

| Year Group | Geography Enquiries & NC | Vocabulary | Learning experiences in EYFS |
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| EYFS | <p>Place knowledge Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Human and physical geography - Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. - 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. - Understand some important processes and changes in the natural world around them, including the seasons.</p> | <p>Seasons Weather River Roads Buildings Africa Map Desert Grassland Ocean</p> | <ul style="list-style-type: none"> • Story and child led learning • Play based learning opportunities (home corner turned into an African home after reading Handa’s surprise) • Opportunities during ‘Ready to Learn Time’ to explore and develop their geography knowledge, both independently and with an adult. • Local visits – explore and develop their language. • Map making and drawing pictures of their home location. • Fiction and non-fiction books • Geography is very much a focus of learning opportunities in the reception garden (planting and growing) |

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| 1 | <p>Where is my school? What grows near me? How do we move around? How does our school change?</p> <p>Place knowledge: - use simple compass directions (NSEW) and locational and directional language [please refer to NC for full statement] - identify the UK and its countries - understand geographical similarities & differences through studying human and physical geography of a small area of the UK (Alderbury/Salisbury) and contrasting non-European country: Peru (link to Paddington Bear)</p> <p>Human and physical geography: - identify seasonal and daily weather patterns in the UK 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: forest, soil, vegetation, garden, seasons and weather; - key human features including: city, town, farm, country.</p> <p>Geographical skills and fieldwork: - use aerial photographs and plans to recognise landmarks/human/physical features; devise a simple map; use basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and grounds</p> | <p>Clouds Sunshine Rain Weather Hot and cold Equator North and South Pole Season Forest Jungle River Vegetation City Town Farm Country Globe Atlas Map Key Symbols Human and physical geography Similarity and difference Compare and contrast: United Kingdom England - London Northern Ireland - Belfast Scotland - Edinburgh Wales – Cardiff Peru</p> | <p>Know of</p> <ul style="list-style-type: none"> • Be able to identify the UK and its four countries and capital cities on a map. • Compare a UK location with a non-European location. • Create a key for a map of the school. • Describe their school location. • Observe human and natural geographical features of the local area. • Observe weather, light, sky and sun position daily. • Use weather forecasting vocabulary. • Know that weather changes constantly. • Know that weather is related to the seasons. <p>Know how</p> <ul style="list-style-type: none"> • Look at a range of maps (google maps, digimaps, globes, atlases, and maps of different scales) identify sea, land and some key features. • Look at keys and symbols – • Follow a map around the school. • Use map symbols/keys. • Use basic geographical vocabulary – forest, woods, farms, countryside, seasons. <p>Fieldwork opportunities – mapping the school, walk around the school locality Hilliers Arboretum – linked to soil, vegetation, garden & seasons.</p> |

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| 2 | <p>How are schools the same? How do plants grow near me? How will we get around in the future? What is home?</p> <p>Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Salisbury) and of a small area in a contrasting non-European Country eg Lambayeque in Peru.</p> <p>Locational knowledge: - name and locate the world's seven continents and five oceans. - name, locate & identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Human and Physical Geography - use basic geographical vocab to refer to key physical/human features.</p> <p>Human and physical geography - 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. - identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> | <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, man-made, season and weather</p> <p>city, town, village, factory, farm, house, office, port, harbour, bridge, landmark and shop</p> <p>England, Britain, United Kingdom, Wales, Scotland, Northern Ireland</p> <p>polar regions, desert, tropical, temperate, rainforest, ocean, woodland, jungle, savannah</p> <p>Continent: Africa, Asia, North America, South America, Antarctica, Europe, Oceania Oceans: Pacific, Atlantic, Indian, Southern and Arctic. Map Atlas</p> <p>Equator, Poles (briefly) linked to hot & cold.</p> | <p>Know of</p> <ul style="list-style-type: none"> • Know and locate the 7 continents and 5 oceans of the world. • Locate warm and cold parts of the world. (Hot, cold, temperate and tropical). <p><u>Oxford First Atlas</u></p> <ul style="list-style-type: none"> • Know and locate local area, revise from Y1 4 UK capital cities and countries, learn Europe and other continents. • Be able to choose a map to help them reach a location. • Be able to identify -mountains, man-made cities, natural rivers, man-made dams, bridges, landmarks on Google Earth. Discuss similarities with another location. • Locate the country/continent of a schools around the world on a world map. Linked to non-European school in Lambayeque. • Use geographical vocabulary to refer to key human and physical characteristics. • Confidently name and locate some countries and all continents and oceans. <p>Know how</p> <ul style="list-style-type: none"> • Be able to use google maps/Earth to plan a journey. • Ask geographical questions linked to similarities. • Use 4 points of a compass. <p>Fieldwork opportunity – walk a journey the children have planned (eg school to park).</p> |

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| | <p>Geographical skills and fieldwork - use world maps, atlases and globes (revise UK and its countries), continents and oceans studied in KS1; - revise simple compass directions (NSEW) and locational and directional language [please refer to NC for full statement] to describe the location of features and routes on maps; - use aerial photos & plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use & construct basic symbols in a key; - use simple fieldwork and observational skills to study the geography of the school [please refer to NC for full statement].</p> | <p>Compass: North, South, East, West.</p> | |
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| 3 | <p>Where does the darkness come from? How can we find out about people in the past? What is underneath our feet? How do plants die?</p> <p>Locational knowledge - 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). Locate the world's countries, using maps [please see NC for full statement], concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>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.</p> <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> | <p>Arctic Arctic Circle Antarctic North Pole South Pole Midnight Sun Equator Northern/Southern hemisphere Tropic of Cancer Tropic of Capricorn Rock Sandstone Granite Limestone Fossil Soil Organic compost Sedimentary Metamorphic Igneous Volcano Vent Ash Magma Mantle Core Crust Earthquake Lava Gas Ring of Fire (Pacific) Pacific Ocean Iceland Tectonic plate</p> | <p>Know of</p> <ul style="list-style-type: none"> • Be able to identify the location of the Arctic and Antarctic Circle and discuss some important features related to these locations. (Primary Atlas) • Understand the key aspects of volcanoes and earthquakes. • Locate the “Ring of Fire” on a world map. • Learn about and explore different biomes/vegetation belts/climate zones – <p>Know how</p> <ul style="list-style-type: none"> • Use maps to see how their locality has changed over time • Use atlases to identify biomes. <p>Fieldwork opportunity – Link to History, compare a photograph of a street in Salisbury with the same street today.</p> |

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| | | <p>Population Climate zone Biome: desert, tundra, rainforest, savannah, mediterranean vegetation...</p> <p>Vegetation belt Trade Migration Port Journey/route</p> | |
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| 4 | <p>Why do we live here? Focus on Ancient Egypt and Alderbury/Salisbury. How can we switch off? Where does our water come from? What should you flush down the loo?</p> <p>Locational knowledge - locate the world's countries, using maps to focus on, physical geography. Name & locate counties & cities of the UK, geographical regions & their identifying human & physical characteristics, key topographical features (incl. hills, coasts & rivers). Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>Human and physical geography - describe and understand key aspects of: physical geography, including rivers, mountains and the water cycle and human geography, including types of settlement and land use.</p> <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping [refer to NC for full statement]; - use fieldwork to observe, measure, record</p> | <p>Rural Urban Population Hamlet Village Town City Conurbation Megacity Settlement Mountain Hill Coast River Topography Food miles Source Meander Evaporation Condensation Water vapour</p> <p>8 points of compass: North, South, East, West, North-East, North-West, South-East and South-West.</p> <p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics</p> | <p>Know of</p> <ul style="list-style-type: none"> • Use the terms – rural, urban and population. • Explore maps of the most and least densely populated areas, identifying physical features of each e.g rivers, mountains, coastal etc • Children answer the question ‘what makes somewhere habitable/ less habitable. • Look at population density maps. (Use Junior Atlas) • Match vocabulary and with types of settlements – village, town, city, conurbation, megacity and write a definition of each. • Explore population of Salisbury. Use aerial photography to make a map comparing Salisbury in the past and today, showing where people lived and when. • Describe and understand the distribution of energy. • Explore renewable sources of energy Solar, hydro and wind. • Use atlases to look at the location of mountains (main mountain chains Rockies, Alps, Andes, Himalayas) and rivers (The Nile, The Ganges, The Thames, Danube, The Amazon, The Mississippi). (Use ?? Atlas) • Find out about one world river in depth: Nile – source to mouth. Could use as a comparison with a the 5 local rivers: Ebbles, Bourne, Nadder, Avon and Wyle and also brief look at River Thames. • Locate longest river on each continent: Africa=Nile, Antarctica=n/a, Asia=Yangtze, Oceania=Murray-Darling, Europe=Volga, North-America=Mississippi-Missouri, South America=Amazon. • Teach 8 points of a compass to explore the Earth’s main wet and dry zones, rivers and mountains. (Use Junior Atlas page 60-61 & 63). • Identify most endangered habitats of the world on a map: Focus Great Barrier Reef (including ocean pollution levels) Amazon rainforest (link Great kapok tree) Madagascar Borneo (picking up previous Orangutang work) • Recap Oceans of the world taught in Y2 and explore ocean pollution levels in different parts of the world – Great Barrier Reef |

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| | <p>and present the human and physical features in the local area using a range of methods [refer to NC for full statement]. Use the 8 points of a compass symbols and key.</p> | <p>of Cancer and Capricorn, Arctic and Antarctic Circle</p> | <p>Know how</p> <ul style="list-style-type: none">• Explore aerial maps of the most and least populous areas of the world.• Identity key physical features – rivers, mountains, valleys, coasts.• Be able to locate and label rivers of the world on a map.• Be able to locate a local river on a map. <p>Fieldwork opportunity – Harnham Watermeadow trip - detailed study.</p> |
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| 5 | <p>What does the Earth look like from the Solar System? How can you show what you believe in? Where is our twin? Who is trading with whom? How are you helping to save the planet?</p> <p>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; - 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). -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>Place knowledge: - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Human and physical geography: Describe and understand key aspects of:</p> | Trade Import Export Manufacturing Merchant Factory Comparison Latitude Longitude Equator Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones Rotation Orbit Hemisphere Countries Regions Continents Similarities Differences Physical features Human features Environment Deforestation Pollution Central America Guatemala Belize Mexico United Kingdom England – London | <p>Know of</p> <ul style="list-style-type: none"> Locate the main countries of the world and their position, and also natural/manmade landmarks. Countries from each continent - links to other areas of the curriculum: Indonesia – endangered animals, Egypt – trade, Peru – human geography, Rome – trade. Peru & Egypt – compare & contrast civilisations Establish position of longitude, latitude and the equator and explain the significance of each. Timezones: prime, Greenwich meridian Find out about the physical and human features of our twin towns (Xanten – Germany, Salisbury – Maryland): Rivers – Potomac & Wicomico local features of Salisbury (Maryland): Zoo, Brewery, Parduc Stadium, Pemberton Historical park Weather and climate Landscape Population Faith, community & culture inc food Use a range of tables and graphs to display this information. (eg a population graph and a population table eg graphs for both Salisburys). Choose a potential new twin town in South America, North America or Central America. Make a comparison chart – language/rainfall. Use geographical vocabulary to describe chosen location. Learners explore what trade is - what routes are used today. (Use Junior Atlas . Learners create their own maps of present day trading and where goods travel. <p>Know how</p> <ul style="list-style-type: none"> Maps - Learners use maps to locate UK cities, countries of the world & create maps showing the voyage of past explorers. Plot trade routes on maps. (Use Junior Atlas pg 71 and First Atlas pg 32-33) Learners recreate maps of their local area showing their chosen periods of history. Use atlases, maps and satellite images to locate countries and topographical features (hills, mountains, rivers, coasts) locally and globally. (Use range of maps inc aerial maps and topographical maps in Junior Atlas, there is also a range of satellite maps in the First Atlas) |

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| | <p>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</p> <p>- human geography, including: pollution, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork</p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>- use fieldwork to observe, measure, record and present</p> <p>-use 6 figure grid references</p> | <p>Wales – Cardiff Scotland – Edinburgh Northern Ireland - Belfast</p> | <ul style="list-style-type: none">• Use 6 figure grid references to locate countries and topographical features.• Explore regions of the world where human impact is most obvious - encourage learners to research/draw maps and use geographical language to explain - <u>eg deforestation or housing vs greenbelt;</u> |
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| 6 | <p>How big is your footprint? Where does our food really come from?</p> <p>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. - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>Human and physical geography; - describe and understand key characteristics of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork - use maps/atlases/globes and digital/computer mapping to locate countries and describe features studied . --- - use 8 points of a compass and 6 figure grid references</p> | <p>Environment Ecology Ecological footprint Renewable energy Environmental impact Pollution Fairtrade Sustainable Import Export Production Agriculture Distribution</p> <p>Counties of Southern England: Wiltshire, Hampshire, Dorset, Somerset, Berkshire, Sussex, Warwickshire, Essex</p> | <p>Know of</p> <ul style="list-style-type: none"> • Understand food distribution inc terms import and export. • Describe how a food gets from the farm to the supermarket. (eg milk) • Look at world food distribution. (Use Junior Atlas pg 71) • Look at climate graphs/biomes/rainfall. (Use Junior Atlas pg24, pgs 62 – 63 & pgs 64-65) • Plot main producers of food on a world map. (Use Junior Atlas pg 71) • Learn about “Fairtrade”. <p>Know how</p> <ul style="list-style-type: none"> • Use maps to find where uses the most energy globally. Create own maps (Focus=Europe) of where the most energy is used and why. • Use maps to concentrate on environmental regions and key physical and human characteristics. • Learners use a blank map of the UK to map main cities, countries, hills and mountainous areas. Create a rainfall and climate graph. (Junior Atlas pg 24) • Research different continents - a) climate, b) rainfall, and, c) agriculture produced. • Locate the equator, southern and northern hemispheres. Use this vocabulary. • Create a glossary of terminology associated with food distribution. <p>Fieldwork opportunity – noise pollution survey of Alderbury A36</p> |

Geography at Alderbury & West Grimstead Primary School

Curriculum Intent:

At Alderbury & West Grimstead, the teaching and learning of Geography focusses on enabling children to think as geographers, instilling a fascination and curiosity of the world around them. The objectives of geography teaching are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2.

Curriculum implementation:

At Alderbury & West Grimstead Geography is taught as part of our Curious City Enquiry curriculum where children encounter Geography as part of a variety of different enquiries where Geography is either a lead or supporting subject.

In Key Stage 1, geography is about developing knowledge, skills and understanding relating to the children's own experiences with a large focus on understanding the United Kingdom and the local community around them. This acts as the foundation so that when the children reach Key Stage 2, they have enough knowledge and experience to be able to learn about the wider world and more abstract geographical concepts, such as the position and significance of latitude, longitude, time zones.

In Key Stage 2, geography is about developing knowledge, skills and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Pupils will begin to identify the location and characteristics of a range of the world's most significant human and physical features. They should also begin to develop their use of geographical terminology to support their understanding of these aspects.

EYFS

In Early Years, geography is related to 'Knowledge and Understanding of the World' as set out in the Early Years Foundation Stage Curriculum and it is about the children beginning to understand about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.