

## **Geography**

### **How we teach Geography**

Geography is a rich and diverse subject, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. It gives children the opportunity to learn about different places, people, resources, environments and the effect of mankind. Geography is an investigative subject and children will learn the skills and attitudes to appreciate the world around them. They will learn about the Earth's key physical and human processes and explore how this affects landscapes and environments. Within Geography we also think about the future of our planet considering issues such as climate change, food security and energy choices. We look at developing children's thinking and decision making and making them aware of our own responsibilities and how they can contribute to improving the environment.

### **How we plan learning in Geography**

Our main aim in Geography is to develop the children's knowledge, skills and understanding. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts and to ask as well as answer geographical questions. We use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage as well as using IT in Geography lessons where this serves to enhance their learning. Children take part in role play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem, visiting relevant sites and carrying out fieldwork.

### **Children with SEND**

At Wroxall, our aim is that a broad and balanced curriculum with support and challenge should be accessible to all children, including those with SEND. Children who are identified as having SEND or additional needs will have an individual support plan. The provision and targets identified within the plan may well have relevance to learning in geography as well as English or maths. As such the class teacher will seek to differentiate learning within lessons to ensure its accessibility to all children. Support could include: finding alternative ways of recording understanding, reducing the need for writing if possible/appropriate; using visual cues/checklists to support learning; overtly teaching associated vocabulary; providing split-inputs/pre-teaching where needed.

### **Assessment**

Ongoing formative assessment of the National Curriculum objectives is carried out by all teachers in planning for geography lessons. Teachers assess children in geography by making informal

judgements as they observe them during lessons. These assessments then inform the end of year assessments on whether a child is emerging, expected or exceeding against their year group criteria.

### Curriculum coverage, vocabulary and progression of skills in Geography

Key Geography Vocabulary:				Other useful words for this age group – may be recap on previous key vocabulary or new words to introduce	Challenge for this age group
	Human features	Physical features	Specific content Geographical map skills and fieldwork		
EYFS	Building Town farm road park path people	Beach sea lake river desert mountain / hill countryside forest / wood weather seasons	Map local place globe	Village city shop land house motorway language world water pond	Directional language L, R, near, next to, behind Compass N, E, S, W
KS1	As above plus...  <i>Add extras according to your class enquiry</i>  key human features city, town, village, factory, farm, house, office, port, harbour shop Capital city country	Physical As above plus...  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season weather Marine	As above plus... <b>name and locate the world's 7 continents and five oceans</b> Asia Africa North America South America Antarctica Australia/ Oceania/ Australasia Europe Arctic Southern, Pacific Atlantic Indian <b>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</b> England Scotland Wales N. Ireland Belfast Cardiff Edinburgh London North/ Irish/ Celtic Seas English Channel	As above plus... Environment recycle Compass Compass points: East North South West Fieldwork plan aerial photograph map key symbols Equator hot/cold Direction key Country Continent globe atlas Address Right/ left patterns characteristics surrounding seas contrasting non-European  <b>Words linked to the local area</b>	Scale route planner grid vegetation urban rural challenge diverse places, resources and natural and human environments,

<p>Lower KS2</p> <p><i>Add extras according to your class enquiry</i></p>	<p><b>Human geography</b></p> <p><b>As above plus...</b></p> <p>Urban region Europe Country County Economy Trade Energy</p>	<p><b>Physical geography</b></p> <p><b>As above plus...</b></p> <p>Landscape Hills and mountains N.B. including the UK names e.g. Pennines Grampians, Cambrians Southern Uplands Cotswolds North and South Downs etc.) coast Rural Climate Erosion deposition earthquake volcano water cycle Alps Geology Minerals and rock types e.g Chalk, Slate Granite Sandstone Biomes/ Vegetation belts e.g. Tundra Coniferous &amp; Deciduous Forest Mediterranean Mountainous Desert</p>	<p><b>Specific content</b></p> <p><b>Geographical map skills and fieldwork</b></p> <p><b>As above plus...</b></p> <p>Observe measure /record Environmental Region Compass points: NW NE SE SW Ordnance Survey map/ Scale 4 figure grid reference Contours Symbols Minerals Rocks</p> <p><b>European country and capital city names</b> (Differentiate the number for challenge according to ability)</p>	<p><b>Other useful words for this age group – may be recap on previous key vocabulary or new words to introduce</b></p> <p><b>As above plus...</b></p> <p>globally significant Land use Mountains river features equator hemisphere food chain Differences/similarities Compare/ contrast City/country/continent Atlas/map/globe United Kingdom Great Britain Condensation Evaporation Change/ effect Interaction between physical and human processes Formation interconnected and change over time.</p> <p><b>Words linked to the local area</b></p>	<p><b>Challenge for this age group</b></p> <p>Latitude Longitude Tributary confluence meander estuary source mouth Topographical Services Precipitation Tropics of Capricorn and Cancer terrestrial GIS - Geographical Information systems</p>
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Upper KS2  <i>Add extras according to your class enquiry</i>	<b>Human geography</b>  As above plus...  Trade Deforestation Derelict Economy	<b>Physical geography</b>  As above plus...  Tributary confluence meander ox bow estuary mouth source biomes climate zones	<b>Specific content</b> <b>Geographical map skills and fieldwork</b>  As above plus...  GIS - Geographical Information systems Analysis of data and statistics Global warming Latitude Longitude North/ South hemisphere Tropics of Capricorn and Cancer Time differences  <b>North, Central and South American country and capital city names</b> (Differentiate the number for challenge according to ability)	<b>Other useful words for this age group – may be recap on previous key vocabulary or new words to introduce</b>  As above plus...  spatial variation vegetation Erosion deposition Headland Resort Cliff Bay delta Geographical influences / significance 6 figure grid reference Climate change Ordnance Survey Geographical Information Systems  <b>Words linked to the local area</b>	<b>Challenge for this age group</b>  Relief Digital mapping
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- Within each academic year, children will study a range of Geography topics.
- Geographical skills and knowledge are encompassed as part of our carefully planned EYFS curriculum. In both Key Stage 1 and Key Stage 2, children are taught Geography as a freestanding subject, covering a specific topic each term. The table below shows the Geography topics that are currently delivered.
- Each term, the children are taught a new subject, which is based upon a question. At the end of each term, the children are assessed against their answers to the question.

The table below shows the Geography topics that are currently delivered.

EYFS

<p style="text-align: center;"><b>Locational Knowledge</b></p> <p><b>Understanding of the world ELG (world):</b></p> <ul style="list-style-type: none"> <li>• They talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<p style="text-align: center;"><b>Human and Physical Geography</b></p> <p><b>Understanding of the world 30-50mths (world):</b></p> <ul style="list-style-type: none"> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul> <p><b>Understanding of the world 40-60mths (world):</b></p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul> <p><b>Understanding the World 40-40mths (People and Communities):</b></p> <ul style="list-style-type: none"> <li>• Children know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>
<p style="text-align: center;"><b>Place Knowledge</b></p> <p><b>Understanding of the world 30-50mths (world):</b></p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul>	<p style="text-align: center;"><b>Geographical skills and fieldwork</b></p> <p><b>Understanding of the world 30-50mths (world):</b></p> <ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> </ul> <p><b>Understanding of the world 40-60mths (world):</b></p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> <li>• begin to draw simple maps of imaginary places</li> </ul> <p><b>Understanding of the world ELG (world):</b></p> <ul style="list-style-type: none"> <li>• They make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul>

**EYFS/ Key Stage 1 Cycle A**

	Term 1	Term 2	Term 3
Skill/Process	<b>Around the World</b>  Question: What makes my locality special?	<b>The Four Seasons</b>  Question: Why do we wear different clothes at different times of the year?	<b>Where are we going?</b>  Question: I can discuss how the United Kingdom is made up and how it is different to Jamaica/Australia.
Vocabulary	building town farm road park path people	Seasons spring summer autumn winter hot cold rain sunshine (vocab to describe different weather conditions) temperature	map local place globe
Locational Knowledge	Name and locate the world's seven continents.  Name and locate the Isle of Wight.	Name, locate and identify characteristic of the four countries of the United Kingdom and its surrounding seas.  Locate the Kalahari Desert.	Understanding where the Equator is and what it signifies.  Can identify where the North and South Pole are.  Identify local area and features of the local areas e.g. Wroxall/Isle of Wight.

<p>Geographical Skills and Fieldwork.</p>		<p>Use world maps, atlases and globes to identify the UK and its countries as well as the seven continents.</p> <p>Beginning to use simple compass directions (North, South, East and West) and locational and directional language (near, far, left and right) to describe the location and features and routes on a map.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features in order to devise a simple map. Earth Cam is another useful link.</p>	<p>Can make simple observations.</p> <p>Can use a photo, video or audio as evidence of what they have seen e.g. organised trip to the seaside – can they see any of the features?</p> <p>Can reach a simple conclusion to the fieldwork question or prediction.</p> <p>Can they say what they like and don't like about their locality and another locality like the seaside?</p>
<p>Human and Physical Geography</p>	<p>Understand the simple differences between man-made and natural features.</p>	<p>Location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Beginning to use simple language to describe places and make observations about what is the same and what is different about a geographical area. (cliff, coast, beach, forest, hill, mountain, sea, ocean, river, soil, valley).</p> <p>To understand how weather affects different people.</p> <p>Use basic human geographical vocabulary, (city, town, village, factory, farm, house, office, port, harbour, shop).</p>

Place Knowledge	<p>Can use picture maps and globes.</p> <p>Can use plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Can draw basic maps and create own symbols.</p> <p>Can ask questions about specific places and environments</p>	<p>Can use picture maps and globes.</p> <p>Can identify the world's seven continents on a map.</p> <p>Can use simple directional language.</p> <p>Can use plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Can draw basic maps and create own symbols.</p> <p>Can ask questions about specific places and environments.</p>	<p>Can use picture maps and globes.</p> <p>Can use plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Can ask questions about specific places and environments.</p>
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EYFS/ Key Stage 1 Cycle B			
	Term 1	Term 2	Term 3
Skill/process:	<p><b>Where do I live?</b></p> <p>Question: What do you like about where you live? Would you change anything?</p>	<p><b>Hot and Cold Areas</b></p> <p>Question: Are hot and cold areas the same?</p>	<p><b>My World and Me (At the Seaside)</b></p> <p>Question: Can you describe the key features of a place, using geographical vocabulary you have learnt?</p>
Vocabulary	key human features city, town, village, factory, farm, house, office, port,	temperature climate thermometer location features weather	Coast beach tide sand cliff leisure industry sea ocean Beach names local to the Isle of Wight

	harbour shop Capital city country		
Locational Knowledge	<p>Name and locate the world's seven continents and five oceans.</p> <p>Understand where the UK's capital cities and surrounding seas are.</p> <p>Extend to naming and locating countries around the world for Year 3 children</p>	<p>Name and locate the United Kingdom. Locate the equator as well as the North and South Poles.</p>	<p>Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas.</p> <p>Name and locate some towns and cities in the United Kingdom – including towns on the Isle of Wight/ towns by the coast UK.</p> <p>Name and locate a Non-European place; Australia/Jamaica.</p> <p>Identify and compare physical and human characteristics and key topographical features as part of the study for children in Year 3.</p>
Geographical Skills and Fieldwork.	<p>Can measure using simple words and frequency recording.</p> <p>Can reach a simple conclusion to the fieldwork question or prediction.</p>	<p>Can make simple observations.</p> <p>Can use a photo, video or audio taken by an adult as evidence of what they have seen. Possible trips – Seasonal walks (what signs can the children spot)</p> <p>Can reach a simple conclusion to the fieldwork question or prediction.</p> <p>Can they explain why they would wear different clothes at different times of the year?</p>	<p>Use world maps, atlases and globes to identify the UK and its countries as well as the seven continents.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (forwards, backwards, left and right, clockwise, anti-clockwise) to describe the location and features and routes on a map.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features in order to devise a simple map.</p>



		<p>Explain simply how the weather changes with each season.</p> <p>Can they keep a weather map?</p>	
Human and Physical Geography	<p>Understand the simple differences between man-made(human) and natural features (physical).</p> <p>Use basic geographical vocabulary to refer to key human features, including, city, town, village, factory, farm. House, office, port, harbour and shop.</p>	<p>Beginning to use simple language to describe places and make observations about what is the same and what is different about a geographical area.</p>	<p>Understand the differences between the United Kingdom and Australia/Jamaica? For example; compare a beach on the Isle of Wight and a beach in Australia/Jamaica (use of Earth Cam).</p> <p>Begin to use different vocabulary to describe the differences.</p> <p>Children to make own maps with a simple key using their knowledge of other countries human and physical features.</p>
Map Skills	<p>Can use picture maps and globes.</p> <p>Can use plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Can ask questions about specific places and environments</p> <p>Extend to 8 points of the compass, four and six figure grid references, symbols and keys to build their knowledge of the</p>	<p>Can use picture maps and globes.</p> <p>Can use plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Can ask questions about specific places and environments.</p>	<p>Can use picture maps and globes.</p> <p>Can identify the world's seven continents on a map.</p> <p>Can use simple directional language.</p> <p>Can use plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Can draw basic maps and create own symbols.</p>

	United Kingdom for Year 3 children.		<p>Can ask questions about specific places and environments.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied for Year 3 children</p>
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Year 3/4 and Year 4/5 Cycle A			
	Term 1	Term 2	Term 3
Skill/process:	<p><b>Mountains and Rivers</b></p> <p>Question: What are rivers used for?</p>	<p><b>In the Desert</b></p> <p>Question: Are all deserts hot?</p>	<p><b>Rainforests</b></p> <p>Question: Why are rainforests important to us?</p>
Vocabulary	<p>River stream source tributary erosion ox-bow lake source mouth delta leisure industry natural feature manmade feature valley meander rural urban confluence</p> <p>Names of rivers of the Isle of Wight</p>	<p>climate terrain desert (hot and cold) globe continent country erosion deforestation biome sustainable unsustainable</p> <p>Names of specific deserts studied</p>	<p>climate terrain desert (hot and cold) globe continent country erosion deforestation biome understorey canopy flora fauna evaporation conservation indigenous</p> <p>Names of specific rainforests studied</p>
Locational/Place Knowledge	<p>Locate mountains around the world especially in Europe, North America and South America and Asia.</p>	<p>Locate the world's countries, using maps to focus on concentrating on their environmental regions, key physical and human characteristics of deserts in Libya, Chile, Antarctica, Russia and the Gobi Desert.</p>	<p>Children can identify where rainforests are in the world and which country they are in.</p> <p>Children can use the Equator to discuss climate.</p>

	<p>Identify mountains in each continent. Which is the tallest?</p> <p>Which is the shortest? Which is the longest? What are they used for? Why?</p> <p>Do they know where Newtown/Blackwater is on an Isle of Wight map? (trip)</p>	<p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere as well as Longitude, Latitude and the eight compass points.</p>	<p>Understanding why a place is like it is and where it is in the world.</p>
<p>Geographical Skills and Fieldwork.</p>	<p>Find specific mountain ranges using atlases, globes, maps and find their key features.</p> <p>Children to compare Newtown/Blackwater river on the IOW. Draw detailed sketches and plans of river (trip).</p> <p>How are rivers on the IOW used? How are rivers used in the world?</p> <p>Is water just for fun?</p>	<p>Express opinions and use data, maps, atlases, globes to justify their opinions.</p> <p>Can measure accurately using a tally, bar chart and standard units.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of different deserts.</p>	<p>Use maps and atlases, Google Earth and Digimaps to locate rainforests and the climate zones of the Earth.</p> <p>Beginning to understand that climate has an effect on biomes.</p> <p>Children can answer: Why are rainforest important to us?</p> <p>Children can describe why it is important to protect the rainforest.</p>
<p>Human and Physical Geography</p>	<p>How do mountains store and move water?</p> <p>Understanding the water cycle and its key vocabulary.</p>	<p>Human geography, including types of settlement and land use.</p> <p>Understanding how man uses the desert for economic well-being and pleasure.</p>	<p>Children can use correct geographical words (biomes, vegetation belts) to describe a place and things that live there.</p> <p>Children can describe the different layers in the rainforest</p>

	<p>Understanding the key features of a river: meanders, tributaries, source, mouth, delta, oxbow lake (trip).</p> <p>Children to evaluate how a river can change its shape.</p> <p>What causes floods and what impact does it have on man and the land?</p> <p>Where does our water come from?</p>	<p>Physical Geography, including climate zones, biomes and vegetation belts and how plants and animals adapt to live in their conditions.</p>	<p>and the vegetation and animals that live in the layers and why.</p> <p>Children begin to understand the positive and negative impact man has on the rainforest.</p> <p>Children to begin to understand that there is a mirror effect of the sun along the Equator and this has an impact of a countries climate.</p> <p>Children begin to understand that climate is a key factor that determines the nature and extent of a biome.</p> <p>Children to compare Sherwood Forest and Amazon Rainforest and find similarities and differences of both human and physical geography (Use of Earth Cam?).</p>
<p>Map Skills</p>	<p>Use atlases, globes, pictures, aerial pictures, maps of IOW.</p> <p>Use four grid references to define where places are on the IOW and in the world.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and features described.</p> <p>Use the eight compass points to discuss where places are in the world as well as building up their knowledge of the United Kingdom and the wider world.</p>	<p>Children are beginning to use a four grid reference.</p> <p>Can use aerial maps to compare two different places and describe similarities and differences.</p> <p>Introduced to the eight compass points and can simply direct others using the correct vocabulary.</p>

**Year 3/4 and Year 4/5 Cycle B**

	Term 1	Term 2	Term 3
Skill/process:	<p><b>United Kingdom</b></p> <p>Question: How are the IOW and the Lake District similar and different?</p>	<p><b>Food and Farming</b></p> <p>Question: Where does our food come from?</p>	<p><b>North America</b></p> <p>Question: Is the physical geography similar across all of the countries in North America?</p>
Vocabulary	<p>Island England Scotland Wales Northern Ireland region border capital city urban region Europe country county</p>	<p>rural trade energy economy arable agriculture harvest sustainability food chain supply chain</p> <p>vocab linked to Isle of Wight farming</p>	<p>continent country state climate terrain (compass points) globe map atlas</p> <p>desert mountain(ous) biome</p> <p>Names specific to the North American regions studies</p>
Locational/Place Knowledge	<p>Locate the world's continents and countries, using maps including Europe (including the location of Russia) and North and South America as well as United Kingdom concentrating on their Topographical features (including hills, mountains, coasts and rivers) and land-use patterns.</p> <p>Identify the position and significance, of the Equator, Northern and Southern Hemisphere, North Pole, South Pole, Prime/Greenwich Meridian.</p>	<p>Locate the main farms on the IOW, identifying what they produce and sell.</p> <p>Identify the position and significance, of the Equator, Northern and Southern Hemisphere and how this affects temperature.</p> <p>To identify and locate a variety of trade links and how they enable the UK to sell food from around the world.</p>	<p>To identify the countries of North America.</p> <p>To locate a number of the states within the USA.</p> <p>To locate the key physical features across North America e.g. Rocky mountains, Niagara falls, Mississippi river, National parks etc.</p>
Geographical Skills and Fieldwork.	<p>Can investigate places and environments independently by asking geographical questions.</p>	<p>To investigate a local farm and understand how they operate and trade.</p> <p>Can investigate places and environments</p>	<p>To identify the key physical features on a range of maps/atlases.</p> <p>Can make simple observations from books, videos and live news.</p>

	<p>Can identify and use some of the OS symbols on map.</p> <p>Can use different sources to observe different places and environments.</p>	<p>independently by asking geographical questions.</p> <p>Can use different sources to observe different places and environments.</p>	<p>Can use photo, video or audio taken by and adult as evidence of what they have seen.</p> <p>Can clearly make links between observations in the wider world and identify patterns.</p> <p>Can devise and ask questions using geographical vocabulary and express their own opinions and recognise why other may have a different point of view.</p>
Human and Physical Geography	<p>Physical Geography, including mountains, rivers and hills.</p> <p>Physical Geography comparison of The Isle of Wight and Lake District.</p> <p>Human Geography comparison of The Isle of Wight and Lake District and their conservation of red squirrels.</p>	<p>To understand that the food we eat comes from many different places around the world. To compare the physical geography that enables these products to grow in certain environments.</p> <p>To compare the temperate and tropical environments and how this affects produce.</p> <p>To understand the life/work of a farmer and the different aspects that are involved.</p>	<p>To explore the capital cities of North America.</p> <p>To compare a region in the UK/IOW with a region in North America.</p> <p>To research the human and physical geography of a particular North American country/city.</p>
Map Skills	<p>Can use picture maps and globes.</p> <p>Use the eight points of the compass to build their knowledge of the wider world.</p>	<p>Can use picture maps and globes.</p> <p>Use the eight points of the compass to build their knowledge of the wider world.</p>	<p>Can use picture maps and globes.</p> <p>Use the eight points of the compass to build their knowledge of the wider world.</p>

	Use maps, atlases, globes and digital/computer mapping to locate countries.	Use maps, atlases, globes and digital/computer mapping to locate countries.	Use maps, atlases, globes and digital/computer mapping to locate countries
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Year 3/4 and Year 4/5 Cycle C			
	Term 1	Term 2	Term 3
Skill/process:	<p><b>Countries of the World</b></p> <p>Question: What is the same? What is different?</p>	<p><b>Water</b></p> <p>Question: Will we always have water?</p>	<p><b>Investigating Coasts, including the natural distribution of natural resources.</b></p> <p>Question: How are coastlines used by populations?</p>
Vocabulary	Names of world countries chosen for study country continent hemisphere climate terrain compass points culture identity	water cycle recycle river ocean sea fresh salty brackish purify region country irrigation arid river system precipitation	erosion sea defences settlement cliff arch stack cave shoreline beach shingle sand tide/tidal leisure industry
Locational Knowledge	<p>Re-cap the world's seven continents.</p> <p>Locate the world's countries using maps, including Europe.</p> <p>Identify the position and significance of Equator, Northern and Southern Hemisphere, Arctic and Antarctic Circle.</p>	<p>To locate the UK and Kenya on a world map.</p> <p>To identify the key water systems on the Isle of Wight, in particular, South Wight.</p>	<p>To locate coasts around the world or have been in the news.</p> <p>Children to locate coasts they have visited on holiday.</p> <p>Children to locate and find coasts of the United Kingdom on a map.</p>

	Introduce the Prime/Greenwich Meridian.		
Geographical Skills and Fieldwork.	<p>Use maps, atlases, globes and google earth to locate countries.</p> <p>Use places and features in the news.</p> <p>Introduce how to use the index in an atlas.</p> <p>Introduce and use the eight points of a compass.</p> <p>Introduce four-grid reference to build up knowledge of United Kingdom and wider world.</p> <p>Can reach a simple conclusion to the fieldwork question or prediction.</p>	<p>To investigate a local river, looking at the uses, wildlife and physical features.</p> <p>To research about a local sewage plant and how it operates. (Sandown)</p> <p>Can reach a simple conclusion to the fieldwork question or prediction.</p>	<p>To make a wind turbine to understand how kinetic energy is converted into electrical energy and then exported to the national grid.</p> <p>Children to sketch and annotate a drawing of a wind turbine we have visited (trip).</p>
Human and Physical Geography	Re-cap definitions of human and physical geography and understand the similarities and differences of different countries studied including rivers.	<p>Processes of the water cycle and the concept of water as a finite resource.</p> <p>To compare the difference in water availability and usage in the UK and Kenya.</p> <p>The different states of matter and how water can be changed</p>	<p>To understand how coasts are formed.</p> <p>To understand the difference between deposition and erosion and where we can see this on the Isle of Wight – trip to Bonchurch Monks Bay).</p>



	<p>Use geographical vocabulary ( continent, hemisphere, Equator, grid-reference, Northern Hemisphere, Southern Hemisphere, Eastern Hemisphere, Western Hemisphere, country, city).</p>	<p>from solid to liquid to gas and back again.</p> <p>To investigate and explore a local body of water. Follow water on its journey from the sewer back to our houses, and find out the work involved in making it drinkable</p> <p>The consequences of too much water in a given area by looking at the flooding (River Yar/Sandown).</p> <p>Consider the impact human actions can have on water supplies and animal life.</p>	<p>To identify and find different categories of coastal management systems used in the United Kingdom. Then, compare this around the world, giving extended description of physical and human geography.</p>
<p>Map Skills</p>	<p>Can use picture maps and globes.</p> <p>Can use plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Children are beginning to use a 4 figure grid reference.</p>	<p>Can use picture maps and globes.</p> <p>Can use plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Children are beginning to use a 4 figure grid reference.</p>	<p>To use maps and atlases, photos and Google Maps to describe and compare places that are similar and different.</p> <p>Use Ordnance Survey Maps to answer questions?</p> <p>Use scales on a map and confidently measure distances and describe what the locality might be like?</p> <p>Can accurately use a four grid reference.</p> <p>Can confidently use a six grid reference to locate places on a map.</p>

**Year 5/6 Cycle A**

	Term 1	Term 2	Term 3
Skill/process:	<p><b>Our Local Area</b></p> <p>Question: How has our local economic community changed over the years?</p>	<p><b>South America</b></p> <p>Question: What is the physical geography of South America like? Are all countries the same?</p>	<p><b>Sustainability &amp; Improving the Environment</b></p> <p>Question: How can we make our lives more sustainable?</p>
Vocabulary	<p>community economy trade urban rural Europe sustainability adapt modernise coastal leisure industry farming arable self-sustaining mechanised biome micro-climate</p> <p>Vocab specific to the Isle of Wight</p>	<p>continent country region biome barrier border rainforest leisure industry desert deforestation sustainability culture urbanisation coastal land-locked equatorial mountainous</p> <p>Vocabulary specific to the countries/regions studied</p>	<p>sustainability recycling biodegradable landfill industry transport infrastructure carbon footprint trade energy renewable(s) wind farm hydro-electric nuclear fracking fossil fuel</p>
Locational Knowledge	<p>Locate the world's continents and countries, using maps to focus on Europe (including the location Russia).</p> <p>Name and locate counties of the United Kingdom, focussing on some cities in the South and towns on the Isle of Wight – especially Cowes.</p> <p>Name and locate the Isle of Wight.</p>	<p>Can they name and locate the main countries of South America on a world map?</p> <p>Using data from countries' climate to discuss their position on the earth.</p> <p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere and the North and South Pole.</p>	<p>To locate a range of sustainable companies/ energy across the South Coast.</p> <p>To locate the highest and lowest polluting countries in the world.</p>

<p>Geographical Skills and Fieldwork.</p>	<p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including digital technology (trip).</p> <p>Using maps, atlases, globes and to describe features studied.</p> <p>Use tally charts and pie charts to collect and present data found in the community (trip).</p>	<p>Can make simple observations from books, videos and live news.</p> <p>Can use photo, video or audio taken by an adult as evidence of what they have seen.</p> <p>Can clearly make links between observations in the wider world and identify patterns.</p> <p>Can devise and ask questions using geographical vocabulary and express their own opinions and recognise when other may have a different point of view.</p> <p>Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led questions to conclusions.</p>	<p>To distinguish between fact and opinion and make choices about sources of online information to find out about communities, locations, environments and events</p> <p>To identify and research a local company that works in a sustainable way e.g. Rapanui Clothing in Freshwater.</p>
<p>Human and Physical Geography</p>	<p>Understand the vocabulary needed to discuss geographical features (settlement, industry, tourism, rural, Ordnance Survey Map, Europe, United Kingdom).</p> <p>Physical Geography: major landmarks on the</p>	<p>Human geography, including economic activity including trade links, the distribution of natural resources including food, water and minerals.</p> <p>Physical Geography, including biomes, vegetation belts. climate zones,</p>	<p>How societies have been organised and governed in different ways and at different times, including in the present</p> <p>A range of geographical processes that cause change in the physical and human world in different places.</p> <p>To identify and research a range of different processes that have</p>

	<p>Isle of Wight, population, culture, religion, housing and tourism.</p> <p>Human Geography: settlement in Cowes, how land is used in Cowes and economic climate.</p>	<p>mountain, volcanoes and rivers.</p>	<p>attempted to improve the environment e.g. fair trade, sustainable energy, and sustainable plastics. Pick a case study and research.</p>
Map Skills	<p>Use the eight points of the compass to build their knowledge of the wider world.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>Use enrichment activities and visits to observe and record human and physical features as well as taking part in activities to enhance learning from enrichment visits.</p> <p>Use of fieldwork to collect data for how Cowes makes its money.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and features described.</p> <p>Use the eight points of a compass to discuss their knowledge of the United Kingdom and the wider world.</p> <p>To understand the word, 'Relief' and how this is measured on maps.</p> <p>To understand that contour lines depict the height of a hill.</p> <p>Locating and placing contour lines on a map and describing the features of a hill.</p>	<p>To use maps and atlases, photos and Google Maps to describe and compare places that are similar and different.</p> <p>Use Ordnance Survey Maps to answer questions?</p> <p>Use scales on a map and confidently measure distances and describe what the locality might be like?</p> <p>To locate sustainable processes on a map.</p>

**Year 5 and Year 6 Cycle B**

	Term 1	Term 2	Term 3
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Skill/process:	<b>Extreme Earth</b>  Question: Which would you rather live through: an earthquake, tsunami or a drought?	<b>Trade and economics</b>  Question: Where does our food come from?	<b>Exploring Scandinavia and its biomes.</b>  Question: Which biome would you rather live in?
Vocabulary	eruption volcano lava magma mountain tectonic plate crust core mantle earthquake tsunami hurricane flood crater dormant extinct active storm-force scale map atlas longitude latitude grid reference	Infrastructure transport container carbon footprint economy trade Fair-Trade shipping rail air freight pollution local sustainability agriculture Big-Ag map atlas longitude latitude grid reference	biome climate terrain region  Sweden Norway Denmark Finland (Greenland Faroes Aland Iceland) culture border map atlas longitude latitude grid reference agriculture identity
Locational Knowledge	Identify the position and significance, of the Equator, Northern and Southern Hemisphere, Tropic of Capricorn, Tropic of Cancer, North Pole, South Pole, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night).  Begin to define climates of countries by their location and data given.	Can they explain how a location fits into a wider geographical location: with reference to human and economical features.  Can the children identify main countries of the world and their rivers?  Can they locate the United States and Canada on a world map/atlas?	Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night), latitude, longitude, Tropic of Cancer and Capricorn
Geographical Skills and Fieldwork.	Be able to carry out investigations using a range of geographical questions, skills and sources of information as	Using maps, atlases, live radar to describe countries.  Using live radar to understand trading routes and how different countries	Can make observations using different sources including aerial photos as well as topographical maps.

	<p>well as a variety of maps and images.</p> <p>Can express and explain their opinions and begin to recognise why others have a different opinion.</p>	<p>transport food around the world.</p> <p>Beginning to make an itinerary detailing the journey of food.</p> <p>Begin to use six figure grid references.</p> <p>Can use the eight compass points correctly when describing routes and mapping ideas.</p>	<p>Can simply justify data collection methods.</p> <p>Can locate annotated photographs on a map and describe their similarities and differences.</p> <p>Can use a photo, video or audio taken by and adult as evidence of what they have seen.</p>
Human and Physical Geography	<p>To understand physical geography vocabulary (Arctic Circle, Tropic of Capricorn, Equator, Tropic of Cancer, Lines of Longitude, Lines of Latitude, climate, environmental, volcanoes, earthquake, tsunami, drought, tectonic plates).</p> <p>To understand how human geography is affected by extreme weather.</p> <p>To understand why people, choose to live near tectonic plates.</p>	<p>Can they explain the difference between organic and non-organic food?</p> <p>Children to understand where our food comes from and how it is transported around the world.</p> <p>Children to understand what fair trade is and why this is important to countries.</p>	<p>Human geography, including economic activity including trade links, the distribution of natural resources.</p> <p>Children are able to describe the physical geography of the countries of Scandinavia and their features.</p> <p>Children to be able to explain the difference between the Arctic and Antarctic.</p>

Map Skills	<p>Use the eight points of the compass to build their knowledge of the wider world.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>Begin/starting to use a six-grid reference.</p>	<p>Children to be able to use live tracking of marine vessels online safely.</p> <p>Children to explain why food is transported on ships.</p> <p>Children to identify which major rivers are used to transport food.</p> <p>Use maps to find most efficient way of transporting food to the U.K. Be able to map water use.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and features described.</p> <p>Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.</p> <p>Use six-figure grid references to build their knowledge of the United Kingdom and the wider world.</p> <p>Use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>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 &amp; digital technologies</p>
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**Year 5 and Year 6 Cycle C (if ever needed)**

	Term 1	Term 2	Term 3
Skill/process:	<b>Our European Neighbours</b>	<b>India</b>	<b>Mountains and Rivers</b>  Question: What are rivers used for?

	Question: How are we similar/ different to our European Neighbours?	Question: What are the similarities and differences between the UK and India?	
Vocabulary	continent country region map atlas longitude latitude grid reference identity culture capital terrain climate physical human	continent country region map atlas climate terrain border culture agriculture industry city town settlement infrastructure  Specific names connected with locations studied	leisure economy industry route infrastructure source erosion valley meander ox-bow precipitation water-cycle deposition fluvial mouth delta brackish ecosystem tributary water table flood barrier
Locational Knowledge	To be able to locate Europe on a world map and find out about its features.  To be able to identify and locate countries in Europe.  To be able to identify European countries according to their features.  To be able to identify the major capital cities of Europe	To explore India and locate where it is in the world.  To identify and name the main cities within India  To explore and locate the mountain ranges found in India.  To explore and locate some of the major rivers in India.	Locate mountains around the world especially in Europe, North America and South America and Asia.  Identify mountains in each continent. Which is the tallest?  Which is the shortest? Which is the longest? What are they used for? Why?  Do they know where Newtown/Blackwater is on an Isle of Wight map? (trip)
Geographical Skills and Fieldwork.	Can make simple observations from books, videos and live news.	Can make simple observations from books, videos and live news.	Find specific mountain ranges using atlases, globes, maps and find their key features.



	<p>Can use photo, video or audio taken by and adult as evidence of what they have seen.</p> <p>Can clearly make links between observations in the wider world and identify patterns.</p> <p>Can devise and ask questions using geographical vocabulary and express their own opinions and recognise why other may have a different point of view.</p>	<p>Can use photo, video or audio taken by and adult as evidence of what they have seen.</p> <p>Can clearly make links between observations in the wider world and identify patterns.</p> <p>Can devise and ask questions using geographical vocabulary and express their own opinions and recognise why other may have a different point of view.</p>	<p>Children to compare Newtown/Blackwater river on the IOW. Draw detailed sketches and plans of river (trip).</p> <p>How are rivers on the IOW used? How are rivers used in the world?</p> <p>Is water just for fun?</p>
<p>Human and Physical Geography</p>	<p>To be able to identify European countries according to their features.</p> <p>To be able to compare two European capital cities.</p> <p>To research the human and physical features of a European country.</p>	<p>To explore the human and physical features of cities in India.</p> <p>To explore India's culture and its influence on other countries.</p> <p>To be able to compare India to the United Kingdom.</p>	<p>How do mountains store and move water?</p> <p>Understanding the water cycle and its key vocabulary.</p> <p>Understanding the key features of a river: meanders, tributaries, source, mouth, delta, oxbow lake (trip).</p> <p>Children to evaluate how a river can change its shape.</p>

			<p>What causes floods and what impact does it have on man and the land?</p> <p>Where does our water come from?</p>
Map Skills	<p>Can use picture maps and globes.</p> <p>Can use plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Children are beginning to use a 4 figure grid reference.</p>	<p>Use scales on a map and confidently measure distances and describe what the locality might be like?</p> <p>To use maps and atlases, photos and Google Maps to describe and compare places that are similar and different.</p>	<p>Use atlases, globes, pictures, aerial pictures, maps of IOW.</p> <p>Use four grid references to define where places are on the IOW and in the world.</p>

**Geography skills progression KS1 – KS2**



### **Locational Knowledge**

- Pupils gain a secure knowledge of distance, orientation, scale and positioning systems, which begins in the early years. This gives them the framework they need to understand locational knowledge.
- 'Knowing where's where' supports pupils' identity and sense of place and contributes to their understanding of geographical processes.
- Over time, pupils learn and remember more locational knowledge. They become increasingly fluent in identifying specific locations.
- Place knowledge is prioritised in the geography curriculum. It brings meaning to locations and processes studied.
- The curriculum and teachers' plans build pupils' knowledge of place by linking to places pupils already know or are familiar with. This may be from their personal experience as well as through what they have been taught.
- The curriculum gives pupils the knowledge they need to develop an increasingly complex understanding of place. Their understanding of place helps them to connect different aspects of geography. It also gives them different perspectives through which to consider the content studied.
- The curriculum builds pupils' place knowledge over time. This allows them to make meaningful comparisons.

### **Human and Physical Geography**

- Increasingly detailed knowledge of physical and human processes allows pupils to describe and explain different environments. Through this, pupils develop an appreciation of interconnectedness.
- Component knowledge is identified precisely and sequenced so that pupils first learn underpinning phenomena before moving on to more complex, multi-variate processes. This allows pupils to fully understand a wide range of environmental, human and physical processes.
- Over the course of study, pupils learn about processes that they are less familiar with or that are less visible.
- The curriculum ensures that older pupils are able to take a broader view, generalise, and critique models that represent specific processes.

### **Geography Skills and Fieldwork**

- Pupils' procedural knowledge (geographical skills) allows them to gather, analyse, present and interpret spatial information. In doing so, they are adept at identifying patterns and trends.
- Pupils have the specific skills they need to represent and interpret geographical data. These skills are integrated into the curriculum so that pupils understand their application.
- Repeated practice of geographical skills improves pupils' fluency and accuracy.
- Fieldwork includes data collection, analysis and presentation. The experience of fieldwork draws together pupils' locational knowledge and that of human and physical processes. It supports pupils to appreciate the interplay between them.

### **Organising Concepts**

- The geography curriculum identifies sufficient breadth of content and ensures that pupils learn this in sufficient depth.
- Pupils' geographical education begins in the early years and builds year on year, developing pupils' expertise.

- The organisation of the curriculum builds knowledge so that pupils can draw on it in future learning. Pupils are increasingly able to apply generalisations to understand the world around them.
- Teachers are the adjudicators of curriculum content and select it judiciously. They use their good subject knowledge to do this and take into account how pupils build their geographical knowledge over time.
- Geographical expertise is built on substantive geographical knowledge. Drawing from the breadth of concepts gives pupils the knowledge they need to appreciate the whole domain of geography. They understand how common concepts draw different aspects of the subject together.
- Teachers break down the content they wish pupils to learn into component parts. When selecting that content, teachers take into account what their pupils need based on their prior knowledge and experiences.

Disciplinary Knowledge

- The curriculum is designed to allow pupils to see that geography is a dynamic subject where thinking and viewpoints change.
- In developing pupils' disciplinary knowledge, teachers' plans allow pupils to:
  - take a holistic view of the content studied
  - establish whether the geographical questions posed, the methods used, and the answers found are valid
  - recognise the interconnectedness of different geographical content
  - appreciate what it means to be a geographer by asking geographical questions such as 'why is this place like this?', 'how is this place changing?' and 'how are other places affected?'
- Disciplinary knowledge ensures that pupils appreciate the context in which substantive knowledge was generated. This helps pupils to appreciate context and the perspective from which knowledge was created, different standpoints and how views have changed as time has moved on.

	By the end of KS1	By the end of Lower KS2	By the end of Upper KS2
Locational Knowledge	<p>Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.</p> <p>Can identify the 7 continents and 5 oceans.</p> <p>Identify a contrasting non-European place.</p>	<p>Have begun to develop a framework of locational knowledge, including the knowledge of places in the local area, UK and wider world.</p> <p>Can identify the 7 continents and 5 oceans and their human and physical features.</p>	<p>Have a more detailed and extensive framework of knowledge of the world concentrating on their environmental regions.</p> <p>Can identify the 7 continents and 5 oceans and their human and physical features.</p> <p>Can identify, compare and contrast bordering countries,</p>

	<p>Identify the four countries, capitals of the United Kingdom.</p> <p>Identify own community, school and county.</p>	<p>Begin to compare and contrast bordering countries and capital cities.</p> <p>Can identify the counties, countries, capitals and seas of the United Kingdom.</p>	<p>capital cities, towns, villages and cities.</p> <p>Identify the capitals, seas and countries of South America and Scandinavia.</p>
Geographical Skills and Fieldwork	<p>Ask simple questions in isolation and sequence.</p> <p>Begin to think about other people's different opinions.</p> <p>Be able to answer teacher led questions.</p> <p>Can sketch using basic skills to show features.</p> <p>Use simple fieldwork and observational skills to study school grounds.</p> <p>Able to use observations/evidence from books, videos and visits to reach a simple conclusion.</p>	<p>Have begun to use maps, atlases, globes and other digital technology to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present data about human and physical features in the local area.</p> <p>Use a range of sketches maps and plans.</p>	<p>Can confidently use maps, atlases, digital technology and photos to locate countries and describe or discuss what a locality might be like and why.</p> <p>Can identify, explain, compare and evaluate data presented or collected.</p> <p>Can make careful measurements and use data.</p> <p>Use fieldwork to observe, measure, record and present data about human and physical features in the wider world as well as sketch maps, plans, graphs and digital technology.</p>
Human and Physical Geography	<p>Can describe using simple language the seasonal and daily weather patterns in the United Kingdom.</p>	<p>Describe the differences between human and physical features.</p> <p>Can recognise and describe the human geography,</p>	<p>Can identify in detail what a number of places are like, how and why they are similar and different and how they are still changing today.</p>

	<p>Can locate hot and cold places in the world and use simple vocabulary to describe them and where they are in the world.</p> <p>Use basic vocabulary to describe physical and human features of their school ground and its surrounding environment.</p> <p>Use basic vocabulary to describe human features found in the United Kingdom and a non-European country.</p>	<p>including: settlements, how water is used, impact of man in the rainforest.</p> <p>Can recognise and describe the physical geography, including: rivers, flooding, water cycle, volcanoes, mountains, deserts and rainforests.</p> <p>Beginning to understand that the climate of a country has an impact on the animals and vegetation that live there.</p>	<p>Can confidently describe the differences and similarities between countries physical geography, including: climate, Climate zones, biomes, vegetation belts, rivers, earthquakes, tsunamis, drought and floods</p> <p>Can confidently describe and understand key human geography, including: types of settlement and land use, economic activity including trade links and natural resources.</p> <p>Can identify how a countries climate can depict where it is in the world.</p>
<p>Map Skills</p>	<p>Have a simple understanding of letter and number co-ordinates.</p> <p>Introduced to the four compass points, which they can follow and use to give directions (NSEW) as well as directional language.</p> <p>Devise a simple map from imagination, stories or local knowledge.</p> <p>Construct and use basic symbols in a key.</p>	<p>Can use four grid references on a map to pinpoint a location on a map.</p> <p>Recognise and use eight compass points to follow and give directions.</p> <p>Draw a short route from knowledge and visits/journeys.</p> <p>Can recognise and use simple symbols on an Ordnance Survey map.</p>	<p>Confidently use six grid references on a map to pinpoint a location on a map of the wider world.</p> <p>Be able to identify latitude and longitude to locate places on Earth.</p> <p>Can accurately use eight compass points to follow and give directions.</p> <p>Draw maps with detail and accuracy.</p>

	<p>Begin to use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Be able to interpret the symbols on a simple map.</p> <p>Give and follow directions and routes on a simple map.</p> <p>To describe features and routes on a map.</p>	<p>Describe features and routes that are on a map.</p> <p>Be able to give and follow directions on a detailed map.</p>	<p>Recognise and use complex Ordnance Survey symbols on a map, using a key as well as contour lines.</p> <p>Able to interpret symbols and numbers on a map.</p> <p>Describe features and routes on a map and compare and contrast against other resources.</p> <p>Give and follow directions and routes on a detailed map.</p> <p>Be able to use a scale to measure distances on a map.</p>
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