

# Summerfields Primary School

## Geography Curriculum Overview

### Our Ultimate End Goal:

By the time the children leave Summerfields Primary School they will have been inspired by a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children will be equipped with knowledge about a range of places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. They use the correct geographical terms and vocabulary to communicate geographical ideas effectively. As children progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes as well as the use of landscapes and environments. This will be taught through learning experiences which will enable them to put key geographical skills into place. Through this, the pupils will gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time. From this, the pupils can continue their education with the geographical knowledge and skills to understanding how humans impact and influence the physical geography of the world around us. This knowledge will help to influence their life choices in making it a better place for all of earth's inhabitants.

### Curriculum Coverage (NC)

What are the most basic requirements from the National Curriculum?

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Weather and Seasons</u> <u>Hot and Cold Places</u> <b><u>Human and Physical Geography</u></b> Identify seasonal and daily weather patterns in the United Kingdom.	<u>Coastal Study- Freshwater</u> <b><u>Human and Physical Features</u></b>  <u>What is Unique about the Isle of Wight?</u> <b><u>Place Knowledge</u></b> Understand	<u>Mountains, Earthquakes and Volcanoes.</u> <b><u>Human and Physical Geography</u></b> Describe and understand key aspects of mountains, earthquakes and	<u>United Kingdom</u> <b><u>Place Knowledge</u></b> Name and locate counties and cities of the UK, geographical regions and their human and physical characteristics. Key topographical	<u>South America</u> <b><u>Place Knowledge</u></b> Understand the geographical similarities and differences through a study of human and physical geography in a region within South	<u>Globalisation</u> <b><u>Human and Physical Geography</u></b> Describe and understand key aspects of economic activity including trade links.

	<p>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><u>Local Area</u> <b>Place Knowledge</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding area.</p>	<p>geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.</p> <p><u>Non-European Small Area</u> <b>Place Knowledge</b> <b><i>KENYA- Nairobi</i></b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.</p>	<p>volcanoes.</p> <p><u>Climate Zones, Biomes, Climate Change and Vegetation Belts.</u> <b>Human and Physical Geography</b> Describe and understand key aspects of climate zones, biomes and vegetation belts.</p>	<p>features, land use and how some of these aspects have changed over time.</p> <p><u>A Region in the UK – London.</u> <b>Place Knowledge</b> Understand the geographical similarities and differences through a study of human and physical geography in a region within the United Kingdom.</p> <p><u>Europe – Paris</u> <b>Place Knowledge</b> Understand the geographical similarities and differences through a study of human and physical geography in a region within Europe.</p>	<p>America.</p> <p><u>Rivers and the Water Cycle.</u> <b>Human and Physical Geography</b> Describe and understand key aspects of rivers, mountains and the water cycle.</p>	<p><u>Distribution of Resources.</u> <b>Human and Physical Geography</b> Describe and understand key aspects of the distribution of natural resources including energy, food, minerals and water.</p>
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A note about the pedagogy (if required):

Procedural Knowledge – What skills do we want our pupils to have to support [subject]?

*How will these skills build on what went before and help prepare our children for what is coming next?*

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> <li>☑ Encourage children to ask simple geographical questions: Where is it? What's it like?</li> <li>☑ Use books, stories, maps, pictures/photos and internet as sources of information.</li> <li>☑ Investigate their surroundings.</li> <li>☑ Make appropriate observations about why things happen.</li> <li>☑ Make simple comparisons between features of different places.</li> </ul> <p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> <li>☑ Name and locate world's 7 continents and 5 oceans.</li> <li>☑ Name, locate and identify characteristics of the 4 countries and capital cities of the UK and surrounding seas.</li> <li>☑ Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and contrasting non-European country</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>☑ Use observational skills and ask and respond to questions.</li> <li>☑ Identify seasonal and daily UK weather patterns.</li> <li>☑ Study the key human and physical features of the surrounding environment of school.</li> <li>☑ Begin to explain how and why geographical change occurs.</li> <li>☑ Find information from aerial photographs.</li> <li>☑ Use and apply maths to help show learning.</li> </ul> <p><u>Using globes, maps and plans</u></p> <ul style="list-style-type: none"> <li>☑ Use world maps, atlases and globes to identify UK and its countries.</li> </ul>	<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> <li>☑ Ask and respond to questions and offer their own ideas.</li> <li>☑ Extend to enquiries to satellite images and aerial photographs</li> <li>☑ Investigate places and themes at more than one scale.</li> <li>☑ Record evidence with some support.</li> <li>☑ Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures and maps.</li> </ul> <p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> <li>☑ Locate Europe and South America using maps focusing on environmental regions, key physical or human characteristics, countries, and major cities.</li> <li>☑ Name and locate geographical regions of the UK and their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers.</li> </ul> <p>Understand how some aspects of these have changed over time.</p> <ul style="list-style-type: none"> <li>☑ Understand geographical similarities and differences of human and physical geography of a region of the UK, a European country and North and South America.</li> </ul> <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> <li>☑ Describe and understand key aspects of physical geography including rivers and climate zones.</li> <li>☑ Describe and understand the water cycle using diagrams and models.</li> <li>☑ Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.</li> <li>☑ Identify differences between places.</li> <li>☑ Communicate geographical information in a</li> </ul>	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> <li>☑ Independently suggest questions for investigating.</li> <li>☑ Use primary and secondary sources of evidence in their investigations.</li> <li>☑ Investigate places with more emphasis on the larger scale; contrasting and distant places.</li> <li>☑ Collect and record evidence independently.</li> <li>☑ Analyse evidence and draw conclusions e.g. from field work data by comparing land use and temperature. Look at patterns and explain reasons behind it.</li> </ul> <p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> <li>☑ Know some of the world's countries, concentrating on environmental regions, key physical or human characteristics, countries, and major cities.</li> <li>☑ Name and locate cities and counties of the UK.</li> <li>☑ Know more about the geographical regions of the UK by identifying physical and human characteristics including key topographical features of naming some UK hills, mountains and rivers or types of coasts.</li> </ul> <p>Explain how aspects have changed over time.</p> <ul style="list-style-type: none"> <li>☑ Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North or South America.</li> <li>☑ Identify the position and significance of latitude, longitude, equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (incl. day and night).</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>☑ Describe 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</li> </ul>			

	<p>☑ Identify the countries, continents and oceans Studied</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>☑ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p><u>Map Skills</u></p> <p>☑ Follow a route on prepared maps (left/right) to help find information.</p> <p>☑ Use simple compass directions (NSEW)</p> <p>☑ Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p> <p>☑ Make a simple map (e.g. from a story).</p> <p>☑ Use and construct basic symbols in a key</p> <p>Fieldwork</p> <p>☑ Use simple fieldwork and observational skills to study the geography of the school and its grounds.</p> <p>☑ Complete a chart to express opinions during</p> <p>Fieldwork</p> <p>☑ Use first hand observation to investigate places – the school grounds, the streets around and the local area.</p> <p>☑ Recognise and record different types of land use, buildings and environments.</p>	<p>variety of ways, including through maps and writing at length.</p> <p>☑ Apply mathematical skills when using geographical data etc.</p> <p><u>Using globes, maps and plans</u></p> <p>☑ Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities</p> <p>Use a globe and maps and some OS symbols on maps to name geographical regions and identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features and land-use patterns.</p> <p>☑ Use atlases to find places using index and contents.</p> <p>☑ Understand the need for a key.</p> <p>☑ Understand the purpose of maps.</p> <p>☑ Begin to understand scale and distance on a map by using and applying mathematical skills.</p> <p>☑ Start to locate the position and understand the significance of latitude, longitude, Equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones using a globe.</p> <p><u>Map Skills</u></p> <p>☑ Use the 8 points of a compass.</p> <p>☑ Use simple grids with letters and numbers and 4-figure coordinates to locate features.</p> <p>☑ Use and understand Ordnance Survey symbols and keys to build up knowledge of a local place, the UK and the wider world.</p> <p>☑ Map evidence from fieldwork e.g. sketch annotated views.</p> <p>☑ Use plans.</p> <p>☑ Use aerial photos and satellite images.</p> <p>☑ Begin to use smaller scale aerial views.</p> <p>☑ Use oblique aerial views.</p> <p><u>Fieldwork</u></p> <p>☑ Use fieldwork to observe, measure and record some of the human and physical features in</p>	<p>change over time.</p> <p>☑ Understand the key aspects of physical geography e.g. climate zones, biomes, vegetation belts, volcanoes and earthquakes.</p> <p>☑ Describe in detail the types of settlement, land use, economic activity including trade links.</p> <p>☑ Describe the distribution of natural resources including energy, food, minerals and water in the continents and countries studied.</p> <p>☑ Give a few reasons for the impact of geographical influences and effects on people place or themes studied.</p> <p>☑ Know the location of places of global significance, their defining physical and human characteristics and how they relate to one another.</p> <p>☑ Regularly use and apply maths skills.</p> <p><u>Using globes, maps and plans</u></p> <p>☑ Independently use 1:10.000 and 1:25.000 Ordnance Survey maps.</p> <p>☑ Use a globe and maps and some OS symbols on maps to name and locate UK counties and cities</p> <p>☑ Locate the world's countries, using maps to focus on North and South America.</p> <p>☑ Realise the purpose, scale, symbols and style are related.</p> <p>☑ Interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>☑ Use maps, atlases, globes and digital or computer mapping to locate countries and describe features studied.</p> <p>☑ Locate the position and understand the significance of latitude, longitude, Equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) using a globe.</p> <p>☑ Understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps</p>
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		<p>the local area using sketch maps and graphs.</p> <ul style="list-style-type: none"> <li>☑ Conduct surveys.</li> <li>☑ Carry out a simple questionnaire.</li> </ul> <p>Use simple equipment to measure and record.</p> <ul style="list-style-type: none"> <li>☑ Investigate the local area, looking at types of shops, services and houses.</li> <li>☑ Apply mathematical skills in data handling to geography fieldwork.</li> </ul>	<p><u>Map Skills</u></p> <ul style="list-style-type: none"> <li>☑ Use Ordnance Survey maps at different scales.</li> <li>☑ Draw a detailed sketch map using symbols and a key</li> <li>☑ To know directions in my neighbourhood.</li> <li>☑ Align a map with route.</li> <li>☑ Use the eight points of a compass, symbols and key to show my knowledge of the UK and the wider world.</li> <li>☑ Understand and use 6 figure grid references to interpret OS maps.</li> </ul> <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> <li>☑ Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies. Collect, analyse and communicate with range of data gathered in experiences of fieldwork to show understanding of some geographical processes.</li> <li>☑ Carry out a focused in depth study, looking at issues or changes in the area.</li> <li>☑ Imagine how and why area may change in future.</li> </ul>
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Propositional Knowledge – What key concepts or knowledge will we need?						
<i>What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Weather/Seasons</u> <u>Hot and Cold Places</u> <b>What is weather?</b> Identify daily weather patterns of the UK. <b>How does the weather affect us?</b> Understand seasonal weather patterns of the weather of the UK. <b>Forecasting the</b></p>	<p><u>Coastal Study</u> <u>Hook – field trip to Freshwater</u> <b>Visit to the seaside</b> A fieldwork study using observational skills for seeing coastal features. Use simple compass directions and locational and directional language to describe the features</p>	<p><u>Mountains, Earthquakes and Volcanoes.</u> <b>Mountain ranges</b> Use maps, atlases, globes and GIS digital mapping to locate countries and describe the key features of where mountain ranges are located including the Rockies, the Andes and the Himalayas <b>Features of a mountain</b> Describe and understand the key physical features of mountains.</p>	<p><u>UK - Southampton</u> <b>Countries and cities</b> Name and locate counties and cities of the United Kingdom and identify their human and physical characteristics. Be able to locate the United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain, London, Edinburgh, Cardiff and Belfast, Use the eight points of a compass, four and sixfigure grid references, symbols and</p>	<p><u>South America – Puerto Montt</u> <b>How would you get to Puerto Montt?</b> Use a world map and directional language to plan a journey from school to Puerto Montt. Include key vocabulary such as latitude, longitude,</p>	<p><u>Globalisation – Trade</u> <b>Hisory of Trade</b> Describe and understand key aspects of how human geography has developed over time for the types of settlement, land use and the historic</p>

	<p><b>weather</b> Identify daily weather patterns in the UK including weather forecasting.</p> <p><b>Weather dangers</b> To identify daily weather patterns including dangerous weather in the UK.</p> <p><b>Hot and cold weather</b> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.</p> <p><b>Our frozen planet</b> Understand the human and physical geography of a cold area of the world e.g. The Arctic.</p> <p><u>Local Study – Newport</u></p> <p><b>Where do I live?</b> Develop knowledge of the location of significant places of children’s own locality.</p> <p><b>Our classroom</b> Use simple observation in a fieldwork study to investigate their immediate surroundings of children’s own locality.</p> <p><b>Where is our school?</b> Understand the sense of place in relation to home and school.</p>	<p>and routes on a map.</p> <p><b>Features of the seaside</b> Use basic geographical vocabulary to refer to human and physical features for coastal locations.</p> <p><b>Past and present</b> Name, locate and identify characteristics of the four countries and capital cities of the UK. Use basic geographical vocabulary to refer to key human and physical features in the past and present day.</p> <p><b>Islands</b> Use world maps, atlases and globes to identify the UK and its countries. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p> <p><u>Isle of Wight (An introduction before comparing with Kenya).</u> Children begin to use simple aerial photographs and atlases to recognise local landmarks and link this to historical facts and tourism.</p> <p>Children will carryout a fieldwork study by</p>	<p><b>How mountains are formed</b> Investigate how mountains form by studying plate tectonics.</p> <p><b>Volcanos, earthquakes and tsunamis.</b> A detailed study of how volcanos, earthquakes and tsunamis are form and link together focusing on their physical geography. Locating active volcanoes case study of Mt. Ontake volcanic eruption Japan 2014.</p> <p><b>Impact on humans</b> Investigation into the impact of human settlements around the world of volcanos, earthquakes and tsunamis.</p> <p><b>Tourism</b> A case study into how tourism has impacted the mountains and volcanoes around the world.</p> <p><u>Climate Zone, Biomes and Vegetation Belts.</u></p> <p><b>Who lives where?</b> Show pictures of animals from around the world and ask children to guess where they live. Introduce and play with key vocabulary for children to use to be accurate geographers. Card match: picture of an animal, description of vegetation, and a description of the climate. Tundra, deciduous forest, coniferous forest, savannah, grassland, desert, rainforest. Children match and then locate them on a map of biomes.</p> <p><b>Can we find the belts of the Earth?</b> Introduce latitude and explore the latitudes of each biome. Horizontal jigsaw map of the Earth. Children explore the mirror effect of the sun along the Equator</p>	<p>key to build their knowledge of the UK and the wider world.</p> <p><b>Rivers and seas</b> Use maps, atlases, globes and digital mapping to locate the major rivers and seas in the UK including the North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann. Investigate how some of these aspects have changed over time.</p> <p><b>Hills and mountains</b> Investigate where the mountains and hills are in the UK using digital mapping identifying human and physical geography features. Locate the Cairngorms, Mourne Mountains, Black Mountains, MacGillycuddy's Reeks, Pennines, Grampians, Berwyn range and Snowdonia</p> <p><b>Southampton</b></p> <p><u>Europe - Paris</u></p> <p><b>How would you get to Paris?</b> Use a world map and directional language to plan a journey from school to Puerto Montt. Include key vocabulary such as latitude, longitude, Equator, Tropic of Cance/Capricorn, Arctic Circle, Antarctic Circle, Northern and Southern Hemisphere, and Greenwich Meridian. What time is it in Puerto Montt?</p> <p><b>What are the physical features of Paris?</b> Rivers, mountains, vegetation, climate zones, biomes (re-visit from Y3) Specific to this area.</p> <p><b>What are the human features of Paris?</b> Earthquakes and volcanoes, economic activity, resources, land use and settlement.</p> <p><b>Is Paris similar or different to us (Isle of Wight)?</b> Link to previous learning about local area and compare human and physical</p>	<p>Equator, Tropic of Cance/Capricorn, Arctic Circle, Antarctic Circle, Northern and Southern Hemisphere, and Greenwich Meridian. What time is it in Puerto Montt?</p> <p><b>What are the physical features of Puerto Montt?</b> Rivers, mountains, vegetation, climate zones, biomes (re-visit from Y3) Specific to this area.</p> <p><b>What are the human features of Puerto Montt?</b> Earthquakes and volcanoes, economic activity, resources, land use and settlement.</p> <p><b>Is Puerto Montt similar or different to us (Isle of Wight)?</b> Link to previous learning about local area and compare human and physical features. Children to use knowledge as well as OS maps and photographs to compare human and physical features in both locations.</p> <p><u>Rivers etc – Medina</u> Medina HOOK - Visit to the Medina</p> <p><b>Where does water come</b></p>	<p>development of trade links.</p> <p><b>Trade and the UK</b> Investigate the UK’s imports and exports. Use atlases to find countries with whom UK businesses trade.</p> <p><b>Trade with South America</b> Using digital mapping and research to investigate the UK’s trade links with South America e.g. El Salvador. Research the lives of people living and working in South America and how this affects trading in both human and physical geography using GIS mapping.</p> <p><b>Fair Trade</b> A case study to find out what makes trading fair and unfair. They will learn about fair trade products and processes, and the benefits fair trade brings to workers.</p> <p><b>Globalisation</b> Investigate the global supply chain, looking at how one item can be the product of many different countries. They will explore the impact that globalisation has had</p>
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	<p><b>Fieldwork around school</b> Use simple fieldwork and observation skills to study the school.</p> <p><b>Map symbols</b> Develop and follow directional vocabulary in the context of children's own environment.</p>	<p>travelling around the Isle of Wight and using their observational skills to study the key human and physical features of landmarks they studies above.</p> <p><u>Kenya</u> <b>Where is Kenya?</b> Name and locate the world's seven continents and five oceans in the context of where Kenya is located in the world.</p> <p><b>Explore the continent.</b> Devise simple maps of the continents to help identify where Africa is.</p> <p><b>National Parks and Wildlife</b> Use basic geographical vocabulary to refer to key human and physical features.</p> <p><b>African Animals</b> Investigate the key physical features of Africa and how animals have adapted to their environments.</p> <p><b>Maasai Mara</b> An in depth study of a native African group to help to understand</p>	<p>in the Northern Hemisphere and Southern Hemisphere.</p> <p><b>Do we live in a biome?</b> Children predict and prove which ecosystem we live in. Design their own fieldwork to carry out around school and the local area.</p> <p><b>Does our climate match our biome character?</b> Using weather information, eg <a href="http://www.metoffice.gov.uk/public/weather/climate/gcp1c5hp4">www.metoffice.gov.uk/public/weather/climate/gcp1c5hp4</a> to create a biome character including seasonal differences, vegetation and animal adaptations.</p> <p><b>Is a (specific desert animal)...living in the right biome?</b> Use climate information and maps for children to investigate whether the specific animal is living in the right biome for their adaptations.</p> <p><b>Is a (specific rainforest animal)...living in the right biome?</b> Use climate information and maps for children to investigate whether the specific animal is living in the right biome for their adaptations.</p> <p><b>Is a (specific coniferous forest animal)...living in the right biome?</b> Use climate information and maps for children to investigate whether the specific animal is living in the right biome for their adaptations.</p> <p><b>Is a (specific tundra/polar animal)...living in the right biome?</b> Use climate information and maps for children to investigate whether the specific animal is living in the right biome for their adaptations.</p> <p><b>Long way down</b> Children start from the North Pole and pick a route to the South Pole travelling through climates and biomes. Their presentations should reflect the changes that take place to the climate and the vegetation.</p>	<p>features. Children to use knowledge as well as OS maps and photographs to compare human and physical features in both locations.</p>	<p><b>from?</b> Describe and understand key aspects of the water cycle by creating a model.</p> <p><b>Rivers of the world</b> Locate the major river of the world using maps focusing on Europe and North and South America.</p> <p><b>Features of a river</b> A study to describe and understand key aspects of physical geography of how rivers are formed through a local fieldtrip.</p> <p><b>Erosion and deposition</b> Describe and understand the key aspects of how rivers evolve over time. Use maps, atlases, globes and digital mapping to locate countries and describe the changing features of rivers as they erode and deposit material.</p> <p><b>How do we use rivers</b> Investigate how human geography of settlement and</p>	<p>on local and international trade.</p> <p><b>Resources.</b> Eco Warriors/Greta Thunberg</p> <p><b>What do we need?</b> Investigate what people need when choosing a new site. Focus on the physical geography of different locations.</p> <p><b>Where does energy come from?</b> Investigate and understand the power industry in the UK. Use maps, atlases, globes and digital mapping to locate the different power stations in the UK.</p> <p><b>Renewable and NonRenewable Energy</b> Investigate the difference between renewable and nonrenewable energy sources. Look at how solar, wind, water and biomass power are used in the UK today.</p> <p><b>Where does food come from?</b> Investigation of food packaging, children find out about the concept of food</p>
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		<p>the geographical similarities and differences of a contrasting, non-European country to ourselves.</p> <p><b>Daily Life</b> Use basic geographical vocabulary to refer to key human and physical features by observing and comparing daily lives to the life of a child in Nairobi.</p>			<p>land use including trade links have influence and changed the physical geography of rivers</p> <p><b>Flooding</b> Investigate and understand the impact of flooding on the physical and human geography of an area.</p>	<p>miles. Use digital maps to trace how far their food has travelled, and consider some of the environmental impacts of importing goods. Study into locally produced food.</p> <p><b>Conservation of Natural Resources</b> Investigate how the world is conserving resources and look at the impact that small changes can have.</p>
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What key vocabulary will our (designers/sportsmen/ need? <i>Vocabulary is important because it embodies and communicates concepts.</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Key Geography Vocab.</u> Local, far, near.</p> <p><u>Content Specific</u> Up, down, left, right.</p> <p><u>Geography Skills Vocab.</u> Map, globe, directions, key.</p> <p><u>General</u> Order, compare</p>	<p>Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.</p> <p>Human features: city, town, village, factory, farm, house, office, port, harbour, ship.</p>	<p><u>OCEANS</u> Pacific, Atlantic, Indian, Southern, Arctic.</p> <p><u>CONTINENTS</u> Europe, Asia, Africa,</p>	<p>Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones, .</p> <p>Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography: types of settlement and land use, economic activity, trade links, the distribution of natural materials, energy, food, minerals and water.</p>	<p><u>UK</u> Britain, England, Scotland, Wales, Northern Ireland, Cardiff, Belfast, London, Edinburgh, capital,</p>	<p><u>RIVERS</u> Bank, basin, bed, canal, current, confluence, delta, downstream, erosion, estuary, floodplain, fresh water,</p>	<p><u>GLOBALISATION-TRADE</u> Globalisation, trade, economy, industry, fair trade, import, export, products, resources, business, freight, goods,</p>



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What experience do we want our students to have had?  
 What other opportunities will our students have had in geography?

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Fieldwork</u> School Environment Local Area	<u>Fieldwork</u> Beach trip Around the I.O.W	<u>Fieldwork</u> Ventnor Botanical Garden Parkhurst Forest	<u>Fieldwork</u> <u>tbc</u>	<u>Fieldwork</u> River Medina	<u>Fieldwork</u> Farmers Market.