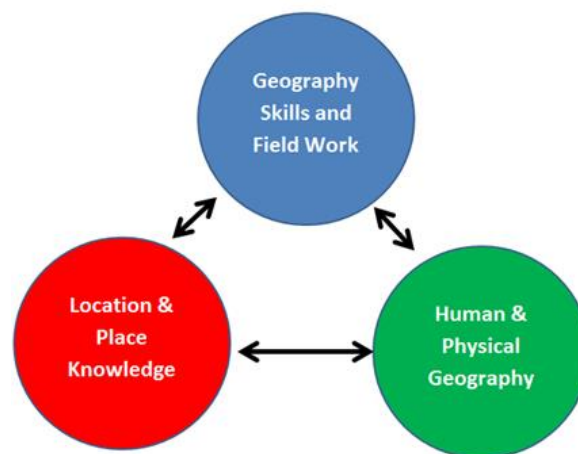




Local and World Geography Topics

Vision

Our geography curriculum promotes a curiosity about the world for our learners. It will enable our learners to be confident to understand and ask questions about the world around them. We endeavour for Geography to be learned inside and outside of the classroom. Learning will be developed from the three core strands which are Geographical Skills linked to fieldwork, Places and Location Knowledge and the Understanding of Human and Physical Geography. Learners will ‘think like a geographer’.



In foundation stage, Geography is taught through the curriculum area ‘Understanding the World,’ which also links in to other subjects including science, history. Children are encouraged to experience the world around them and to investigate plants, animals and the environment they may see in their outdoor areas. Children are introduced to the appropriate vocabulary to describe their observations and are encouraged to look at what they see closely, in order to draw it and label it accurately. Children are exposed to the beginnings of map work in foundation stage, they are also encouraged to develop models and images of the local area, including homes, places of worship, animal homes and our school.

In Key Stage 1, the local area around Townlands is looked into in more detail to help children understand the world around them. Fieldwork is arranged, whereby children learn to draw and interpret maps in order to complete fieldwork effectively. Other sources of geographical information are used including world maps, atlases, globes, aerial photographs and ICT equipment. The children will also learn about the weather patterns in the UK and hot and cold areas of the world.

In Key Stage 2 there is an opportunity to build on previous skills by focussing on three main areas:

- Locational knowledge
- Place knowledge
- Human and physical geography

Locational knowledge equips the children with the skills to identify places using different sources of geographical information. Children will use maps to focus on Europe and North and South America. Skills will be developed in order to locate the countries of the United Kingdom and their capitals.

Geographical similarities and differences are examined under the place knowledge section of the curriculum by comparing the geography of a region of the United Kingdom with a region in a European country and with a region in either North or South America.

The children will observe the human and physical features of their local community and also that of one further afield. They will understand key aspects of geography and begin to examine the human impact on the environment.

EYFS		
Being me in my world Night and day Autumn	Dangerous dinosaurs Once upon a time Spring	Out and about in the local community Big wide world Transport and travel Summer
• Observe seasonal change • Know the name of your school and talk about joining a new school community. • Talk about members of their immediate family and community. • Celebrations in the community	• Map out a dinosaur environment/setting. • Create a map featuring Jack's house, the market, the beanstalk and the castle. • Local walk to the church in Earl Shilton. Make comparisons between the story and the local area. • Nature walk around the school.	• Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. • Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors. • Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'. • Begin to name a variety of buildings in our town. • People who help us in our community. • Familiarise children with the name of the road, and or village/town/city the school is located in.

Year 1		
Where do the leaves go to in winter?	Why can't a meerkat live in the North Pole?	Where do the wheels on the bus go?
• Explain how the weather changes with each season. • Begin to explain why they would wear different clothes at different times of the year. • Make simple maps and plans e.g. pictorial place in a story. • Name, describe and compare familiar places.	• Explain the main features of a hot and cold place. • Describe using words and pictures. • Say something about the people who live in hot and cold places. • Explain what they might wear if they lived in a very hot or a very cold place. • Point out where the Equator, North Pole and South Pole are on a globe or atlas.	• Confidently tell someone their address. • Link their homes with other places in their local community. • Name key features associated with a town or village, e.g, church, farm, shop, house. • Identify the four countries making up the UK. • Name some of the main towns and cities in the UK. • Name key features associated with a town or village, e.g, factory, detached house, semi-detached house, terrace house. • Understand how some places are linked to other places e.g. roads, trains.

Year 2		
Why do we love to be beside the seaside?	Why is Earl Shilton Important?	Where would you prefer to live: England or Australia?
• Describe some physical features of own locality. • Explain what makes the seaside special. • Describe the features associated with an island. • Describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley. • Describe some human features of the seaside, such as the jobs people do. • Explain whether people ever spoil the area? How? • Explain whether people try to make the area better? How? • Explain what facilities a town or village might need. • Name the main cities of England, Wales, Scotland and Ireland? • Name, locate and identify characteristics of the seas surrounding the UK.	• Find where they live on a map of the UK. • Describe some physical features of their town. • Explain what makes their town special. • Use simple fieldwork and observational skills to study the geography of their school / grounds and the key human and physical features of its surrounding environment. • Describe some places which are not near the school. • Describe the key features of a place, using words like, forest, hill, mountain, valley. • Describe some human features of their town, such as the jobs people do. • Explain what facilities a town might need. • Explain whether people ever spoil the area? How? • Explain whether people try to make the area better?	• Explain what makes a locality special. • Describe a place outside Europe using geographical words. • Describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley. • Explain how the jobs people do may be different in different parts of the world. • Name the continents of the world and find them in an atlas. • Name the world's oceans and find them in an atlas.

Year 3	
Why do so many people choose the Mediterranean for their holidays? Italy Today	What makes the Earth angry?
• Use maps and atlases appropriately by using contents and indexes. • Confidently describe physical features in a locality. To locate Italy in the world. • Locate the Mediterranean and explain why it is a popular holiday destination. • Confidently describe human features in a locality. • Explain why a place is like it is. To know about the physical geography of Italy. • To know about the famous cities and landmarks of Italy. • To know about the culture of Italy. • Explain differences in the lives of people living in the Mediterranean to their own. • To explore how food is produced in Mediterranean climate zones. • Name some well-known European countries. • Name and locate the capital cities of neighbouring European countries? • Awareness of different weather in different parts of the world, especially Europe?	• Use maps and atlases appropriately by using contents and indices. • Describe how volcanoes and earthquakes are created. To explore the features of volcanoes. • To understand what tectonic plates are and what the 'ring of fire' is. • To compare a volcanic area to a non-volcanic area. • Confidently describe physical features in a locality. • Describe how volcanoes/earthquakes have an impact on people's lives. To explore life in volcanic areas. • To know how volcanoes erupt and to find out about the destruction of Pompeii • Explain why a locality has certain human features. • Name a number of countries in the Northern and Southern Hemisphere. • Locate and name some of the world's most famous volcanoes.

Year 4	
Countries of the World	Village Settlers – where would you choose to build a village/city
•To be able to identify the continents of the world. •To be able to locate countries on a world map. •To find out about some of the key geographical features of each continent. •To be able to locate major capital cities of the world. •To be able to use a variety of sources to identify human and physical features in a particular country. •To be able to find similarities and differences between different countries. •To locate countries and continents within the Northern Hemisphere and the Southern Hemisphere.	•Describe the main features of a well-known city/ village. • Explain why people are attracted to live in cities/ Villages/economic activity. • Know the difference between the British Isles, Great Britain and UK? • Name up to six cities in the UK and locate them on a map. • Name the areas of origin of the main ethnic groups in the UK & in their school. •To find out about the needs of early settlers and the origins of place names. •To be able to identify settlements and reasons for their original siting. •To be able to identify a range of mapping symbols and know their meanings. •To understand and describe how settlements are connected. •Create sketch maps when carrying out a field study. •To be able to design a village settlement influenced by physical features and personal choice.

Year 5	
The Journey of a River: Investigating Rivers	The United Kingdom
• Name and locate many of the world's major rivers on maps. • Use digital/computer mapping to locate countries and describe the features studied. • Explain why many cities of the world are situated by rivers. • Explain how a location fits into its wider geographical location, with reference to physical, human and economical features. • Explain the key aspects of the water cycle. • Explain why water is such a valuable commodity. • Explain how water is collected, stored, treated and used in the United Kingdom. • Compare water usage in the UK with water usage and availability in a contrasting non-European country. • Explain what a place might be like in the future, taking account of issues impacting on human features.	• Locate and name different cities and counties throughout the UK. • Give extended description of the physical features of different cities and counties. • Describe how some places are similar and others are different in relation to their physical features: climate zones, biomes and vegetation belts, rivers and mountain ranges. • Explain what natural and renewable resources the UK produces, such as energy, food, minerals and water. • Describe how some places are similar and others are different in relation to their human features: land use, coast line, types of settlement and population. • Recognise key symbols used on ordnance survey maps. • Map land use with their own criteria when carrying out a field study. • Explain how land-use patterns may have changed over time.

Year 6

Mountains of the World

- Name and locate many of the world's most famous mountain regions on maps.
- Make comparisons between a region of the UK and a region in North America.
- Choose the best way to collect information needed and decide the most appropriate units of measure.
- Make careful measurements and use the data.
- Use maps, aerial photos, plans and web resources to describe what a locality might be like.
- Give extended description of the human and physical features of different places around the world, including similarities and differences.
- Recognise key symbols, including contours, used on ordnance survey maps.
- Use latitude and longitude to refer to locations.
- Identify and name the Tropics of Cancer and Capricorn, and the Arctic and Antarctic circles.

What does South America have to offer?

- Find possible answers to their own geographical questions, relating to contrasting and distant places.
- Plan a journey to a place in another part of the world, taking account of distance and time.
- Explain why many cities of the world are situated by rivers.
- Explain how a location fits into its wider geographical location, with reference to physical, human and economical features.
- Locate and name the main countries in South America on a world map and atlas.
- Make comparisons between a region of the UK and a region in South America.
- Use latitude and longitude to refer to locations.

Geography – Geographical Skills and Fieldwork

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills and Fieldwork	• Ask simple geographical questions. • Use simple observational skills to explore the school grounds. • Make simple maps. • Describe their relative position such as 'behind' or 'next to' • Use directional language forwards, backwards, left and right to give instructions to a technological toy.	• Ask simple geographical questions and discuss responses e.g. What is it like to live in this place? • Use simple observational skills to study the geography of the school and its grounds. • Use simple maps of the local area e.g. large scale print, pictorial etc. • Use locational language (e.g. near and far, left and right) to describe the location of features and routes. • Make simple maps and plans e.g. pictorial place in a story.	• 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. • Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. • 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. • Use simple fieldwork and observational skills to study the geography of their school and its	• Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think it might be like if... continues? • Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. • Recognise that different people hold different views about an issue and begin to understand some of the reasons why. • Understand and use a widening range of geographical terms e.g. specific topic vocabulary – volcanoes, earthquakes, crater, mantle, tectonic plate, landslide, tsunami etc • Use and interpret maps, globes, atlases	• Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland etc. • Measure straight line distances using the appropriate scale. • Use four figure grid references • Use the 8 points of a compass. • Make plans and maps using symbols and keys. • Draw accurate maps with more complex keys. • Plan the steps and strategies for an enquiry. • Use fieldwork instruments e.g. camera, rain gauge. • Make more detailed fieldwork sketches/diagrams	• Understand and use a widening range of geographical terms e.g. specific vocabulary – urban, rural, land use, climate zones, biomes and vegetation belts etc. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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 his/her knowledge of the United Kingdom and the wider world. • 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	• Understand and use a widening range of geographical terms e.g. specific topic vocabulary – sustainability, tributary, trade links, longitude, latitude, etc. • Suggest own questions for investigation. • Carry out investigations with greater emphasis on contrasting and distant places. • Analyse evidence and draw conclusions, identify patterns and explain reasons e.g. comparing land-use or temperatures. • Use the eight points of a compass, four and six figure grid references accurately.

			grounds and the key human and physical features of its surrounding environment.	and digital/computer mapping to locate countries and key features.		graphs, and digital technologies. •Use maps, charts etc to support decision making about the location of places	
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Geography – Locational Knowledge

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	•Talk about different types of transport and journeys. •Talk about the features of their own immediate environment and how environments might vary from one another. •Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. •Name the school and area that they live in.	• Understand how some places are linked to other places e.g. roads, trains. •Name and locate 3 of the world's seven continents (Asia, Africa, Antarctica) •Name and locate the 4 countries of the United Kingdom.	• Name and locate the world's 7 continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the UK. • Name, locate and identify characteristics of the seas surrounding the UK.	• Demonstrate knowledge of features about places around him/her and beyond the UK • Understand the location of the UK in relation to Europe. • Identify where countries are within Europe.	• Recognise the different shapes of the continents. • Identify where countries are within Europe, including Russia. • Recognise that people have differing qualities of life living in different locations and environments. • Know how the locality is set within a wider geographical context.	• Describe and understand key aspects of physical geography, including: rivers and the water cycle. • Know about the physical features of coasts and develop understanding of erosion and deposition. • Describe and understand key aspects of human geography, including: types of settlement, land use, and the distribution of natural resources, such as water. • Understand how humans affect the environment over time. • Know about changes to the world environments over time. • Understand why people seek to manage and sustain their environment.	• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, and mountains. • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Develop understanding of how humans affect the environment over time. • Develop understanding of changes to the world environments over time.

Geography – Human and Physical

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical	•Begin to describe seasonal and daily weather changes. Look closely at similarities, differences, patterns and change. •Know about similarities and differences in relation to places, objects, materials and living things.	• Describe seasonal and daily weather changes. •Use basic geographical vocabulary to refer to key features of places. •Begin to identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.	• Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use basic geographical vocabulary to refer to key features of places. Physical - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. Human - city, town, village, factory, farm, house, office, port, harbour, shop	• Identify physical and human features of the locality. • Explain about weather conditions/patterns around the UK compared to parts of the Europe.	• Describe human features of the UK regions, cities and/or counties. • Understand the effect of landscape features on the development of a locality. • Describe how people have been affected by changes in the environment • Explain about natural resources e.g. water in the locality. • Explore weather patterns around parts of the world.	• Compare the physical and human features of regions within the UK, such as coastal and rural, identifying similarities and differences. • Compare the physical and human features of a region within the UK, with a region of a contrasting non-European country.	• Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, European country and a region within North or South America.

Geography – Place Knowledge

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	• Know about similarities and differences in relation to places in the local area. • Talk about features of their own immediate environment and how environments may vary from one another. Express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.	• Name, describe and compare familiar places.	• Link their homes with other places in their local community. • Know about some present changes that are happening in the local environment. • Suggest ideas for improving the school environment. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.	• Understand why there are similarities and differences between places. • Develop an awareness of how places relate to each other.	• Know about the wider context of places – region, country. • Understand why there are similarities and differences between places.	• Compare the physical and human features of regions within the UK, such as coastal and rural, identifying similarities and differences. • Compare the physical and human features of a region within the UK, with a region of a contrasting non-European country.	• Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, European country and a region within North or South America.