



Geography

Lamerton C of E (V.C) Academy and Gulworthy Academy

THE CHOSEN SCHEME OF LEARNING





We have chosen The Connected Curriculum scheme of work as our main teaching resource as we feel that it provides children with a very strong grasp of what it is to be a geographer at the same time as developing their geographical knowledge. It is an enquiry-based scheme with exploring people and environment relationships at its core. It asks big questions about topics, places, themes and issues - questions that are relevant for our children who may live to see the next century.






Throughout Key Stage 1 we challenge and support our children to carry out geographical investigations which enable them to use and apply 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.

Through Lower Key Stage 2 (Years 3 and 4), geographical learning and teaching builds on the knowledge and understanding, skills and outcomes at Key Stage 1, and the pupils are encouraged to reach explanations and reach conclusions about topics, places and issues they have studied. Pupils are expected to base their understanding on interpreting evidence based on data they have collected or presented in a graph. Pupils will also 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 are connected to an issue or place. At FLAG we challenge and support our children to undertake geographical investigations which enable them to use and apply appropriate and increasingly specialised subject vocabulary, subject tools (such as satellite imagery) and fieldwork skills to recognise, identify, describe, observe, reason, explain and reach basic conclusions about the interaction of people with their environments.

At Key Stage 2 (Years 5 and 6) pupils will focus on 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. Additionally, opportunities are provided for the children to evaluate what they have learned and how they have learned it to facilitate their own questions to investigate. Children are actively encouraged to apply what they have learned in one context to another and to understand concepts as well as 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. Through engaging with the Connected Geography units, pupils in years 5 and 6 will be encouraged not only to apply and use their previously learned knowledge and skills, but also to hypothesise about the interaction of people with their environments.

Progression of knowledge and skills

<p>Location Knowledge</p>	<p>This includes understanding and knowing the following: The 7 continents of the world</p> <p>The major oceans and seas Lines of latitude and longitude</p> <p>The equator and what lies to the north and south of it and the climates relating to these areas.</p>
	
<p>Place Knowledge</p>	<p>This will include knowing information about specific towns, cities, and countries in Europe and the rest of the world.</p>
	
<p>Human Features</p>	<p>Human features in Geography are parts of the world's land and sea scapes that have been shaped by people.</p> <p>These include: settlements, trade, economic activity and the consequences of human actions such as pollution and CO² emissions.</p>
	
<p>Physical Features</p>	<p>Physical features in Geography are parts of the world's land and sea scapes that have been formed naturally.</p> <p>These include: rivers, mountains,</p>
	

	Locational Knowledge	Place Knowledge	Human Features	Physical Features	Skills, maps work and field work
					
Year 1	<ul style="list-style-type: none"> Identify hot and cold areas in the world map and begin to understand climate in simple terms - e.g. consider what they might wear if they Name the four countries of the UK Name some of the main towns and cities in the United Kingdom (inc. Plymouth, Exeter, London, Edinburgh, Cardiff, Belfast) 	<ul style="list-style-type: none"> Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods Consider geographical questions e.g. what is it like to live in this place? Express own views about a place, people, environment recognise how places have become the way they are e.g. shops Identify similarities and differences between the 	<ul style="list-style-type: none"> Recognise simple human features (of a seaside area) on an aerial photograph or simple map, showing an awareness that objects look different from above Describe the human geography of where they live. How have humans attempted to overcome extreme conditions 	<ul style="list-style-type: none"> Name the four seasons and describe typical weather conditions for each Describe in simple terms how wind or water has affected the Geography of an area. Recognise simple physical features on an aerial photograph or simple map, showing an awareness that objects look different from above 	<ul style="list-style-type: none"> Observe and record e.g. identify buildings on a street Communicate in different ways e.g. pictures, pictograms simple maps, sketches, labelled diagrams Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times at the park?) Use simple field sketches use a camera Keep a weather chart and answer questions about the weather Use maps, pictures and stories to find out about different places Collect data during fieldwork such as the number of trees/houses Make simple maps and plans Explore maps of the local area Draw a simple picture map

		<p>local environment and one other place</p>			<p>(could be from a story) and label particular features</p>
<p>Year 2</p>	<ul style="list-style-type: none"> Name the continents of the world and find them in an atlas (Europe, North America, South America, Africa, Asia, Antartica, Oceania) Name the world's oceans and find them in an atlas (Atlantic, Pacific, Indian, Arctic, Southern) 	<ul style="list-style-type: none"> Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, 	<ul style="list-style-type: none"> recognise how places have become the way they are e.g. shops Explain how the jobs people do may be different in different parts of the world 	<ul style="list-style-type: none"> Locate the equator and North and South Poles and explain how the weather affects these areas 	<ul style="list-style-type: none"> Observe and record in different ways e.g. sketches, diagrams, ICT, charts Use information texts and the web to gather information about the world's human and physical geography Use compass directions (N, S, E, W) to describe locations

	<ul style="list-style-type: none"> Name and locate the main cities of England, Wales, Scotland and Ireland (London, Birmingham, Cardiff, Edinburgh, Belfast, Dublin) Locate Rainforests of Borneo 	<p>local, vegetation, cliff, sea, season</p> <ul style="list-style-type: none"> Consider geographical questions - Where is this place? What is it like? How has it changed? Express own views about a place, people, environment Compare and describe an area of the UK to a place outside Europe using geographical words 	<ul style="list-style-type: none"> Explain what facilities a town or village might need Suggest ways of improving the local environment Describe how a physical or human process has changed an aspect of the local environment - consider questions such as Do you think that people ever spoil the area or make it better? How? 		<ul style="list-style-type: none"> Use simple field sketches and diagrams, use a camera Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features Collect and organise simple data from first and second hand sources including fieldwork Explain simple patterns and offer explanations (e.g. count traffic and offer an explanation as to why the flow changes at different times) Compare two settlements using globes, maps, plans (at a range of scales) Use contents/index to locate a country and draw information from a map Draw simple maps or plans using symbols for a key
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Year
3

- **Locate the Mediterranean** and explain why it is a popular holiday destination
- Name a number of countries in the Northern Hemisphere - see just know it.
- **Name and locate vegetation belts across the UK**
- **Name and locate the capital cities of neighbouring European countries - just know it.**
- Name and locate some of the world's mega cities - just know it
- **Locate the countries of Europe, North and South America - just know it**

- Link words to topic e.g. river, meander, flood, plain, location, industry, transport
- Use correct geographical words to describe a place and the things that happen there
- **Locate the Mediterranean** and explain why it is a popular holiday destination
- Name and locate vegetation belts across the UK, explaining how some of these have changed over time
- Identify changes in the local and global environment
- Locate and explain the significance of the Northern and

- Identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort, new housing estate
- Describe and compare different features of human of a place, offering explanations for the locations for some of these features
- Identify how people both damage and improve the environment
- Provide a reasonable explanation for features in relation to location (e.g. the shops out of

- Use technical and geological vocabulary to describe physical processes
- **Describe how volcanoes are created**
- **Describe how earthquakes are created**
- Describe and compare different physical features of a place, offering explanations for the locations for some of these features
- Sequence and explain features of a physical weather process, such as the water cycle

- **Describe route and direction using & compass points e.g. N, S, E, W, NW, NE, SW, SE**
- Ask geographical questions: where is this location? What do you think about it?
- Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures, temperatures
- Hold geographical debate
- record evidence: e.g. construct questionnaire, field sketch, brainstorm words about a place, e-learning, atlases
- Communicate in ways appropriate to task and audience e.g. use questionnaires, charts, graphs to show results, write views to local paper
- Draw and use more detailed field sketches and diagrams, using symbols for a key
- Observe, measure and record the human features in the local area responding to a range of geographical questions

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		Southern hemispheres and the Arctic and Antarctic Circles	bigger because there is more space)		<ul style="list-style-type: none">• Locate appropriate information, needed for a task, from a source material Draw maps more accurately plan view (from above) and use a key accurately• Use maps and atlases appropriately by using contents and indexes• Use some basic OS map symbols• Understand and use 4 and 6 figure grid references• Use eight points of a compass to describe the location of a country or geographical feature
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Year
4

- Know the difference between the British Isles, Great Britain and UK
- Know the countries that make up the European Union (and the fact that Britain is now not part of it)
- Name the areas of origin of the main ethnic groups in the UK and in their school
- Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism
- Locate the Tropic of Cancer and the Tropic of Capricorn
- Name up to six cities in the UK and locate them on a map (revise: Plymouth, Exeter, London, Edinburgh, Cardiff, Belfast - Learn: Birmingham, Glasgow, Liverpool, Bristol, Manchester, Sheffield*)
- Locate and name some of the main islands that surround the UK (Hebrides, Shetland Islands, Orkney Islands, Isles of Scilly, Isle of Mann - see below)
- Name and locate major world jungles and deserts (EG. Antarctica, Arctic, Sahara, Arabian, Gobi, Kalahari deserts and rainforests of Borneo, Amazon, India, Sri Lanka and West Africa)

- Carry out research to discover features of cities and villages
- Explain why people are attracted to living in cities
- Explain why people may choose to live in a village rather than a city

- Describe how physical activity has impacted and/or changed the human characteristics of a place in the world
- Explain how people try to sustain environments
- Describe how physical processes have changed the characteristics of a landscape, country or continent and how it can affect the lives and activities of the people living there
- Compare and contrast how areas of the world have capitalised on their physical and human features

- Ask questions - what is this landscape like? what will it be like in the future?
- Describe how physical activity has impacted and/or changed the physical characteristics of a place in the world
- Compare and contrast how areas of the world have capitalised on their physical and human features
- Understand the concept of biomes and climate zones
- Understand the concept of vegetation belts

- Describe route and direction linking N/S/E/W with degrees on the compass
- Link words to topic e.g. contour, height, valley
- Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures and maps
- Identify and explain different views of people including themselves
- Collect and record evidence: show questionnaire results in simple chart or colour coded maps which demonstrate patterns
- Communicate in ways appropriate to task and audience
- Collect and analyse data from first- and second-hand sources, identifying and analysing patterns and suggesting reasons for them
- Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)
- Suggest which source material to use for a specific task, locating the information needed
- Suggest where in the world an aerial photo or satellite image shows, explaining

					<p>reasons for • their suggestions Draw an accurate map - develop more complex key use</p>
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					<p>contents/index to locate position of location including page/coordinates</p> <ul style="list-style-type: none">• Draw sketch maps and plans using standardised symbols and key• Locate and name geographical features on an Ordnance Survey map (support resource - see below)• Plot a route on a map or a globe, from one place to another, identifying countries or significant landmarks that are passed• Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries across the world.
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Year
5

By this stage significant human and physical geography is addressed through skills and fieldwork

- Name the rivers of the UK (Tamar, Exe, Axe, Thames, Wye, Severn, Great Ouse, Trent, Ouse, Tyne, Tweed)
- Name and locate many of the world's major rivers on maps (Volga, Danube, Rhine, Yangtze, Ganges, Yellow (Huang), Nile, Congo, Murray-Darling, Mississippi, Amazon) Also see above for UK rivers
- Name and locate many of the world's most famous mountain regions and volcanoes on maps (Rockies, Andes, Alps, Himalayas + three UK highest mountains: Scafell Pike, Snowdon, Ben Nevis. Volcanoes of: Japan, Iceland, Hawaii, Italy, Cape Verdi, Guatemala etc)

- Link words to theme e.g. river - erosion, deposition, transportation, coasts, long shore drift, headland
- Explain why many cities of the world are situated by rivers and why this makes it an attractive location

- Explain how a location fits into its wider geographical location; reference to human and economical features
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- Explain why many cities of the world are situated by rivers and why this makes it an attractive location
- Develop concept of biomes
- Describe the physical features of rivers (see place knowledge)
- Describe physical features of a mountain

- Describe route, direction and location, linking 8 points of compass to degrees on compass
- Ask questions: what is this landscape like? how has it changed? what made it change? how is it changing?
- Analyse evidence and draw conclusions e.g.
- compare historical maps of varying scales, temperature of various locations and its influence on people
- Identify and explain different views of people including themselves
- Design and use questionnaires to obtain views of community on subject
- Collect and record evidence
- Conduct a land use survey
- Communicate in ways appropriate to task and audience e.g. persuasive writing - present information on map overlays to show levels of information e.g. old/new
- Plan a journey to a place in another part of the world, taking account of distance and time
- Field sketches should show understanding of pattern, movement and change

					<ul style="list-style-type: none"> • Draw in scale - accuracy of scale locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/
<p>Year 6</p> <p>By this stage significant human and physical geography is addressed through skills and fieldwork</p>	<ul style="list-style-type: none"> • Revise capital cities of Europe and major cities from around the world. Including capitals of: USA, Canada, South America -as below, most European cities, India, Kenya, Egypt, New Zealand, Australia, Japan, China, Pakistan • Revise and extend naming of cities and countries in North, Central (pt. of North America) and South America (countries = Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, Guyana, Suriname, Guatemala, Paraguay, Brazil, Uruguay, Galapagos Islands) and locating on a world map and atlas • Explain how the time zones work 	<ul style="list-style-type: none"> • Link words to theme e.g. settlement, urban, rural, land use, sustainability, rivers, confluence, tributary 	<ul style="list-style-type: none"> • Give an extended description of the human features of different places around the world 	<ul style="list-style-type: none"> • Describe how some places are similar and others are different in relation to their physical features 	<ul style="list-style-type: none"> • Continue to perfect accuracy in describing routes using 8 points of the compass. (Introduce the concept of 16 points.) • Cement use of 6 figure grid references. • Ask questions: what is this landscape like? how is it changing? What patterns can you see/ how has the pattern changed? • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use and temperature. • Look for patterns and explain reasons behind them • Identify and explain different views of people including themselves and justify in detail • Communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school • Field sketches should show understanding of pattern, movement and change • Use maps, aerial photos, plans

					<p>and webresources to describe what a locality might be like</p> <p>locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.</p> <ul style="list-style-type: none">• use OS maps to answer questions• recognise key symbols used on ordnance survey maps• use eight points on a compass
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Just know it...	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Locational knowledge, geographical language</p>	<ul style="list-style-type: none"> Name the four countries of the UK Name some of the main towns and cities in the United Kingdom (inc. Plymouth, Exeter, London, Edinburgh, Cardiff, Belfast) 	<p>Use compass directions (N, S, E, W) to describe locations</p>	<ul style="list-style-type: none"> Describe route and direction using 8 compass points e.g. N, S, E, W, NW, NE, SW, SE Name a number of countries in the Northern Hemisphere (Inc. England, Scotland, Wales, Northern Ireland, Ireland, Canada, USA, Russia, Germany, France, Spain, Italy) 	<ul style="list-style-type: none"> Describe route and direction linking N/S/E/W with degrees on the compass Know the difference between the British Isles, Great Britain and UK Know the countries that make up the European Union (and the fact that Britain is now not part of it) (27 countries in total) Name the areas of origin of the main ethnic groups in the UK and in their school Understand the concept of biomes 	<ul style="list-style-type: none"> Describe route, direction and location, linking 8 points of compass to degrees on compass Name the rivers of the UK (Tamar, Exe, Axe, Thames, Wye, Severn, Great Ouse, Trent, Ouse, Tyne, Tweed) Develop concept of biomes 	<ul style="list-style-type: none"> Continue to perfect accuracy in describing routes using 8 points of the compass by accurately referring to angles. (Introduce the concept of 16 points.) Cement use of 6 figure grid references. Explain how the time zones work

Fieldwork skills and map work

- Locate the four countries of the United Kingdom on a map
- Find where they live on a map of the UK

- Name the continents of the world and find them in an atlas (Europe, North America, South America, Africa, Asia, Antarctica, Oceania)
- Name the world's oceans and find them in an atlas (Atlantic, Pacific, Indian, Arctic, Southern)
- Name and locate the main cities of England, Wales, Scotland and Ireland (London, Birmingham, Cardiff, Edinburgh, Belfast, Dublin)
- Use simple compass directions and

- Understand and use 4 and 6 figure grid references
- Name and locate the capital cities of neighbouring European countries (inc. Paris, Madrid, Dublin, Rome, Berlin and revise Edinburgh, Cardiff, London, Belfast)
- Name and locate some of the world's mega cities (Eg. Tokyo, Delhi, Shanghai, Mexico City, New York, Mumbai, Sao Paulo, Beijing, Dhaka, Karachi)
- Use eight points

- Locate the Tropic of Cancer and the Tropic of Capricorn
- Name up to six cities in the UK and locate them on a map (revise: Plym, Exe, Lon, Edin, Card, Belf - Learn: Birmingham, Glasgow, Liverpool, Bristol, Manchester, Sheffield*)
- Locate and name some of the main islands that surround the UK (Hebrides, Shetland Islands, Orkney Islands, Isles of Scilly, Isle of Mann - see below)
- Locate and name geographical features

- Name and locate many of the world's major rivers on maps (Volga, Danube, Rhine, Yangtze, Ganges, Yellow, Nile, Congo, Murray-Darling, Mississippi, Amazon) Also see above for UK rivers
- Name and locate many of the world's most famous mountain regions and volcanoes on maps (Rockies, Andes, Alps, Himalayas + three UK highest mountains: Scafell Pike, Snowdon, Ben Nevis. Volcanoes of:

- use OS maps to answer questions
- use eight points on a compass
- Revise capital cities of Europe and major cities from around the world. Including capitals of: USA, Canada, South America - as below, most European cities, India, Kenya, Egypt, New Zealand, Australia, Japan, China, Pakistan
- Revise and extend naming

		<p>locational/directional language when using maps</p> <ul style="list-style-type: none"> • Locate the equator and North and South Poles and explain how the weather affects these areas • Locate Rainforests of Borneo 	<p>of a compass</p> <ul style="list-style-type: none"> • Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles • Locate the countries of Europe, North and South America (inc. Canada, USA inc. Alaska, Mexico, Cuba, Columbia, Peru, Brazil, Argentina) 	<p>on an Ordnance Survey map (support resource - see below)</p> <ul style="list-style-type: none"> • Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries across the world. • Name and locate major worlds jungles and deserts (EG. Antartica, Artic, Sahara, Arabian, Gobi, Kalahari deserts ang rainforests of Borneo, Amazon, India, Sri Lanka and West Africa) 	<p>Japan, Iceland, Hawaii, Italy, Cape Verdi, Guatemala etc)</p>	<p>of the USA and Canada, Central + North and South American (Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, Guyana, Suriname, Paraguay, Guatemala Brazil, Uruguay, Galapagos Islands) countries on a world map and atlas</p>
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