***Creativity, Curiosity, Caring***

Geography Curriculum Sequence

| **Intent – Our Rationale** |
|---|
| During Key Stage 1, we challenge and support our children to carry out a number geographical investigations through the Connected Geography learning programme which enables them to use and apply basic and appropriate subject vocabulary, subject tools (including maps, aerial photographs and graphical data and fieldwork skills) to recognise, identify, describe, observe, reason and begin to explain in simple terms the interaction of people with their environments.<br><br>Through Key Stage 2 (Years 3 and 4) in geography, learning and teaching builds on the knowledge and understanding, skills and attitudes outcomes at Key Stage 1 and the pupils make progress through being provided with opportunities to reach explanations (which means that their understanding is based on the clear use of evidence e.g. from data they have collected and presented in a graph) and reach conclusions about topics, places and issues they have studied through the Connected Geography learning programme. Another important aspect of geography at Key Stage 2 (Years 3 and 4) is that our pupils begin to be able to see the world through the perspective of different stakeholders i.e. people and things that have an interest in or our connected to an issue or place. To this end during Key Stage 2 (Years 3 and 4) we challenge and support our children to undertake geographical investigations from Connected Geography which enable them to use and apply appropriate and increasingly specialised subject vocabulary, subject tools (such as satellite imagery and GIS) and fieldwork skills to recognise, identify, describe, observe, reason, explain and reach basic conclusions about the interaction of people with their environments.<br><br>At Key Stage 2 (Years 5 and 6) Connected Geography focuses on topics and big questions that extend the children's subject skills so that they are able to make judgements about things they learn both from their own personal perspective and through empathising with the position of others. In addition, opportunities are provided for the children to evaluate what they have learned and how they have learned it and to come up with their own questions to investigate. Higher outcomes in geography also involve children being able to apply what they have learned in one context to another and to understand concepts as well more discrete areas of knowledge which they learned and understood e.g. being aware of the fact that a seaside beach is only one example of how the land meets the sea and that 'coast' (a concept or generalised set of information) refers to anywhere where the land meets the sea which may be a beach but also could well be a cliff, port, estuary, mud flat or marsh. To achieve this during Key Stage 2 (Years 5 and 6) we challenge and support our pupils to undertake Connected Geography investigations which enable them to use and apply specialised subject vocabulary, subject tools (such as GIS) and fieldwork skills to recognise, identify, describe, observe, reason, explain, reach conclusions and make judgements, evaluate, apply and hypothesise about the interaction of people with their environments |

| **Curriculum Drivers** | | | |
|---|---|---|---|
| **Sustainability** | **Cultural Diversity** | **Growth Mindset** | **Oracy** |

| Key Stage 1 | | | | | | |
|---|---|---|---|---|---|---|
| **Topic area** | **Year 1 - autumn** | **Year 1 - spring** | **Year 1 - summer** | **Year 2 - autumn** | **Year 2 - spring** | **Year 2 - summer** |
| | **What is the geography of where I live?** | **Why do we love being beside the seaside so much?** | **How does the weather affect our lives?** | **Why don't penguins need to fly?** | **Why does it matter where our food comes from?** | **How does Kampong Ayer compare with where I live?** |
| **At the end of KS1 pupils will:** | | | | | | |
| **Locational knowledge** | | | | | | |
| **Know** | • **Identify** and **locate** St Albans in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe<br>• Via *Google Earth* GIS imagery, **identify, describe** and offer **reasons** for changes in land use they can **observe** and **record** in the local area of Aboyne Lodge | • **Explore** their understanding of the terms North Pole and South Pole and link to the Equator | • **Observe** and offer **reasons** for the distribution of hot and cold places in the world<br>• **Explain** in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles<br>• **Explore** countries of the world on a political map | • **Locate** the Arctic and Antarctic on a world map**.**<br>• **Locate** the continent of Africa on a world map<br>• **Identify** countries in Africa which lie within the Sahara Desert<br>• **Describe** ways that the Arctic region and North Pole is similar to and different from (**compare and contrast**) Antarctica and the South Pole and offer **reasons** for such differences | • **Locate** the continent of South America on a world map<br>• **Locate** Costa Rica on a world map**.** | • **Identify** and **describe** the location of St Albans in the UK, within Europe and the world and in relation to the Equator and north and south poles<br>• **Locate** Brunei on a world map. |
| **Be able to do** | Name and locate the world's seven continents and five oceans<br>Begin to understand lines of latitude & longitude; equator; North & South Poles<br>Name, locate and identify characteristics of the four countries and capital cities of the united kingdom and its surrounding seas | | | | | |

| | Year 1 - autumn | Year 1 - spring | Year 1 - summer | Year 2 - autumn | Year 2 - spring | Year 2 - summer |
|---|---|---|---|---|---|---|
| **Place knowledge** | | | | | | |
| **Know** | • Use *Google Earth* to **identify** and **observe** familiar physical and human geographical features of the immediate vicinity of Aboyne Lodge<br>• **Understand** that the many different uses of land **observed** in St Albans can be grouped into a small number of categories<br>• Offer **reasons** for any current changes in land use of St Albans | • **Locate** the county of Devon on a map of the UK<br>• **Locate** and describe the seaside town of Wembury from a map of Devon and aerial photos | • **Compare and contrast** the environments of Antarctica and the Sahara Desert and begin to **explain** through **reasoning** the similarities and differences | | • **Identify** and **describe** the main geographical features of the physical landscape of Devon and **compare and contrast** these with some of the human features of its towns and cities<br>• Offer **reasons** and begin to **explain** why the weather in Devon makes it a good place for dairy farming | • **Compare** St Albans with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles<br>• **Identify** and **describe** the structure of typical tropical rainforest in Brunei<br>• **Describe**, offer **reasons** and **explain** how living things in tropical rainforests are adapted to cope in extreme heat and rain<br>• **Compare and contrast** the structure of a tropical rainforest with Heartwood in St Albans |
| **Be able to do** | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | | | | | |

| | Year 1 - autumn | Year 1 - spring | Year 1 - summer | Year 2 - autumn | Year 2 - spring | Year 2 - summer |
|---|---|---|---|---|---|---|
| **Human & Physical Geography** | | | | | | |
| **Know** | • **Understand** that geography is the study of how people are connected with their environments<br>• **Identify** and **describe** physical and human geographical features of a range of environments<br>• **Recognise, identify** and **locate** the key human and physical geographical features of St Albans and offer **reasons** for any current changes in land use | • **Describe** popular activities undertaken at the seaside<br>• Provide **reasons** as to why it is important to protect living things at the seaside.<br>• **Understand** the interdependence of living things in seaside environments<br>• **Identify** and **describe** the main physical and human features of seaside environments.<br>• **Identify**, **describe** and **categorise** living things within a rock pool habitat<br>• **Identify**, **categorise** and begin to **explain** the distribution of sea shells on a beach<br>• **Identify**, **describe** and offer **reasons** for the presence of pollution on a beach<br>• **Describe** and **explain** how people can take greater care of the seaside environment | • **Identify** and **describe** the basic atmospheric elements of the weather<br>• **Observe** how weather conditions change during the four seasons of the year and offer **reasons** for changes which occur<br>• **Understand** why human beings want to explore the Poles.<br>• **Describe** the typical daily weather of the Amazon Basin, suggest **reasons** for why it's so hot and wet and **explain** why it's so different from the Sahara Desert and Antarctica | • **Identify**, **recognise** and **describe** the key geographical features of the Antarctic environment<br>• **Identify** ways in which penguins are adapted to the Antarctic environment<br>• **Identify**, **recognise** and **describe** the key geographical features of the Sahara Desert<br>• **Explain** why Antarctica is a desert despite being the coldest place on Earth<br>• **Describe** and **explain** how the environment of Antarctica supports animal life<br>• **Identify** and **describe** geographical features of a South American country<br>• **Compare and contrast** the weather and climate of Antarctica and Zambia | • **Recognise** that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced<br>• **Identify, describe** and offer **reasons** for the main features of a dairy farm<br>• **Understand** about products from a dairy farm<br>• **Compare and contrast** the average annual weather conditions in Devon with those of the United Kingdom as a whole<br>• **Identify** the top 10 most popular fruits in the United Kingdom and **understand** why half of these are imported<br>• **Identify** and **describe** the main stages in growing, | • **Identify, describe** and **observe** the types of traditional homes found in Kampong Ayer and **compare and contrast** these with their own homes<br>• **Identify** and **describe** the main elements which make up the weather and **understand** that weather conditions change from one moment to the next and be able to **describe** them<br>• **Observe** how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest **reasons** for this pattern<br>• **Explain** why boats and water taxis are used by almost everyone in Kampong Ayer |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | • **Describe** and **explain reasons** why seaside holidays have changed in living memory | | | harvesting, packaging and export of bananas from Costa Rica to the United Kingdom<br>• **Identify, categorise** and **describe** key British grown vegetables and how they are incorporated into our diet<br>• **Understand** how some fruit and vegetables are locally produced, UK grown or imported from other countries | |
| **Be able to do** | 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<br>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; hot & cold areas<br>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | | | | |

| | Year 1 - autumn | Year 1 - spring | Year 1 - summer | Year 2 - autumn | Year 2 - spring | Year 2 - summer |
|---|---|---|---|---|---|---|
| **Geographical skills and fieldwork** | | | | | | |
| **Know** | • Through fieldwork **observe** and **record** in a variety of ways, significant examples of physical and human geographical features of St Albans<br>• Use interactive online mapping to plot, **describe** and **explain** a geographical walk around St Albans that would introduce a visitor to some of the key physical and human geographical features | • **Introduce** and practice simple compass directions using the four points of the compass | • **Observe**, **measure** and **record** the elements of daily weather by using a variety of simple instruments and devices<br>• **Present**, **describe** and offer **reasons** for some of the ways in which the weather has changed during the period of measurement<br>• **Locate** the Amazon Basin and Sahara Desert on a labelled world map<br>• **Understand** what a key on a map is for | • **Locate** Arctic and Antarctica on a map**.**<br>• **Identify** countries in Africa which lie within the Sahara Desert<br>• **Locate** Zambia on a map | • **Locate** the county of Devon on a map of the UK**.**<br>• **Locate** Costa Rica on a world map**.** | • **Locate** Brunei on a world map.<br>• Using maps and online websites, **identify** time differences and **estimate** distances between the UK and Brunei<br>• Use local area fieldwork to **record** and **categorise** types of homes found in the locality of Aboyne Lodge (to compare with Kampong Ayer)<br>• Use *Google Earth* to **identify, locate** and begin to **explain** the distribution of human and physical geographical features of Kampong Ayer and compare with Heartwood, St Albans |
| **Be able to do** | Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage<br>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map<br>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key<br>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 environment. | | | | | |

| Understand this Vocabulary | | | | | | |
|---|---|---|---|---|---|---|
| Topic area | Year 1 - autumn | Year 1 - spring | Year 1 - summer | Year 2 - autumn | Year 2 - spring | Year 2 - summer |
| | What is the geography of where I live? | Why do we love being beside the seaside so much? | How does the weather affect our lives? | Why don't penguins need to fly? | Why does it matter where our food comes from? | How does Kampong Ayer compare with where I live? |
| | St Albans; Aboyne Lodge; Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; Global; United Kingdom; Country; City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Buildings; Landslide; Beach; Wave; Motorway; Canyon; Mountain; Snow; Cliff; Town; Moor; Train; Offices; Hotel; Fishing; Boat; Farm; Ice; Freeze; Plough; Field; Road; Bridge; Safari; Holiday; Sport; Timber; Railway; Local area; Change; Land use; Scale; Street; Transport; Recreation; Residential. | Seaside; Countryside; Town; City; Urban; Rural; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment; Camouflage; Nutrition; Food chain; Plankton; Pollution; Continent; Ocean; Country; North Pole; South Pole; North America; South America; Europe; Africa; Asia; Australia; Antarctica; Ocean; Pacific Ocean; Indian Ocean; Arctic Ocean; Southern Ocean; Atlantic Ocean; Compass; Map; River; Mountain; Desert; Island; Capital; Resort; Region. | Weather; Rainfall; Temperature; Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud; Thermometer; Anemometer; Rain gauge; Weather vane; Compass; Season; Winter; Spring; Summer; Autumn; Thunderstorm; Ice; Country; City; Lagoon; Canal; Island; Equator; North Pole; South Pole; Key; Solar; Desert; Continent; Ocean; Sahara; Antarctica; Blizzard; Expedition; Environment; Atmosphere. | Continent; Ocean; Antarctica; Southern Ocean; Mountain; Valley; Snow; Ice; Blizzard; Desert; Landscape; Environment; Wind; Rain; Ice Sheet; Pebbles; Shore; Hill; Cliff; Habitat; Adapted; Africa; Iceberg; Sand dune; Arctic; Carnivore; Temperature; Summer; Winter; Predator; Food chain; Krill; Animal; Phytoplankton; Plant; River; Waterfall; Gorge; Country; Jungle. | Farm; Dairy products; Supermarket; Shop; Pasture; Grass; Jersey; Channel Islands; Economic activity; Business; Raw material; County; Devon; South West England; United Kingdom; Landscape; Wood; Hedgerow; Tree; Field; Lake; Weather; Average; Temperature; Growing season; Rainfall; Sunshine; Settlement; Town; City; Village; Industry; Airport; Motorway; Office; Factory; Railway; Cathedral; Aeroplane; Trade; Plantation; Harvest; Export; Costa Rica; South America; North America; Central America; Harvest; Container ship; Import; Tropical; Calories; Vegetable; Processing; Health; Butcher; Greengrocer; Locally produced; Free-range; Vitamins; Nutrition. | Location; Settlement; Country; Nation; Village; Town; City; Europe; World; Continent; Ocean; Capital; Globe; Map; Sea; United Kingdom; England; Scotland; Wales; Northern Ireland; Great Britain; Northern Hemisphere; Southern Hemisphere; Tropic of Capricorn; Tropic of Cancer; Equator; Asia; Brunei; Borneo; Population; Scale; Italy; Canada; Zambia; Antarctica; Chile; New Zealand; Day; Night; Rain; Wind; Cloud; Temperature; Arctic Circle; Antarctic Circle; Climate; Polar; Temperate; Tropical; Transport; River; Commute; Economic activity; Boat; Profit; Community; Tropical rainforest; Wood; Environment; Habitat; Adaptation; Satellite; Physical; Human. |

| Lower Key Stage 2 | | | | | | |
|---|---|---|---|---|---|---|
| **Topic area** | **Year 3 – autumn** | **Year 3 - spring** | **Year 3 - summer** | **Year 4 - autumn** | **Year 4 - spring** | **Year 4 - summer** |
| | **Why do some earthquakes cause more damage than others?** | **Beyond the Magic Kingdom: what is The Sunshine State really like?** | **Why do so many people in the world live in megacities?** | **How and why is my local area changing?** | **How can we live more sustainably?** | **Why are jungles so wet and deserts so dry?** |
| **At the end of KS2 pupils will:** | | | | | | |
| **Locational knowledge** | | | | | | |
| **Know** | • **Locate** New Zealand and Christchurch on a map.<br>• **Locate** the Pacific Ring of Fire | • **Locate** North America and Florida on a map<br>• **Locate** Central America on a map and identify the countries therein<br>• **Locate** the constituent states of the United States of America on a map of North America<br>• **Locate** the Everglades National Park on a map of Florida | • **Describe** and begin to **explain** the distribution of megacities across the continents of the world<br>• **Locate** Baghdad on a map.<br>• **Identify** and **locate** the top 10 cities in the United Kingdom and the world.<br>• **Recognise** and **locate** the largest cities in South America | • **Locate** an environmentally threatened region of the world on a world map | • **Locate** Exminster on a map. | • **Observe**, **describe** and **explain** in basic terms the pattern of climate in the United Kingdom<br>• **Identify, describe** and begin to offer **reasons** for the distribution of different types of climate around the world<br>• **Locate** the Amazon Basin on a map.<br>• **Locate** Arica on a map<br>• **Describe** the natural environment of the Atacama Desert and **explain** why the city of Arica is the driest inhabited place in the world |
| **Be able to do** | Locate the world's countries, using maps to focus on UK, Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.<br>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). | | | | | |

| | Year 3 - autumn | Year 3 - spring | Year 3 - summer | Year 4 - autumn | Year 4 - spring | Year 4 - summer |
|---|---|---|---|---|---|---|
| **Place knowledge** | | | | | | |
| **Know** | • **Observe** what the city of Christchurch, New Zealand is like | • **Identify**, **locate**, **compare and contrast** the constituent states of the United States of America and **recognise** and **describe** key geographical features of one state other than Florida<br>• **Locate**, **describe and explain** why the Everglades are a National Park. | • **Identify** and **locate** the top 10 cities in the United Kingdom with the largest populations and **compare and contrast** these with the top 10 fastest-growing cities in the world<br>• **Locate** Milton Keynes on a map of the United Kingdom<br>• **Locate** the city of Brasília on a map of Brazil<br>• **Locate** one of the top 40 megacities in the world on a map | • **Locate** St Albans and Aboyne Lodge on maps and street maps<br>• **Observe**, **record** and **explain** changes that have occurred in the past to Aboyne Lodge, its grounds and immediate environment<br>• **Identify**, **describe** and **explain** how an aspect of life in St Albans has changed over a long period of time | • Undertake an environmental review of different categories of sustainability at Aboyne Lodge and draw up an Action Plan to **identify** and **explain** priorities to help the school become more sustainable | • **Locate** Arica on a map<br>• **Describe** the natural environment of the Atacama Desert and **explain** why the city of Arica is the driest inhabited place in the world |
| **Be able to do** | 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. | | | | | |

| | Year 3 - autumn | Year 3 - spring | Year 3 - summer | Year 4 - autumn | Year 4 - spring | Year 4 - summer |
|---|---|---|---|---|---|---|
| **Human & Physical Geography** | | | | | | |
| **Know** | • **Locate** and **describe** the effects of the Christchurch earthquake of 2011 from a range of sources;<br>• **Observe** and **record** the distribution of earthquakes in New Zealand over the past two hundred years<br>• **Identify**, **describe** and **explain** the causes of earthquakes;<br>• **Describe** and **explain** why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world;<br>• **Understand** through **explanation** and **reaching conclusions** why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction | • **Identify**, **describe** and **explain** the function and attraction of theme parks around the world and in particular the *Magic Kingdom* in Florida<br>• **Observe**, **describe**, **explain** and begin to draw **conclusions** about the geog. pattern of the origin of visitors to the *Magic Kingdom* from countries around the world<br>• **Recognise** and **describe** the key geographical features of a peninsula and **compare and contrast** the Floridian peninsula with a number of peninsulas at different locations around the world<br>• **Explain** the key and geographical reasons for the location of the Kennedy Space Centre in Florida<br>• **Describe** and **explain** why sea turtles live | • **Observe** and **describe** the key features of cities and suggest **reasons** for why people live in cities of such high density<br>• **Explain** some of the **reasons** why Baghdad was the first city in the world with a million inhabitants<br>• **Identify** and **locate** the top 10 cities in the United Kingdom with the largest populations and **compare and contrast** these with the top 10 fastest-growing cities in the world<br>• **Understand** the main **reasons** why the population of any city can increase and **explain** why Milton Keynes in particular is the fastest-growing city in the United Kingdom<br>• **Describe** and offer **reasons** for the features of the city of | • **Identify**, **describe** and give **reasons** for why environments change<br>• **Explain** with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life<br>• Demonstrate **understanding** of how the quality of the environment of St Albans may change and make **judgements t**o **explain observations**<br>• **Describe** and **explain** the impact of environmental change in one threatened region of the world | • **Describe** and **explain** using examples what living sustainably means<br>• **Describe** and **explain** using examples what living sustainably means<br>• **Understand** in basic terms how solar panels and wind turbines generate electricity<br>• **Identify**, **describe** and offer **reasons** for how sources of energy used to make electricity in the United Kingdom are changing<br>• **Explain** how electricity is generated in hydroelectric power stations<br>• **Recognise** and **explain** ways in which their lives at home could be more environmentally sustainable | • **Understand** how climate affects both the landscape of different biomes and the plants and animals that can live there<br>• **Identify, locate; describe** and **explain** how plants and animals are adapted to the climate of either the coniferous forest or savannah biome<br>• **Observe, describe** and **explain** why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall |

| | | | | | | |
|---|---|---|---|---|---|---|
| | • **Identify**, **describe** and **explain** the causes of volcanoes<br>• **Explain** why volcanoes often occur at the same location as earthquakes in places such as New Zealand<br>• **Locate**, **describe** and **explain** why so many earthquakes and volcanoes occur around the Pacific Ring of Fire | in the waters around Florida<br>• **Compare and contrast** the climate of the UK and Florida and **identify** and **explain** the main differences particularly in temperature and sunshine hours<br>• **Identify**, **describe** and **explain** how hurricanes form and why they present such a threat to the people of Florida; **understand** the range of ways in which residents take measures to protect themselves and property from potential damage<br>• **Describe and explain** why the Everglades are a National Park. | Brasília, capital of Brazil<br>• **Explain** and **conclude** why the Brazilian government built a new capital city in 1960<br>• **Compare and contrast** the benefits and disadvantages of city life and reach a **judgement** as to which is most significant<br>• **Identify, describe** and **explain** some of the main geographical features of one of the top 40 megacities in the world | | | |
| **Be able to do** | Describe and understand key aspects of:<br>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br>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. | | | | | |

| | Year 3 - autumn | Year 3 - spring | Year 3 - summer | Year 4 - autumn | Year 4 - spring | Year 4 - summer |
|---|---|---|---|---|---|---|
| **Geographical skills and fieldwork** | | | | | | |
| **Know** | • **How to use** world maps, blobs and atlases to locate countries, capital cities, oceans and geographical areas<br>• **Identify** volcano and earthquake activity readings from geo maps and data sets | • **How to use** world maps, blobs and atlases to locate countries, capital cities, oceans and geographical areas<br>• **Identify** features and **draw conclusions** from photos, aerial photos and other visual geographical resources | • **How to use** world maps, blobs and atlases to locate countries, capital cities, oceans and geographical areas<br>• **Identify** features and **draw conclusions** from photos, aerial photos and other visual geographical resources | • **Locate** St Albans and Aboyne Lodge on maps and street maps<br>• **Recognise** how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale<br>• **Use** satellite images to **Identify** and **explain** specific examples of environmental change from NASA images of locations around the world | | • **Compare and contrast** the temperature and rainfall data in different climate graphs to **reach conclusions** about the climate in different locations in the world<br>• **Construct** a climate graph from temperature and rainfall data for their home location and **compare and contrast** this with climate graphs of other locations to reach **conclusions** and **make judgements** |
| **Be able to do** | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br>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.<br>Fieldwork: observe, measure, record & present | | | | | |

| Understand this Vocabulary | | | | | | |
|---|---|---|---|---|---|---|
| Topic area | Year 3 - autumn<br>**Why do some earthquakes cause more damage than others?** | Year 3 - spring<br>**Beyond the Magic Kingdom: what is The Sunshine State really like?** | Year 3 - summer<br>**Why do so many people in the world live in megacities?** | Year 4 - autumn<br>**How and why is my local area changing?** | Year 4 - spring<br>**How can we live more sustainably?** | Year 4 - summer<br>**Why are jungles so wet and deserts so dry?** |
| | Earthquake; Volcano; Continent; Ocean; Latitude; Longitude; Northern Hemisphere; Southern Hemisphere; Political map; Evacuation; Infrastructure; Transport; Business; River; Flood; Search and rescue; Epicentre; Magnitude; Richter scale; Distribution; Location; Pattern; Energy; Projection; Tsunami; Plate; Inner core; Outer core; Mantle; Crust; Fault; Alpine Fault; Design; Homeless; Refugees; Wealth; Eruption; Magma; Lava; Rock; Dormant; Extinct; Cone; Vent; Gas; Cloud; Chamber; Pacific Ring of Fire; | Theme park; Tourist; Florida; United States of America; North America; Atlantic Ocean; Gulf of Mexico; State; Leisure; Scale; Distance; Political map; Island; Ice sheet; Population density; Time zone; Pacific Ocean; Central America; Maya; Civilisation; Empire; Exploitation; Climate; Drought; Tropical rainforest; Trade; Astronomy; Key; Peninsula; Coast; Satellite; Physical & Human features; Axis Exploration; Mission; Trajectory; Orbit; Rotation; Equator; Latitude; Europe; South America; Endangered; Conservation; Hazard; Pollution; Atmosphere; Region; Weather; Climate; Temperature; Precipitation; Sunshine; Hurricane; Evacuation; Tropical Storm; Caribbean; National Park; Everglades. | Map; City; Megacity; Village; Town; Settlement; Urban; Rural; Distribution; Capital; Population; Population density; Human geography; Physical geography; High-rise; Continent; Key; Scale; Islam; Civilisation; River; Trade; Bridge; District; Canal; Mountain; Employment; Economy; Migration; Housing; Services; Industry; Transport; Business; Accessibility; Communication; Political map; Capital city; Government; Parliament; Stock Exchange; Coast; Shanty; Favela; Pampas Grassland; Tropical rain forest; Culture; Historic; Architecture; Cost of living; Smog; Pollution; Homelessness; Crime; Congestion; Urbanisation | Site; Location; Cumbria; Lake District; Village; Town; Valley; Mountain; River; Lake; Mouth; Run-off; Change; Storm; Rainfall; Wind; Saturated; Natural disaster; Environment; Derelict; Borough; London; Olympics; Canal; Redevelopment; Plan; Transport; Geographical Information System (GIS); Land use; Scale; Key; Settlement; Route; Residential; Commercial; Recreation; Leisure; Public services; Classify; Pattern; Distribution; Census; Population; Demographic; World War I; Satellite; Orbit; Remote sensing; Hurricane; Emergency planning; City; Vegetation; Desert; Density; Lake; Irrigation; Sea; Deforestation; Criterion; Hypothesis; Fieldwork; Accessibility; Pollution; Traffic; Amenities | Sustainable; Unsustainable; Reusable; Solar; Turbine; Rechargeable; Conservation; Recycle; Health; Diet; Exercise; Resource; Electricity; Power station; Transport; Community; Wellbeing; Social; Minerals; Energy; Ocean; Wind; Tides; Waves; Fishing; Forestry; Economic activity; Waste; Biodiversity; Global;; Energy; Generator; Turbine; Gas; Greenhouse gases; Greenhouse effect; Carbon dioxide; Pollution; Atmosphere; Reflection; Space; Infrared; Radiation; Fossil fuels; Glacier; Ice sheet; Global warming; Government; Community; Field; Marsh; Hill; Settlement; Deforestation; Fuel; Erosion; Silt | Climate; Political map; Temperate; Location; North Pole; Equator; Distribution; Prevailing; Climate graph; Classification; Key; Tropic of Cancer; Tropic of Capricorn; Polar; Continental; Mediterranean; Tropical; Equatorial; Drought; Annual; Mild; Season; Northern Hemisphere; Southern Hemisphere; Meteorological; Climate station; Average; Coniferous; Tropical; Rainforest; Savannah; Hot desert; Ice cap; Tundra; Environment; Herbivores; Landscape; Lichens; Moss; Deciduous; Evergreen; Predators; Humid; Oxygen; Drought; Carnivore; Biome; South America; Amazon Basin; Amazonia; Nile; Andes; Tributary; Source; Mouth; Humid; Convection; Condensation; Polar; Thunderstorm; Sahara; Cumulonimbus; Inhabited; Adaptation. |

| Upper Key Stage 2 | | | | | | |
|---|---|---|---|---|---|---|
| **Topic area** | **Year 5 – autumn** | **Year 5 - spring** | **Year 5 - summer** | **Year 6 - autumn** | **Year 6 - spring** | **Year 6 - summer** |
| | **How do volcanoes affect the lives of people on Hiemaey?** | **What is a river?** | **Why are mountains so important?** | **How is climate change affecting the world?** | **Why is fair trade fair?** | **Who are Britain's National Parks for?** |
| **At the end of KS2 pupils will:** | | | | | | |
| **Locational knowledge** | | | | | | |
| **Know** | • To **locate** Iceland on a world map<br>• To **locate** Westman Islands and Hiemaey on a map of Iceland<br>• **Identify**, **describe** and **compare and contrast** the countries of Europe | • **Locate** key rivers on a map of the UK | • **Identify**, **locate** and **describe** the location of the largest ranges of mountains in the world and the countries that they cover | • **Locate** the continent of Africa on a world map<br>• **Locate** Gambia on a map of Africa and use geographical vocabulary to describe its location<br>• **Locate** Australia on a world map<br>• **Locate** and **identify** the separate states of Australia and **identify** the state of Victoria<br>• **Locate** Greenland on a world map | • **Locate** China on a world map<br>• **Identify** and **locate** on a world map the countries and major cities along the silk road route<br>• **Locate** Caribbean and St Lucia on world maps | • **Locate** Britain's national parks on a map of the UK<br>• **Locate** Florida and Everglades national park on maps of the world and of USA |
| **Be able to do** | Locate the world's countries, using maps to focus on UK, Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.<br>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). | | | | | |

| | Year 5 - autumn | Year 5 - spring | Year 5 - summer | Year 6 - autumn | Year 6 - spring | Year 6 - summer |
|---|---|---|---|---|---|---|
| **Place knowledge** | | | | | | |
| **Know** | • **Recognise**, **describe** and **explain** the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular<br>• **Compare and contrast**, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region | • **Recognise**, **describe** and **explain** the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and **evaluate** the evidence and **make a judgement** about the causes of its sudden decline and closure<br>• **Interpret** a range of geographical evidence to reach a **conclusion** as to why Bangladesh is at such a risk of serious annual river flooding<br>• **Locate** the River Ver on a map of St Albans. **Compare** and **contrast** with other rivers studied in this unit. | • **Identify**, **describe**, **compare and contrast** and **explain** the differences between the Cambrian Mountains of Wales and the Himalaya Mountains<br>• **Explain** and reach a **conclusion** as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east | • **Locate** the Exe estuary and the town of Starcross on a map of the UK | • **Locate** and **describe** Southampton via satellite images and OS maps<br>• **Study** the geography of St Lucia and how this relates to food growth and export | • **Identify**, **locate**, **describe** and **explain** the distribution of the 15 National Parks in the UK<br>• **Identify** and **record** the key physical and human geographical features of Southwest England and **compare and contrast** with other regions of the UK<br>• **Identify** and **describe** the landscape of The Valley of Rocks in Exmoor National Park and the area of Dartmoor National Park<br>• **Compare and contrast** National Parks in USA and UK (Everglades with Dartmoor and Exmoor) |
| **Be able to do** | 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. | | | | | |

| | Year 5 - autumn | Year 5 - spring | Year 5 - summer | Year 6 - autumn | Year 6 - spring | Year 6 - summer |
|---|---|---|---|---|---|---|
| | **Human & Physical Geography** | | | | | |
| **Know** | • **Explain** and reach a **judgement**, using appropriate and specialised subject vocabulary, why there are so few trees on Hiemaey<br>• **Explain** how volcanoes form, **observe** the global pattern of volcanoes correctly and suggest plausible geographical **reasons** for this distribution<br>• **Understand** how and why the environment of Hiemaey has changed over time and reach **conclusions** and make **judgements** about the positive and negative impact of these changes on the ways of life of the people of Hiemaey<br>• **Understand** the stages in the manufacture of an economic activity – fish processing – | • **Identify** and **describe** how physical features of rivers change from source to mouth;<br>• Offer **reasons** to **explain** why the course of a river changes as it flows from higher to lower ground<br>• **Identify** and **describe** the features of river estuaries and **explain** why they are such important ecosystems for wildlife;<br>• **Describe** the components of the hydrological or water cycle and **explain** the important role that rivers play<br>• **Understand** climatically what the *Little Ice Age* refers to and how occasional severe winters impacted upon the River Thames and the people of London | • **Recognise**, **identify** and **explain** what geographers define as mountains and **understand** how this can lead to disagreements<br>• **Explain** how the movement of plates of the Earth's crust can form ranges of fold mountains<br>• **Reflect** upon, **evaluate** evidence and reach a **conclusion** and **judgement** regarding the success or failure of the Mount Everest climb in 1924<br>• Demonstrate that they **understand** how fossils form and can **explain** why fossils of sea animals were found on the summit of Mount Everest in 1953<br>• **Explain** and reach a **conclusion** as to why the mountains of the north and west of the United Kingdom are generally wetter | • **Identify**, **describe** and **explain** why communities in The Gambia are being affected by changes in weather patterns associated with climate change and **evaluate** the impact on people<br>• **Evaluate** a range of evidence, reach a **conclusion** and make **judgements** as to the impact on people of changing weather patterns in Victoria in Southeast Australia<br>• **Understand** why some coastal communities are having to make flood resilience plans<br>• **Reflect** upon and **evaluate** different viewpoints and reach a personal **judgement** about the implications of changing weather patterns on the people of Greenland | • **Understand** about trading routes<br>• **Explain** why and how countries trade with each other<br>• **Compare and contrast** the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and **describe** and **explain** the differences;<br>• **Describe**, **explain** and **reflect** on why the terms of international trade are not always fair for some producers of goods in other countries around the world<br>• **Explain** what Fairtrade is; **compare and contrast** the situation of Fairtrade-certified farmers with that of | • **Observe** and **record** the common key natural features of the National Parks of the UK and **explain** why they are referred to as the country's 'breathing spaces'<br>• **Recognise**, **describe** and **explain** how National Parks actively encourage visitors to enjoy and learn about what makes them special<br>• **Recognise**, **describe** and **explain** the features of a hill or upland farm<br>• **Understand** who looks after National Parks in the UK and **reflect** upon and **evaluate** the importance of the jobs that people do |

| | | | | | | |
|---|---|---|---|---|---|---|
| | together with what export, import and trade entails<br>• Make a **reasoned geographical judgement**, using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes | • **Explain** why China built the Three Gorges Dam along the Chang Jiang (Yangtze River) and describe and **evaluate** some of its geographical impacts | and cooler than places in the south and east<br>• **Evaluate** a range of evidence to make a **judgement** as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago<br>• **Understand** that even 'green' and 'renewable' energy schemes will have environmental costs; **evaluate** both sides of an argument and make a **judgement** about the most appropriate way forward<br>• **Understand** why Scotland is an attractive winter sports centre | • **Identify**, **describe**, **compare and contrast** and **explain** how global warming is affecting weather patterns around the world and evaluate its impact in different places<br>• **Understand** how and why countries around the world have acted to reduce global warming **Understand** how Aboyne Lodge can make a contribution to reducing greenhouse gas emissions<br>• **Describe** and **explain** how each of the main renewable sources of energy works, **evaluate** their advantages and disadvantages | non-Fairtrade producers and **evaluate** and **judge** the benefits to be gained from Fairtrade certification<br>• **Evaluate** and **judge** the extent to which Aboyne Lodge currently engages with Fairtrade; **understand** any constraints that exist<br>• **Understand** what the ethical production and purchasing of clothes entails, **evaluate** and reach a **judgement** regarding the practice of popular clothing companies | |
| **Be able to do** | Describe and understand key aspects of:<br>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br>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. | | | | | |

| | Year 5 - autumn | Year 5 - spring | Year 5 - summer | Year 6 - autumn | Year 6 - spring | Year 6 - summer |
|---|---|---|---|---|---|---|
| **Geographical skills and fieldwork** | | | | | | |
| **Know** | • **Use** globes, atlases and maps to **locate** places in this unit. | • **Use** globes, atlases and maps to **locate** places in this unit.<br>• **Locate** Isle of Dogs on a map of the UK<br>• **Locate** Bangladesh on a world map<br>• Use OS maps, aerial photographs and GIS to **recognise**, **describe**, **compare and contrast** and **explain** how physical features change along the course of rivers in general, and a local river (R. Ver) in particular<br>• **Locate** China on a world map<br>• **Locate** the Yangtze River on a map of China<br>• **Locate** the River Ver on a map of St Albans.<br>• **Survey** the River Ver in St Albans. | • **Use** globes, atlases and maps to **locate** places in this unit.<br>• **Locate** Wales on a map of the UK<br>• **Locate** the Cambrian Mountains on a map of Wales<br>• **Locate** the Himalaya Mountains on a world map<br>• **Measure**, **record**, **compare and contrast** climate data for the Cambrian Mountains with St Albans and begin to offer **reasons** for their **observations**<br>• **Identify**, **locate**, **describe** and **explain** the tourist attractions of the Cambrian Mountains by **interpreting** and **making judgements** from evidence presented on O.S. maps | • **Use** globes, atlases and maps to **locate** places in this unit.<br>• To **locate** Gambia on a map of Africa<br>• To **locate** the River Gambia on a map | • **Use** globes, atlases and maps to **locate** places in this unit.<br>• To **interpret** satellite images, photos and OS maps | • **Use** globes, atlases and maps to **locate** places in this unit. |
| **Be able to do** | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br>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.<br>Fieldwork: observe, measure, record & present | | | | | |

| Understand this Vocabulary | | | | | | |
|---|---|---|---|---|---|---|
| Topic area | Year 5 - autumn | Year 5 - spring | Year 5 - summer | Year 6 - autumn | Year 6 - spring | Year 6 - summer |
| | How do volcanoes affect the lives of people on Hiemaey? | What is a river? | Why are mountains so important? | How is climate change affecting the world? | Why is fair trade fair? | Who are Britain's National Parks for? |
| | Volcano; Continent; Island; Europe; Latitude; Equator; Longitude; Hemisphere; Weather; Climate; Trade; Economic activity; Natural resources; Environment; Landscape; Eruption; Fire; Fjord; Magma; Evacuation; Lava; Cliff; Gulf Stream; Glacier; Mountain; Relief; Earthquake; Political; City; Urban; Rural; Region; Archipelago; Geyser; Port; Geothermal; Precipitation; Growing season; Distribution; Pacific Ring of Crust; Mantle; Refugees; Core; Tectonic plates; Igneous; Sedimentary; Tourism; Metamorphic; Processing; Colony; Transport; Market. | River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; Pebbles; Beach; Waves; Spit; Coast; Estuary; Erosion; Settlement; Fields, Hedgerow; Tropical rainforest; Atacama Desert; Rapids; Ox-bow lake; Mill; Hamlet; Railway; Transport; Bridge; Sewage works; Leisure; Recreation; Hypothesis; Validity; Load; Energy; Transportation; Habitat; Algae; Pollution; Eutrophication; Indicator species; Biotic Index; Valley; Agriculture; Sea level; Flood; Mud flat; Brackish; Diatom; Confluence; Annotate; Scale; Ecosystem; Migration; Food chain; Photosynthesis; Bacteria; Hydrological (water) cycle; Precipitation; Runoff; Aquifer; Evaporation; Borough; River Thames; Isle of Dogs; Marsh; Creek; Port; Trade; Dock; Economic activity; British Empire; Container; Monsoon; Refugee; Contaminated; Famine; Aid; Waterfall; Little Ice Age; Climate. | Mountain; Rock; Landscape; Volcano; Crust; Mantle; Magma; Lava; River; Ocean; Hot spot; Summit; Sea level; Island; Tectonic plate; Scale; Mountain range; Himalaya; Andes; Rockies; Alps; Atlas; Urals; Relief; Political; Strata; Continent; fold mountains; Crinoids; Compression; Oxygen; Atmosphere; Blizzard; Glacier; Ridge; Summit; Col; Fossil; Marine; Geology; Silt; Geologist; Sedimentary; Igneous; Metamorphic; Sediment; Limestone; Distribution; Key; Peak; Erosion; Glacier; Settlement; Marsh; Valley; Fodder; Pasture; Minerals; Growing season; Silage; Slurry; Fertiliser; Diversify; Tourists; Economic activity; Precipitation; Climate station; Growing season; Frost; Co-ordinates; Ordnance Survey; Eastings; Northings; Grid square; Grid reference; Disease; Urban; Epidemic; Cholera; Slum; Contamination; Hygiene; Reservoir; Elevation; Impermeable; Gravity; Contour; Spot height; Hydroelectric; Turbine; Generator; Pylons; Sustainable development; Sustainability | Africa; The Gambia; City; Capital city; Market; Senegal; Atlantic Ocean; River Gambia; Rainfall; Dry season; Wet season; Weather; Climate; Drought; Crop; Trade winds; Desertification; Erosion; Life expectancy; Tourists; Desert; Aid; Village; Well; Subsistence; Commercial; Millet; Maize; Groundnuts; Rice; Tropical; Sub-tropical; Insurance; Australia; Victoria; State; Territory; Oceania; Risk; Hazard; Bushfire; Wildfire; Natural disaster; Heatwave; Consecutive; Pattern; Settlement; Site; Situation; Conurbation; Megalopolis; Residents; Transport; Commuter; Infrastructure; Embankment; Rock armour; Tide; Storm; Flood plan; Resilient; Tidal surge; Flood defence; Management; Coast; North Pole; South Pole; Ice cap; Region; Climate graph; Weather station; Precipitation; Snow; Blizzard; Tundra; Glacier; Inuit; Migration; Indigenous; Economy; Culture; Global warming; Mountain range; Northern Hemisphere; Southern Hemisphere; Carbon dioxide; Disease; Season; Habitat; Coral; | Merchant; Transport; Landscape; Environment; Commodities; Manufacture; Caravan; Silk Road; Silkworm; Mulberry; Cocoon; Larvae; Factory; Political map; Countries; Basin; Desert; Depression; Stream; River; Mountains; Arid; Drought; Profit; Trade; Trade route; Domestic trade; International trade; Import; Container; Container ship; Export; Brand; Company; Hectare; Caribbean; Tropical; Climate; Growing season; Drainage; Hurricane; Pesticide; Polyethylene; Irrigation; Profit; Plantation; Technology; Fertiliser; Farm; Smallholder; Shipping; Wholesaler; Retailer; Port; Berth; Dock; Quay; Crane; Dry dock; Ferry; Hydrofoil; River; Confluence; Pier; Refinery; Settlement; Heath; Estuary; Mud flat; Cruise; Cargo; Terminal; Hovercraft; Factory; Farm; Urban; Rural; Fairtrade; Premium; Community; Development; Co-operative; Market; Sustainable; Ethical. | National Park; Location; Distribution; Landscape; Protection; Conservation;; Environment; Urban; Rural; Countryside; Theme park; Remote; Canal; Mill;; Viaduct; Culture; Heritage; Cultural heritage; Community; Festival; Mountain; Reservoir; Waterfall; Wetland; Peat; Windmill; Wind pump; Forest; Outcrop; Granite; Tor; Bronze Age; Stone circle; Moorland; Deciduous; Coniferous; Cliff; Channel; Glacial; Fells; Loch; Firth; Lake; Heathland; Tarn; Coastline; Saltmarsh; Mudflats; Coastal; Bay; Sand dune; Gorge; Chalk; Downland; Grassland; Limestone; Drystone wall; Pot hole; Cave; Chamber; Tourists; Abbey; Medieval; Industrial revolution; Prehistoric; Area of Outstanding Natural Beauty; Region; Southwest England; World Heritage Site; Site of Special Scientific Interest; Valley; Contour lines; Distribution; Sea level; Incline; Dry valley; Stream; Shattered; Fragmented; Ice Age; Scrub; Weathering; Freeze–thaw; Erosion; Technology; Factory; Mill; |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | Observatory; Greenhouse gas; Climate change; Methane; Fossil fuel; Energy; Coal; Petroleum; Oil; Gas; Aerobic; Anaerobic; Pressure; Force; Rock; Sedimentary; Crust; Mantle; Core; Sustainability; Sustainable development; Renewable; Non-renewable; Wind power; Geothermal heat; Hydroelectric power; Solar power; Biofuel. | | Prehistoric; Ceremonial; Mesolithic; Neolithic; Relief; Vegetation; Bracken; Heath; Diversify; Grassland; Marsh; Reeds; Cairn; Standing stones; Quarry; |