



Harbertonford C of E Primary

Geography Curriculum Plan Years EYFS-6



Rationale/Intent

We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Harbertonford enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Harbertonford and also to their further education and beyond.

Implementation

A rich vocabulary: thinking and talking like an expert...

Children are able to articulate their learning using technical vocabulary with confidence and a clear understanding. The vocabulary they will use will be supported, but not limited, by the list below:

KS1 Geography Vocabulary List

street	left	teacher	forest	Belfast	bungalow	South	journey	plan	summer
house	right	caretaker	sea	terraced	town	east	spring	winter	building
bungalow	forwards	Head Teacher	soil	west	England	Northern Ireland	hot	wet	right
school	backwards	cleaner	port	semi-detached	Scotland	North Pole	smaller	ocean	car
church	above	Police Officer	hill	South Pole	junction	address	Wales	Cardiff	hail
zebra crossing	under	doctor	river	Irish Sea	village	long	distant	city	factory
traffic lights	tunnel	dentist	vegetation	North Sea	location	short	globe	desert	London
bridge	roundabout	map	harbour	English Channel	route	wide	autumn	North	equator
near	transport	wind	mountain	local	narrow	cliff	dry	cold	seasons
far	lorry	snow	valley	landscape	farm	South	coast	Edinburgh	beach
left	bus	rain	seasonal	environment	Dublin	travel	Eire	behind	fog

Lower KS2 Geography Vocabulary List

settlement	valley	mountain	humid	contour	polytunnel	polytunnel	settlement patterns
community	vegetation	weathering	coastal	height	intensive farming	intensive farming	inland
landscape	soil	erosion [within weathering]	evaporation	hydroponics	arable farming	polytunnel	natural disaster
relief map	peat	port	precipitation	allotment	market gardening	intensive farming	ox-bow lake
political map	loam	harbour	condensation	distribution	mixed farming	environment	tropical
cliff	clay	factory	hemisphere	import	organic farming	warm	polar
ocean	lake	office	productivity	export	distance	trade	tropical
fieldwork	transport [carry]	industry	natural resources	native/ indigenous	scale	urban/ rural	polar
sketch	diagram	compass	man-made materials	sustainable	grid reference	weather	climate zone
North East	South East	North West	hemisphere	weathering/erosion	satellite	equator	South West

Upper KS2 Geography Vocabulary List

climate/ weather	flood plain	deposition	grid reference	Northern hemisphere	pollution	migrate	naturalised	Arctic
climate zones	meander	transportation	symbols	Southern hemisphere	export	disperse	indigenous	Antarctic
tributary	surface	confluence	urban	Tropic of Capricorn	import	sustainability	immigrant	renewable
vegetation belts	sea level	mouth	rural	Tropic of Cancer	tropical	natural disaster	survey	population
river	grid reference	source	land use	Equator	equatorial	natural resources	questionnaire	biomes
delta	terrain	products	congestion	latitude	subterranean	canopy [trees]	latitude	vegetation belts
ox-bow lake	features	industrial	pollution	longitude	location	Ordnance Survey	longitude	climate zones
grid reference	contour lines	continent	tectonic plates	deforestation	minutes[location]	distance	Greenwich/Prime Meridian	conservation
landscape	natural	sub-continent	ground water	condensation	evaporation	excursion	scale [maps]	contours

water cycle	population	development	tourist	industry	settlement	irrigation	precipitation	arid
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Geography is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

In KS1, children begin to use maps and recognise key physical features (such as the oceans of the world), which later builds to exploring the continents and using compass skills as they progress in to Y2. In Y2, children will continue building their map skills by identifying key countries and capital cities. Further in to Y2/3, children have the opportunity to begin to make comparisons between a local and non-European countries as part of their Incredible India topic; allowing them to ask more questions and make enquiries. As children progress in to Y4, they begin to take their comparisons wider around the world, including South America. Year 5 and 6 allows children to fully embed and consolidate their geography learning. They make cross-curricular connections by linking UK Monarchy with maps and power to gain a broader understanding of the World and history. They will also use more modern forms of recording and analysis; such as digital maps.

Across both key stages, children have the opportunity to apply their geography learning and use key fieldwork skills through a range of trips and visitors, linked to topics. This supports the cross-curricular outcomes that are planned for and enables children to be fully immersed in their inclusive and thematic education.

The National Curriculum

At the end of EYFS, level expected:

The most relevant early years outcomes for geography are taken from the following areas of learning:

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Relation to places, objects, materials and living things - they talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage One

Locational Knowledge

Pupils should be taught to:

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

Pupils should be taught to:

- 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.

Human and Physical Geography

Pupils should be taught to:

- 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;
- 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; & key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Key Stage Two

Locational Knowledge

Pupils should be taught to:

- Locate the world's countries, using maps to focus on 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;
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
- 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).

Place Knowledge

Pupils should be taught to:

- 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.

Human and Physical Geography

Pupils should be taught to:

Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
- 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.

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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 their 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 graphs, and digital technologies.

EYFS – Progressive Curriculum Plan

30-50 Months	Understanding the World	The World	<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>To talk about why things happen and how things work.</p> <p>To develop an understanding of growth, decay and changes over time.</p> <p>To show care and concern for living things and the environment.</p>
40-60 Months	Understanding the World	The World	To look closely at similarities, differences, patterns and change.
ELG	Understanding the World	People and Communities	<p>To talk about past and present events in their own lives and in the lives of family members.</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>

Progressive Curriculum plan – Key NC End Points (Y1-Y6)

	KS1	LKS2	UKS2
Location knowledge	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. 	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; 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; use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.

KS1 Geography National Curriculum

Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.

Children can:

compare the UK with a contrasting country in the world;

compare a local city/town in the UK with a contrasting city/town in a different country;

use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.

Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.

KS2 Geography National Curriculum

Children can 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.

Children can:

understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;

explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;

understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;

explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;

use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.

Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.

KS2 Geography National Curriculum

Children can 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.

Children can:

understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;

understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;

use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.

Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.

KS1 Geography National Curriculum

Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.

Children can:

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;

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;

use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.

KS2 Geography National Curriculum

Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.

Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.

Children can:

describe and understand key aspects of:

physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;

human geography, including: types of settlement and land use;

use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.

Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.

KS2 Geography National Curriculum

Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Children can:

describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;

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;

use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.

KS1 Geography National Curriculum

Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.

Children can:

use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;

use simple compass directions and locational and directional to describe the location of features and routes on a map;

devise a simple map; and use and construct basic symbols in a key;

use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;

use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.

Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.

KS2 Geography National Curriculum

Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Children can:

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;

use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;

use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;

use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.

Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.

KS2 Geography National Curriculum

Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.

Children can:

use maps, atlases, globes and digital/computer mapping to locate countries and describe features;

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;

use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;

use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

Key skills progression document (see website)

Rolling Programme (see curriculum page for geography planned across each term, specific to individual classes)

Impact

All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.