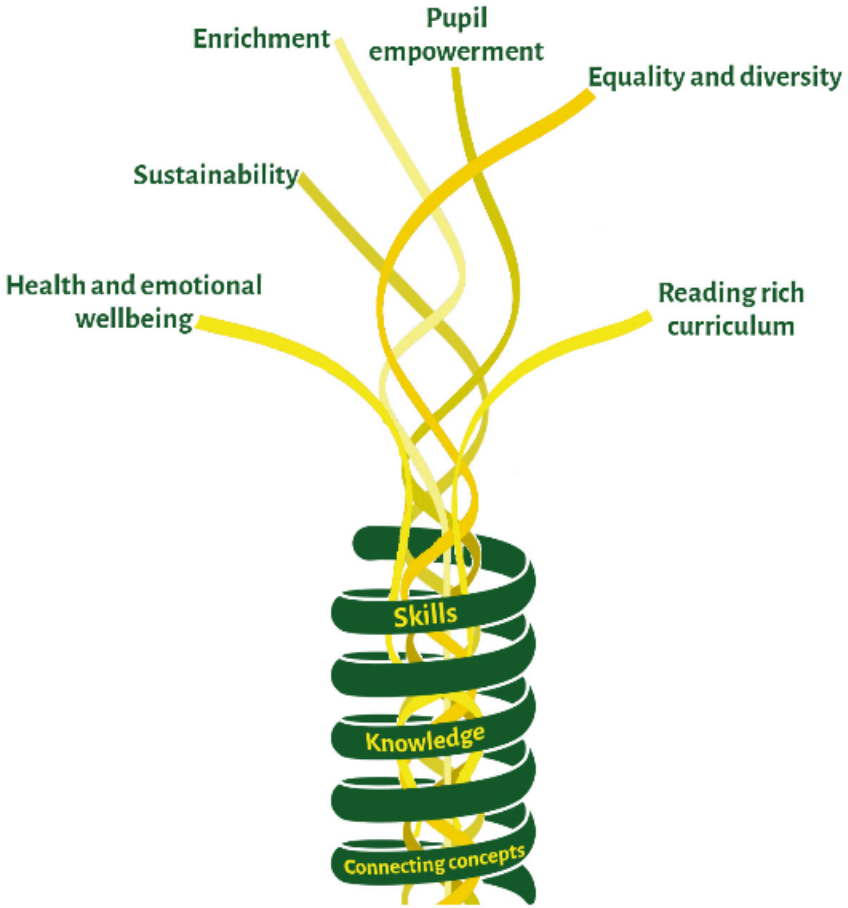
Geography at Kenton Primary School

Our Golden Threads



Geography Intent

“Geography is a subject which can hold the key to our future” - Michael Palin.

Through the teaching of geographical skills, knowledge and understanding of the National Curriculum, we provide high- quality geography education which inspires pupils’ curiosity and fascination with the world and the people who live in it. Geography is an exciting, relevant subject, which can be seen in action in the daily lives of our pupils. We aim to ensure pupils are able to see Geography in the context of themselves and the lives of the community around them and the wider world. We recognise the importance of our children having a knowledge and understanding of the wider world, to broaden their horizons and to recognise and appreciate a life and opportunities outside of Kenton. Throughout the curriculum, we aim to develop knowledge and skills that are progressive and transferrable not just throughout their time at Kenton, but beyond into further education and the world of work.

Geography Implementation

We achieve our ambitions Geography intent through implementing the following strategies:

Explicit Curriculum Design:

- An effective and well-sequenced curriculum that covers the full spectrum of geographical knowledge and skills for each year group, incorporating statutory requirements from the National Curriculum for Geography.
- Clear and comprehensive schemes of work that outline the content, sequence, and progression within the curriculum, ensuring that prior knowledge is built upon systematically.
- Opportunities for pupils to study a range of geographical topics, including physical geography (e.g., weather, landforms, ecosystems) and human geography (e.g., settlements, cultures, economies), with a balanced representation of local, national, and global contexts.

First-hand Experiences and Fieldwork:

- Regular opportunities for first-hand experiences, including fieldwork, to deepen pupils' understanding and knowledge of the local area, as well as contrasting environments.
- Frequent visits to relevant geographical sites, such as local landmarks, parks, and nature reserves, to allow pupils to observe, explore, and make connections with their surroundings.
- Collaboration with external organizations, such as local geography associations or environmental agencies, to provide expert-led fieldwork experiences and enrich pupils' understanding of real-world geographical issues.

Well-planned and Engaging Teaching:

- High-quality teaching that is well-paced, innovative, and responsive to pupils' needs, ensuring that pupils are active participants in their learning.
- Effective use of a range of teaching strategies, such as questioning, discussions, practical activities, group work, and the use of maps, globes, atlases, and digital resources.
- Differentiated tasks and resources that cater to the diverse needs and abilities of all pupils, including those with special educational needs and disabilities (SEND), ensuring that every child can access and make progress in Geography.

Cross-curricular Links:

- Thoughtful integration of Geography into other subjects, fostering cross-curricular links that reinforce pupils' understanding and enable them to apply geographical knowledge and skills in different contexts.
- Collaboration with teachers from other subjects, such as English, Mathematics, Science, and History, to plan and deliver integrated projects that promote interdisciplinary learning and the transfer of geographical understanding.

Cultural Awareness and Global Perspectives:

- Intentional inclusion of diverse geographical examples and case studies that reflect the multicultural society and global nature of the world.
- Opportunities for pupils to explore different cultures, traditions, and perspectives, promoting empathy, respect, and understanding.
- Regular discussions about global issues and sustainable development to raise pupils' awareness of the interconnections between people, places, and environments.

Geography Impact

Across the school year, lesson observations and learning walks take place and evidence that teachers provide a broad and balanced geography curriculum. Teachers are using the rolling programme and progression of skills documents to ensure children's prior knowledge is considered and developed upon. Book scrutiny's show that children can demonstrate that they are acquiring the key knowledge and skills within our rolling programme. Pupil voice reflects the growing geographical understanding, use of vocabulary and enthusiasm of geography, alongside showing that pupils are developing a locational awareness.

At the end of the year, teachers will use their judgements to grade the children on the geography work they have completed. This data will be analysed by the humanities lead and further CPD may be put in place if necessary. Analysis by the subject leader enables a consistent approach to geography teaching across the school and this is supported through monitoring of children's books, pupil conferencing and through termly conversations with pupils.

At Kenton Primary School we foster a love of learning and a deep appreciation for the subject, leading to significant impact on pupils' development:

- Pupils will exhibit excellent knowledge and understanding of geographical concepts, vocabulary, and key facts, demonstrating their ability to apply this knowledge across a range of contexts.
- Pupils will be able to think critically, make reasoned judgments, and use evidence effectively to analyse and interpret geographical information and data.
- Pupils will have developed a range of geographical skills, including mapping, fieldwork, data collection, and presentation, enabling them to effectively investigate and problem-solve in geographical contexts.
- Pupils' cultural awareness, global perspectives, and respect for diversity will be evident through their understanding of different societies, cultures, and environments, as well as their ability to discuss and reflect upon global issues.
- Pupils' passion for Geography will be reflected in their enthusiasm, engagement, and willingness to explore and investigate the world around them beyond the classroom setting.

Our curriculum at Kenton encompasses a broad and balanced range of content, extensive first-hand experiences, effective teaching strategies, cross-curricular integration, and a focus on cultural awareness and global perspectives. The impact is seen in pupils' knowledge, skills, understanding, and passion for Geography, enabling them to excel academically and develop into responsible global citizens.

Meeting the needs of our disadvantaged children, including Children Looked After, those eligible for 2 Pupil Premium funding and those with SEND

Statement about how your subject does this.

At Kenton Primary School, we aim to inspire children to learn about the wider world. Within geography, we aim to reduce the barriers to learning that are often found in core subjects and empower children to learn in more creative ways. Children are encouraged to work independently, in pairs and in group work. Adaptations are made to the lessons being taught based on the needs of the children. Teachers deliver content and provide scaffolding for individuals through a range of resources and IT equipment. Throughout our academic year, trips, visits, visitors, and quest days take place in geography which gives our disadvantaged children the opportunity to develop their depth of understanding, applying their knowledge and broaden their vocabulary.

What Geography is taught at Kenton?

This is an overview of what the year groups will cover in our 2-year rolling programme.

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow (Year R)	Our senses- how do we know about the world around us?	Festivals of light around the world	What lives in the Arctic? (What doesn't) What is it like there?	Places we recognise Map making- Red Riding Hood's journey. Make own maps/ identify features	Land, sea and air journeys	The coast
Willow (Year 1/2)		How does the weather affect our lives?		Would like you like to live in a big city?		What do tourists do when they visit Dawlish?
Oak (Year 3/4)		Where would I like to go?	Why did Bronze Age settlers choose Grimspound?	What are the significant elements that make up the geographical elements of our world?		How is the mouth of the river Exe used by humans?

Chestnut (Year 5/6)		How does South America compare to the UK?	Where in the world is Greece?	What are the North America's most important human features?		Why are coasts so important to the UK?

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow (Year R)	Compare my life in the UK to the lives of others in a different country.	Festivals of light around the world.	Places we recognise Map making- journeys Make own maps/ identify features	What places are special to me and my community?	What is magic like around the world?	Describe what you can see, hear and feel in the world of a mini beast.
Willow (Year 1/2)	Compare my life in the UK to the lives of others in a different country.			How have humans changed our local area?		What are Kenton's well-known landmarks?
Oak (Year 3/4)		How do biomes and vegetation belts of Kenya, compare to Devon? How have humans changed our local area?		Why are there no earthquakes or volcanoes in the UK?		Would you prefer to live in Kenton or Bristol? What are Kenton's well-known landmarks?

Chestnut (Year 5/6)		Where would you rather live? Exeter or London?		How many oceans, continents and countries did Brunel visit?		How did trade get global?

Formative Assessment.

At Kenton Primary School, each unit of work is assessed with a final assessment piece which allows the children to answer their enquiry question using the evidence and sources they have learnt throughout the topic. Formative assessment will take place by the class teacher who will assess the piece against geography objectives in the national curriculum and on our Target Tracker, our school's assessment programme. Formative assessment will be fed back to the subject leader. The subject leader will monitor the teaching, learning and assessment of Geography.

End Points and Expectations.

We will use the benchmarking expectations in 'A Progression Framework for Geography' produced by the Geographical Association, to help plan an engaging and challenging key stage that provides opportunities for pupils to make progress. We will assess three aspects of achievement in geography:

- Contextual world knowledge of locations, places and geographical features.
- Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space.
- Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

By the end of EYFS:

Understanding the world
ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- 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.

ELG: The natural world

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Contextual world knowledge of locations, places and geographical features		
Demonstrate greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts		
By the end of Key Stage 1, expectations by age 7, children will:	**By the end of Year 4, expectations by age 9,** children will:	**By the end of Key Stage 2, expectations by age 11,** children will build on their prior knowledge and extend this further. Children will:
✓ Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	✓ Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	✓ Have a more detailed and extensive framework of knowledge of the world, including global significant physical and human features and places in the news.

Understanding of the conditions, processes and interactions that explains features, distribution patterns and changes over time and space		
Extend from the familiar and concrete to the unfamiliar and abstract Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs.		
By the end of Key Stage 1, expectations by age 7, children will:	**By the end of Year 4, expectations by age 9,** children will:	**By the end of Key Stage 2, expectations by age 11,** children will build on their prior knowledge and extend this further. Children will:
✓ Show understanding by describing the places and features they study using simple	✓ Demonstrate their knowledge and understanding of the wider world by	✓ Understand in some detail what a number of places are like, how and why they are similar

geographical vocabulary, identify some similarities and differences and simple patterns in the environment.	investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places and understand some reasons for similarities and differences.	and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments.

Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information		
Increasing the range and accuracy of pupils' investigative skills and advancing their ability to select and apply these with increasing independence to geographical enquiry.		
By the end of Key Stage 1, expectations by age 7, children will:	**By the end of Year 4, expectations by age 9,** children will:	**By the end of Key Stage 2, expectations by age 11,** children will build on their prior knowledge and extend this further. Children will:
✓ Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	✓ Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	✓ Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.

Early Years Foundation Stage

The statements that are applicable to the development of children's geographical understanding and knowledge are drawn from Understanding the World and The natural world where children are guided to make sense of their physical world and their community, and Mathematics, where children's positional language and descriptions of routes and locations is progressed.

Knowledge Skills and Understanding Break Down for Geography

Foundation Stage

- All year children will explore the natural world around them, making observations. They will recognise some environments that are different to the one in which they live. They will understand important process and changes like the seasons and weather.

- Geography in the EYFS focuses on the development are of Understanding the World. In the EYFS children are given opportunities throughout the year within their continuous provision to explore, ask and answer questions about the immediate environment, local area, school grounds, family, local community, seasons, and weather. They will talk about members of their immediate family and community. In the EYFS understanding of the World is developed through the year and revisited in line with children's interest and learning needs. Planning is flexible and where links can be made to the wider world, discussion of space, place and people should be made.

- The children will be introduced to the wider world around them through key teaching of space, place, and people and through further exploration begin to offer thoughts and ideas and recognise similarities and differences between life in their country and life in other countries.

- Children will be given opportunities to develop understanding of key skills such as early map reading and develop their own journey maps that encourage key geographical vocabulary.

Knowledge, Skills and Understanding Broken Down for Geography

Year One and 2

Enquiry Question

Cycle A (Year 2 23/24)

Autumn - How does the weather affect our lives?

Record daily weather. How does daily weather affect our lives? How does the weather change throughout the year? Compare to hot/cold places in our world in relation to the equator and poles.

Spring - Would you like to live in a big city?

Name and locate the world's seven continents and give oceans. Locate 4 countries of the UK and their capital cities of United Kingdom and it's surrounding seas. What is a city? What is a village? What are the human/physical features? Use aerial photographs

and plan perspectives to recognise landmarks and basic human and physical features. Compare to Kenton to Cairo, Egypt. Use world maps, atlases and globes to identify Cairo, Egypt and look at the nearby oceans. Realise

Spring- How does the weather affect our lives?

Record daily weather. How does daily weather affect our lives? How does the weather change throughout the year? Compare to hot/cold places in our world in relation to the equator and poles.

Summer- What do tourists do when they visit Dawlish?

Name and locate the world's seven continents and give oceans- Within this, locate Dawlish. Recap and locate 4 countries of the UK and their capital cities of United Kingdom and it's surrounding seas.. Introduce concept of physical geography – sea, ocean, beach, river cliffs, fields. Identify human and physical features. Use world maps, atlases and globes to identify Dawlish and look at the nearby oceans. Realise that Dawlish's physical geography is what attracts tourists. Field work – visit sea front. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Create a simple map. Use and construct basic symbols in a key. Use simple compass directions on the map.

Cycle B-

Autumn- Compare my life in the UK to the lives of others in a different country.

Name and locate the world's seven continents and five oceans. Name and locate the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Identify similarities and differences through studying the human and physical features of a small area of the UK and of a small contrasting non-European country. Use the world map, atlas, globes to identify UK, its countries and other countries, continents and oceans. 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.

Spring – How have humans changed our local area?

Use aerial maps (google satellite view) to recognise landmarks and basic human and physical features. Draw a simple map of school grounds. Use and construct basic symbols in a key. Use simple observational skills to study the geography of the school and its ground. Look at human/physical geography of the school environment: building, playground, field, wildlife area. Use simple compass directions and locational and directional language to describe the location and features and routes on the map. Discuss simple things can we do to look after the school environment.

Summer – What are Kenton's well-known landmarks?

Introduce concept of human and physical geography.. Use aerial maps (google satellite view) to recognise landmarks and basic human and physical features. Children to complete fieldwork and observational skills on local landmarks and identify key human and physical features of environment. Children to take pictures during fieldwork. Match up aerial maps to real photos. Create a simple map. Use and construct basic symbols in a key. Use simple compass directions and locational and directional language to describe the location and features and routes on a map. Relate position of Landmarks using 4 compass points.

Vocabulary –

weather, city, continent, oceans, island, countries, coast, river, earth, forest, trade, country, county, environment, location, aerial map, atlas, globe, compass, North, East, South, West, left, right, routes, symbols, landmark, fieldwork, observational skills, human features, physical features, weather, Equator, North Pole, Sole Pole, beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop

Location knowledge	Place knowledge	Human features	Physical features	Skills and fieldwork
				
Name and locate the seven continents and 5 oceans. (Cycle A and B) Name, locate and identify characteristics of the four countries and capital cities in the United Kingdom and it's surrounding seas. (Cycle A and B) Identify hot and cold areas in the world and begin to understand climate in simple	Use simple geographical vocabulary to describe the physical and human features. (Cycle A and B) Understand similarities and differences of human and physical geography in different areas. (Cycle A and B) Consider geographical questions, e.g, what is it like to live in this	Recognise human features on an aerial photograph or simple map, showing an awareness that objects look different from above. (Cycle A and B) Explain how the jobs people do may be different in different parts of the world. (Cycle A and B)	Name the four seasons and describe the typical weather conditions for each. (Cycle A and daily discussion about the weather) Recognise simple physical features on an aerial photograph or simple map, showing an awareness that objects look different from above. (Cycle A and B) Locate the Equator and North and South Poles and explain	Observe and record in different ways.. (Cycle A and B) Communicate in different ways and use information texts and the web to gather information about the world's human and physical geography e.g, pictures, pictograms, simple maps, camera, sketches and labelled diagrams. (Cycle A and B) Keep a weather chart and answer questions about the weather (daily) Use maps, pictures and stories to find out about different places (Cycle A and B) Compare two settlements. (Cycle A and B) Use maps, atlases and globes to identify the UK and other countries and oceans. (Cycle A and B)

terms, e.g, consider what they might wear. (Cycle A and B)	place? Where is this place? How has it changed? (Cycle A and B)	Use basic vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Cycle A and B)	how the weather affects these areas. (Cycle A and B) Use basic vocabulary to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Devise a simple map and construct basic symbols in a key. (Cycle A and B) Use simple compass directions and locational and directional language. (Cycle A and B) Use simple fieldwork and observational skills to study the geography of their school and its grounds and they key human and physical features of its surrounding environment. (Cycle A and B)

Knowledge, Skills and Understanding Broken Down for Geography

Year Three and Four

Enquiry Question –

Cycle A

Autumn- Where would I like to go? (Study of a region within North or South America)

Name and locate counties and cities of the United Kingdom and their 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. Use maps, atlases and globes to locate different countries of interest and describe the human and physical features Focus on comparing Europe/ UK/ USA- countries and major cities. Focus on how natural features shape the borders of the different countries. 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. Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.

Spring 1- What are the significant elements that make up the geographical elements of the world?

Locate the world's countries, using maps to focus on Europe (including the location of Russa) 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)

Spring 2- How is the mouth of the River Exe used by humans?

Locate all the major rivers and mountain ranges in the UK. Look at the physical features of mountains and rivers and their significance on settlements. Fieldwork: Visit Exmouth/ Dawlish Warren to photograph the mouth of the River Exe. Draw a map, use aerial maps and label the human/ physical features and human land use. Use maps, atlas, globes and digital/ computer mapping to locate countries and describe features studied.

Summer- Why did Bronze Age settlers choose Grimspound?

Locate Bronze Age settlement of Grimspound (Dartmoor) using OS map 6 figure grid reference. Learn about OS map symbols. 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 featured in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. Fieldwork: Visit Grimspound and consider why settlers chose this location.

Cycle B-

Autumn- How do biomes and vegetation belts of Kenya, compare to Devon?

Locate the world's countries, using maps and identify key physical and human characteristics, countries and major cities. Use maps, atlases, globes and digital/ computer mapping to locate countries and describe the features studied. Understand geographical similarities and differences of human and physical geography. Explore the different continents and create a comparison between Devon and Kenya. Explore Fair trade and create a fair trade café on the playground, to raise money for a school in Kenya.

Spring- Why are there no earthquakes or volcanoes in the UK?

Locate the world's countries, using maps and identify the key physical and human characteristics, countries and cities. Use maps, atlases, globes and digital/ computer mapping to locate countries and describe the features studied. Understand geographical similarities and differences of human and physical geography of a region of the United Kingdom and a region of a European country (Italy). Describe and understand key aspects of physical geography. Locate volcanoes and earthquakes around the world. Look at the structure of the Earth and how this relates to the formation of volcanoes and earthquakes. European study- Italy (Links to History Romans unit from Spring)

Summer- Would you prefer to live in Kenton or Bristol? What are Kenton's well known landmarks?

Name and locate counties and cities of the United Kingdom and their 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. Use maps, atlases, globes and digital/ computer mapping to locate counties, countries and describe the features studied. Use the eight points of a compass, four and six figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the united kingdom and the wider world. Compare and contrast a rural village with a big city. Look at physical and human features of both places as part of the comparison. Look at how the different environments impact on people's lives.

Vocabulary –climate, biome, continent, country, fieldwork, climate, vegetation belt, mountains, coast, city, earthquake, volcano, tectonic plates, earth core, magma, human features, physical features, landmarks,

Location knowledge 	Place knowledge 	Human features 	Physical features 	Skills and fieldwork 
Locate the world's countries, using maps. (Cycle A and B) Name and locate counties and cities of the United Kingdom. (Cycle A and B) Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic	Understand the similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America. (Cycle A and B) Use geographical vocabulary. (Cycle A and B)	Describe and understand key aspects 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. (Cycle A and B) Use technical and geological vocabulary to describe human features. (Cycle A and B)	Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. (Cycle A and B) Use technical and geological vocabulary to describe physical features. (Cycle A and B)	Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. (Cycle A and B) Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world. (Cycle A and B)

and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) (Cycle A and within some areas of Cycle B) Locate volcanoes and earthquakes around the world. (Cycle A and B) Identify where the River Exe is. (Cycle A) Identify Kenton and Bristol on a map and understand their locality. (Cycle B)	Locate and explain the significance of the Northern and Southern hemispheres. (Cycle A and B) Carry out research to discover and compare the differences of features in village and cities (Cycle B) Explain why people are attracted to living in cities (Cycle A and B) Explain why people are attracted to living in villages (Cycle A and B) Identify changes in the local and global environment (Cycle A and B)	Identify and explain different views of people including themselves (Cycle A and B) Describe and compare different features of a place, offering explanations for the locations for some of these features. (Cycle A and B) Provide a reasonable explanation for features in relation to location. (Cycle A and B) Describe how physical processes have changed the characteristics of a landscape, country or continent and how it can affect the lives and activities of the people living there (Cycle A and B) Identify how people damage and improve the environment (Cycle A and B)	Understand the concept of biome, vegetation belt and climate zones. (Cycle A and B)	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 (Cycle A and B) Analyse evidence and draw conclusions. (Cycle A and B) Hold geographical debate and explain different views of people including themselves. (Cycle A and B) Communicate in ways appropriate to ask and audience. (Cycle A and B) Ask geographical questions (Cycle A and B)

Knowledge, Skills and Understanding Broken Down for Geography

Years Five and Six

Enquiry Question –

Cycle A

Autumn- How does South America compare to the UK?

Locate South America on the world map and understand where it is in relation to other world countries. Look at the human and physical geography of South America. Use maps, atlases, globes, digital/ computer mapping, satellite images, books and travel brochures and compare it to the UK. Locate and find out about Machu Picchu and climate zones.

Spring- What are North America's most important human features?

Locate North America on the world map and understand where it is in relation to other countries. Use maps, atlases, globes and digital/ computer mapping to locate countries and describe the features studied. Explore North America's human and physical features and decide why the human features are important to the country's exports, business and everyday use.

Summer 1- Why are coasts so important to the UK?

Use maps, atlases, globes and digital/ computer mapping to describe rivers/ coasts and the features studied. Describe the physical geography of coasts and rivers. Investigate the purpose of flood prevention and environment issues.

Summer 2 – Where in the world is Greece?

Locate Greece on the world map, atlas, globe and digital/ computer mapping system. Describe its human and physical features. Use this knowledge to create sketch maps showing the human and physical features of Greece.

Cycle B

Autumn- Where would you rather live? Exeter or London?

Locate the world's countries on a map and locate London on a map. Use maps, atlas, globes and digital/ computer mapping to locate countries and describe the featured studied. Identify counties and cities in the United Kingdom. Understand the geographical similarities and differences through the study of human and physical geography. Compare the different types of settlements and landmarks of the two cities. What are the differences between the River Exe and the River Thames?

Spring- How many oceans, continents and countries did Brunel visit?

Locate the world's countries, using maps to focus on Europe, 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). Use maps, atlases, globes and digital/ computer mapping to plot Brunel's journey, continents, countries and oceans visited. Relate to longitude, latitude, equator, tropics and poles. Describe the journey using 8 compass points.

Summer- How did trade get global?

Explore global trade and the global supply chains. Identify the supply chains on a map/ atlas/ globe/ and locate the world countries. Understand similarities and differences of human and physical geography in different areas. Find out what the UK exports, to where and about fair trade. Link to the Global citizenship theme of Ecological awareness. Consider the environmental impact on global trade.

Vocabulary – Human features, physical features, biomes, vegetation, Equator, latitude, longitude, Hemisphere, time zones, oceans, continents, countries, counties, cities, trade, global, imports, exports, economy, urbanization, trade, industry, landmarks, culture, diversity.
South America, North America, Europe, coast, flood prevention, environmental issues,
Big Ben, London Eye, Houses of Parliament, River Thames, River Exe, supply chains

Location knowledge 	Place knowledge 	Human features 	Physical features 	Skills and fieldwork 
Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities (Cycle A and B) Revise counties and cities of the United Kingdom and revise/ locate capital cities of Europe and major cities from around the world. (Cycle A and B) Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern	Understand the similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America. (Cycle A and B) Use geographical vocabulary. (Cycle A and B) Explain why many cities of the world are situated by rivers and why this makes it an attractive location. (Cycle A and B) Carry out research to discover and compare the differences	Describe and understand key aspects 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. (Cycle A and B) Use technical and geological vocabulary to describe human features. (Cycle A and B) Give an detailed explanation of the different views of people including themselves and give reasons why using evidence (Cycle A and B) Give an extended description of human features of different	Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. (Cycle A and B) Use technical and geological vocabulary to describe physical features. (Cycle A and B) Give a detailed explanation of how some places are similar and different in relation	Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. (Cycle A and B) Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world. (Cycle A and B) 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 (Cycle A and B) Analyse evidence and draw conclusions. (Cycle A and B) Hold geographical debate and give detailed explanation of different views of

Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) (Cycle A and within some areas of Cycle B) Extend knowledge beyond the local area to include North and South America.. This will include the location and characteristics of a range of the world's most significant human and physical features. (Cycle A and B)	of features of place (Cycle A and B) Identify changes in the local and global environment (Cycle A and B)	places around the world and their similarities and differences. Provide a reasonable explanation for features in relation to location. (Cycle A and B) Describe how physical processes have changed the characteristics of a landscape, country or continent and how it can affect the lives and activities of the people living there (Cycle A and B) Identify how people damage and improve the environment (Cycle A and B)	to their physical features. (Cycle A and B)	people including themselves using evidence (Cycle A and B) Communicate in ways appropriate to ask and audience. (Cycle A and B) Ask geographical questions (Cycle A and B) Plan our Brunel's route using historical maps of varying scales and taking into account the distance and time. (Cycle B) Draw in scale- accurately using scale location information and use a key. (Cycle B)

Key Concepts for Geography.

Location knowledge 	This includes understanding and knowing the following: The 7 continents of the world. The major oceans and seas. Lines of latitude and longitude. The equator and what lies to the north and south of it and the climates relating to these areas
Place knowledge 	This will include knowing information about specific towns, cities, and countries in Europe and the rest of the world

Human features 	Human features in Geography are parts of the world's land and seascapes that have been shaped by people. These include: settlements, trade, economic activity and the consequences of human actions such as pollution and CO2 emissions.
Physical features 	Physical features in Geography are parts of the world's land and seascapes that have been formed naturally. These include: rivers, mountains.
Skills and fieldwork 	Using maps (digital and paper), symbols aerial photographs, globes compasses to identify locations, characteristics features and distances between contrasting locations. Conducting investigations to discover more about specific geographical features of an area.