduce, reuse, recycle). Present data collected in an accessible way for audience. Use knowledge of line, bar graphs and pie charts to represent pictorial information. Use knowledge of recycling to make a difference in the wider world, at school and home and personally.*

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		A compass is a tool used to help find direction. *Data is information that is gathered or collected.*			*Rural is a term that means land use relating to the countryside* *A settlement is a place where people live and sometimes work and can be categorised into hamlets, villages, towns and cities* *Transport links can vary depending on land use.* *Analyse means to examine something in detail to explain and understand it* *Evaluate means to judge or determine the importance of something*		

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Geography Progression – Skills (Disciplinary Knowledge)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location	*Using simple geographical vocabulary* *Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.*	*Name the capital of England.* *Name Europe and at least one other continent.* *Identify the Pacific and Atlantic Oceans.* *Locate hot and cold areas of the world in relation to the equator.*	*Locate and name the four countries and capitals of the UK.* *Locate and name the seven continents and five oceans.* *Locate the equator and the North and South Poles on a world map or globe.*	*Name and locate cities, counties and regions of the UK.* *Name and locate five European countries and five in North/South America.* *Locate significant places using latitude and longitude.*	*Name and locate cities, counties and regions of the UK.* *Identify human and physical characteristics of the UK.* *Name and locate five European countries and five in North/South America.* *Identify the topography of an area of the UK using contour lines on a map.* *Identify the location of the Tropics of Cancer and Capricorn on a world map.*	*Identify geographical regions of the UK and key topographical features (hills, rivers etc.)* *Name and locate at least six European countries and six in North/South America.* *Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).*	*Identify topographical features of the UK and begin to recognise how they have changed over time.* *Name and locate at least seven European countries and seven in North/South America.* *Locate major cities and regions in these countries* *Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).* *Explain interconnections between two or more areas of the world.*
Physical	*Noticing changes in the school grounds* *Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.*	*Use appropriate physical themed vocabulary (eg. river, hill, mountain, forest, beach)* *Identify patterns in daily and seasonal weather*	*Use a wider range of physical themed vocabulary (eg. valley, vegetation, ocean).* *Describe, in simple terms, the effects of erosion.* *Describe the size, location and position of a physical feature, such as beach, cliff,*	*Describe climate zones, using the language of equator, north and south pole, desert, tropical, polar regions.* *Explain the physical processes that cause earthquakes.*	*Describe the water cycle using appropriate vocab (evaporation, rainfall, condensation etc).* *Recognise why the water cycle is vital for life on Earth.* *Describe and explain the transportation of materials by rivers.*	*Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.* *Describe climate zones and vegetation belts (eg. rainforest, savannah, desert, icecaps)*	*Describe key features of a wide range of physical features (eg. rivers, mountains, volcanoes, earthquakes, cities, rainforests).* *Describe the distribution of natural resources in an area or country.*

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			coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.	*Describe the parts of a volcano or earthquake.* *Name and describe properties of the Earth's four layers.* *Describe how a significant geographical activity has changed a landscape in the short or long term.* *Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).*	*Identify, describe and explain the formation of different mountain types.* *Explain how the physical processes of a river, sea or ocean have changed a landscape over time.* *Identify longitude, latitude, the equator and hemispheres* *Describe the causes and effects of at least two natural disasters (eg. volcanoes & earthquakes).* *Describe and compare aspects of physical features*	*Describe key features of rivers and mountains (eg. source, tributary, delta, range, peak, summit).* *Describe how soil fertility, drainage and climate affect agricultural land use.* *Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.*	*Explain how the presence of ice makes the polar oceans different to other oceans on Earth.* *Compare and describe physical features of polar landscapes.* *Describe climate zones and vegetation belts and explain how these are related to latitude, the tropics, the poles, proximity of oceans etc.*
Human	*Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.*	*Name and describe the purpose of human features and landmarks.* *Use human themed vocabulary (eg. town, city, house, farm, village)* *Recognise that life is different in different parts of both the UK and the world.* *Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity.*	*Use geographical vocabulary to describe how and why people use a range of human features.* *Describe the size, location and function of a local industry.* *Use a wider range of human themed vocabulary to describe places and regions (eg. port, harbour, factory, motorway, station).*	*Describe at least three different types of land use (eg. housing, farms, commercial).* *Begin to discuss the reasons why a particular place is suited to a particular use.* *Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.* *Describe the type and characteristics of settlement or land use in an area or region.*	*Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.* *Describe different types of land use and settlements, using language such as urban, rural, arable, commercial, residential.* *Identify reasons why land is used in particular ways and link this to physical features* *Describe a range of human features and their location and explain how they are interconnected.*	*Describe in detail the different types of agricultural land use in the UK.* *Describe the key aspects of economic activity and trade links (as part of a country study).* *Discuss the impact of trade on life in a particular area (eg. issues surrounding Fairtrade)* *Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy*	*Explain how humans function in the place they live.* *Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.* *Describe the key aspects of economic activity and trade links and recognise similarities and differences in these across a range of countries / regions.* *Describe the distribution of natural resources (energy, food, minerals and*

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							water) and the effect this has on lives.
Understanding Places	*Noticing changes in the school grounds* *Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.*	*Describe particular locations, using words such as quiet, noisy, busy, built-up etc.* *Identify two similarities and two differences between two places* *Describe how a place or geographical feature has changed over time.*	*Identify two similarities and two differences between the UK and one non-European other country.* *Begin to suggest reasons for these differences in terms of their physical and human geography.* *Express preferences about places.*	*Describe similarities and differences (both physical and human) between one European country and one North / South American country.* *Begin to recognise how the environment can change over time.*	*Describe similarities and differences between one European country and one North /South American country.* *Understand interactions between physical and human geography.*	*Describe similarities and differences between countries in Europe, North America and South America.* *Understand the way that physical and human geography are related and change over time.*	*Describe similarities and differences between several European, North American and South American countries.* *Develop a deeper understanding of interactions between physical and human geography (eg. the impact that humans are having on the planet and the long-term consequences).*
Significant Places	*Talking about their home / nursery environment / places they like in Sacriston using simple geographical vocabulary.* *Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.*	*Name important buildings and places and explain their importance.*	*Name, locate and explain the significance of a place.*	*Name and locate significant volcanoes and plate boundaries and explain why they are important.*	*Name, locate and explain the importance of significant mountains or rivers.*	*Identify some of the problems of farming in a developing country and report on ways in which these can be supported.*	*Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world.*
Climate and Weather	*Describe daily weather and its effect on daily life.*	*Identify patterns in daily and seasonal weather.*	*Begin to describe and explain the weather.* *Describe simple weather patterns of hot and cold places.*	*Explain how the weather affects the use of urban and rural environments.*	*Explain climatic variations of a country or continent.*	*Explain how the climate affects land use.*	*Evaluate the extent to which climate and extreme weather affect how people live.* *Describe the physical processes, including weather, that affect two different locations.*
Environment and Sustainability	*Celebrating World Environment Day / World Ocean Day*	*Describe how pollution and litter affect the local*	*Describe ways to improve the local environment.*	*Identify the five major climate zones on Earth.*	*Describe altitudinal zonation on mountains.*	*Name and locate the world's biomes, climate zones and*	*Explain how climate change affects climate zones and*

		environment and school grounds. *Describe ways to protect natural environments.*	*Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.* *Describe how an environment has or might change over time.*	*Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.*	*Describe how natural resources can be harnessed to create sustainable energy.*	*vegetation belts and explain their common characteristics.* *Identify and explain ways that people can improve the production of products without compromising the needs of future generations.*	*biomes across the world.*
Map and Atlas Work	*Familiarisation with school grounds, making simple maps of outdoor areas and looking at the features and use of their environment use*	*Draw or read a simple picture map.* *Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.* *Identify features and landmarks on an aerial photograph or plan perspective.* *Use a map to locate the UK and local town / village.* *Know the difference between North and South*	*Study aerial photographs to describe the features and characteristics of an area of land.* *Recognise and understand the four points of a compass and use this language to describe relative positions (eg. Scotland is north of Newcastle / Durham / Sunderland).* *Begin to use maps, atlases and globes to locate places.* *Use simple compass directions to describe the location of features or a route on a map.*	*Correctly use maps, atlases and globes to locate places being studied and describe their position.* *Use the language of position and direction (eg. compass, north, south, east & west).* *Use four-figure grid references to describe the location of objects and places on a simple map.* *Begin to have a sense of scale, recognising how much further away some countries are than others.* *Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.*	*Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.* *Use four or six-figure grid references and keys to describe the location of objects and places on a map.* *Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.* *Correctly use maps, atlases and globes, including Ordnance Survey maps of the local area to build-up geographic knowledge.* *Understand and use keys and symbols to read maps.*	*Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.* *Identify elevated areas, depressions and river basins on a relief map.* *Correctly use a range of maps, atlases and globes to locate, investigate and describe rivers, mountains, cities and countries.* *Use the eight points of a compass to describe positions.*	*Correctly use maps, atlases and globes, and recognise what these do and don't tell you about life in a certain place.* *Use satellite imaging and maps of different scales to find out geographical information about a place.* *Compare different map projections (particularly on maps of the world).* *Use four- and sixfigure grid references to describe and share locations.* *Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.* *Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.*

North East Learning Trust

Fieldwork and Investigations	*Investigation of a contrasting environment and how the beach varies from their immediate environment*	*Carry out fieldwork tasks to identify characteristics of the school grounds or locality.* *Recognise photographs and landmarks of the local area.* *Use photographs, stories and first-hand accounts to learn what it is like to live elsewhere in the world.* *Collect simple data during fieldwork activities.*	*Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities* *Correctly use maps, atlases and globes to locate places being studied and describe their position.* *Use the language of position and direction (eg. compass, north, south, east & west).* *Begin to have a sense of scale, recognising how much further away some countries are than others.* *Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).*	*Gather evidence to answer a geographical question or enquiry.* *Collect information through fieldwork, some of which should take place off-site (eg. making observations of rivers or lakes).* *Record an observation in at least two different ways. (eg. using maps, sketches, graphs, photos and digital data)* *Analyse primary data, identifying any patterns observed.*	*Investigate a geographical hypothesis using a range of fieldwork techniques.* *Draw information from a range of sources, including photos, video, maps, satellite images and eyewitness accounts.* *Record an observation in several ways (maps, sketches, graphs, photos and digital data)* *Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.*	*Construct or carry out a geographical enquiry by gathering and analysing a range of sources.* *Analyse and compare a place, or places, using aerial photographs. atlases and maps.* *Record an observation in several ways (eg. maps, sketches, graphs, photos and digital data).* *Present data from observations and begin to draw conclusions independently.* *Summarise geographical data to draw conclusions.*	*Plan and carry out fieldwork to answer a given question.* *Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.* *Record observations using maps, sketches, graphs, photos and digital data* *Present data and conclusions in a range of ways, including graphs, diagrams, extended writing, maps and presentations.* *Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.* *Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.*