

	Fieldwork	Locational Knowledge	Place Knowledge	Human and Physical Geography
EYFS				
30-50m/40-60m <i>Town, road, path, houses, buildings, gardens, playgrounds, parks</i>	<ul style="list-style-type: none"> Talk about features of their environment (e.g. plants, different areas)—use small world people and construction to be able to create their own environment/map Look at photographs and talk about how their environment changes over time (e.g. new houses being built) 	<ul style="list-style-type: none"> Explore and talk about and ask questions about the environment they live in 		<ul style="list-style-type: none"> Children need to be able to care for their environment
40-60m/ELG <i>Maps, buildings, area, places, changes, differences, flats, churches, synagogues, village</i>	<ul style="list-style-type: none"> Spot patterns within their environment (e.g. brickwork, simple maps) Recreate maps throughout block play, range of construction materials 			<ul style="list-style-type: none"> Children need to be able to use their imagination to create their own environments and then discuss how these environments change as they change/adapt them Notice different buildings (e.g. places of worship) in their local area and how they vary
ELG/Exceeding <i>Observational, select, adapt, change, differences, map, symbol, signs, aerial view</i>	<ul style="list-style-type: none"> Compare two different areas using maps (Simple Ordnance Survey maps or aerial view maps) 	<ul style="list-style-type: none"> Describe environments using non-fiction books and maps 	<ul style="list-style-type: none"> Children know about similarities and differences in relation to <u>places</u>, objects, materials and living things Talk about and compare features of their own immediate environment and how different environments might vary from one another 	<ul style="list-style-type: none"> Make observations about why some changes to the environment happen (e.g. pollution and how we can help the world we live in now)

KS1

	Fieldwork	Locational Knowledge	Place Knowledge	Human and Physical Geography
Year 1	<ul style="list-style-type: none"> Using a globe and a world map; know where the Equator, North/South Pole are located Using simple plans, street maps and sketches; identify basic map symbols, begin to recognise NESW on a compass, know and use locational and directional language Compare and contrast features using terrestrial photos Make simple observations and recordings (Pictograms, tally charts, Venn diagrams) Know their house number and street name Ask simple geographical questions e.g. What is it like to live in this place? 	<ul style="list-style-type: none"> Know the names of the four countries that make up the UK and name the bodies of water that surround the UK Recognise the seven continents of the world Identify some of the human and physical characteristics of the four countries of the UK 	<ul style="list-style-type: none"> Know features of hot and cold places in the world Understand location in relation to the Equator, North and South Pole 	<ul style="list-style-type: none"> Compare and contrast the hottest and coldest seasons in the UK (link to science) Recognise the main weather symbols Recall the main differences between a village, town and city
Year 1 vocab	Globe, atlas, map, Equator, North/South Pole, observe, record, compass, left, right, below, next to	England, Ireland, Scotland, Wales, North Sea, Irish Sea, English Channel, Atlantic Ocean, Europe, Africa, Antarctica, North/South America, Asia, Australasia (Oceania)	Hot, sand, desert, tropical, rainforest, heat, sun, temperature, cold, ice, snow, polar, Inuit, Antarctica, Arctic, minus, ice caps, below freezing	Season, weather, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation
Year 2	<ul style="list-style-type: none"> Using a range of maps and globes (human and 	<ul style="list-style-type: none"> Know the name of and locate the four capital 	<ul style="list-style-type: none"> Know the main differences between Fareham (England) and that of a small 	<ul style="list-style-type: none"> Compare and contrast human and physical features of a city or village

	<p>physical); recognise and identify where the Equator, North/South Pole are located</p> <ul style="list-style-type: none"> Using simple plans and street maps; identify and classify basic map symbols, recall NESW on a compass, describe location of features and routes Compare and contrast features using terrestrial and aerial photos Make simple observations and recordings (Pictograms, tally charts, bar graphs, Venn diagrams, and tables) Know their address, including postcode 	<p>cities of England, Wales, Scotland and Northern Ireland</p> <ul style="list-style-type: none"> Know the names of and locate the five oceans of the world Know the names of and locate the seven continents of the world Describe some of the human and physical characteristics of the four countries of the UK 	<p>place in a contrasting non-European country</p>	
Year 2 vocab	Globe, map, atlas, Equator, North/South Pole, weather and climate maps, political maps, online digital maps, compass	London, Cardiff, Edinburgh, Belfast, Europe, Africa, Antarctica, North/South America, Asia, Australasia (Oceania), Atlantic, Pacific, Indian, Southern, Arctic oceans	Fareham—market town, South East England, Hampshire, Fareham creek, coastal, Ferneham Hall, industry, sailing, Non-European country—features of specific country need to be considered	Pollution, traffic, noise level, population, economy, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation
KS2				
Year 3	<ul style="list-style-type: none"> Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you 	<ul style="list-style-type: none"> Identify where countries are within the UK and the key topographical features Know the names of and locate at least eight 	<ul style="list-style-type: none"> Understand why there are similarities and differences between places Develop an awareness of how places relate to each other Identify the similarities of Fareham (UK) to a region of a European country 	<ul style="list-style-type: none"> Identify physical and human features of the locality Explain about weather conditions/patterns around the UK and parts of Europe

	<p>think about that? What do you think it might be like if ... continues?</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office • Use fieldwork instruments e.g. camera, rain gauge • Using a range of maps and atlases; locate a variety of countries and capitals, identify lines of longitude and latitude • Using an Ordnance Survey map 1:50,000; <ol style="list-style-type: none"> 1. Explain a range of OS symbols and key 2. Four-figure grid references 3. Begin to demonstrate an understanding of the eight points of a compass • Compare and contrast human and physical features using terrestrial, aerial and satellite photographs • Observe and measure (e.g. rainfall, temperature) 	<p>European countries (e.g. link to History)</p> <ul style="list-style-type: none"> • Know the names of and locate at least eight counties and at least six cities in England (e.g. Portsmouth, Southampton, City of London) • Know the names of four countries from the southern hemisphere and four countries from the northern hemisphere 	<p>(Vannes) through the human and physical features</p>	
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	<ul style="list-style-type: none"> • Demonstrate an understanding of recording, presenting and interpreting data (bar charts, tables, line graphs) • Make plans and maps using symbols and keys • Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, settlement, industry, transport, water cycle, etc. 			
Year 3 vocab	Weather maps, climate maps, physical, human, OS maps, cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office, meander, floodplain, location, settlement, industry, transport, water cycle	Hemisphere, counties, cities, continents	Fareham e.g. town, river, creek, coast, hill, flat land, climate, landscape, industry Vannes—tourism	Tectonic plates, Ring of fire, magma, mantel, cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office, meander, floodplain, location, settlement, industry, transport, water cycle
Year 4	<ul style="list-style-type: none"> • Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes, etc • Using a range of maps and atlases (digital online mapping and data retrieval e.g. 	<ul style="list-style-type: none"> • Know the names of and locate at least eight major capital cities across the world • Know where the major mountain regions are in the UK (e.g. Pennines and Snowdonia) • Know, name and locate the main rivers in the UK (e.g. Thames, Trent and Severn) • Know where the Equator, Tropic of Cancer and 	<ul style="list-style-type: none"> • Explain the similarities and differences of Fareham (UK) and a region of a European country (Vannes) through the human and physical features • Understand why there are similarities and differences between places • Know about the wider context of places – region, country 	<ul style="list-style-type: none"> • Describe the 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

	<p>Google Earth): locate the Equator, the Tropics of Cancer and Capricorn</p> <ul style="list-style-type: none"> • Know how to plan a journey within the UK using a road map • Using an Ordnance Survey map 1:50,000: <ol style="list-style-type: none"> 1. Explain a range of OS symbols and key 2. Six-figure grid references 3. Spot heights 4. Estimate area 5. Begin to demonstrate an understanding of the eight points of the compass 6. Estimate straight line distances using a scale line • Compare and contrast human and physical features using terrestrial, aerial and satellite photograph • Observe and measure (e.g. rainfall, temperature) • Demonstrate an understanding of recording, presenting and interpreting data (bar charts, tables, line graphs, flow line) 	<p>Tropic of Capricorn are on a world map</p> <ul style="list-style-type: none"> • Know what is meant by the term 'tropics' • Recognise the different shapes of continents • Demonstrate knowledge of features about places around them and beyond the UK • 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 		
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	<ul style="list-style-type: none"> Plan the steps and strategy for an enquiry 			
Year 4 vocab	<p>Weather maps, climate maps, thematic maps, spot heights, north-west etc., scale line, digital online mapping and data retrieval (Google Earth), OS maps, contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes</p>	<p>Tropics, latitude, longitude, Equator, temperate, tropical, tundra, continent, region, country, Arctic</p>	<p>Region, country, similarity, difference, Fareham e.g. town, river, creek, coast, hill, flat land, climate, landscape, industry Vannes—tourism</p>	<p>Contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes</p>
Year 5	<ul style="list-style-type: none"> Using a range of maps, atlases and digital online mapping and data retrieval (e.g. Google Earth): locate countries and capitals from around the world including the northern and southern hemisphere Using an Ordnance Survey map 1:25,000: <ol style="list-style-type: none"> Classify a range of OS symbols and key Six figure grid references Estimate height using contour lines Understand the eight points of a compass Calculate straight line distance using a scale line 	<ul style="list-style-type: none"> Know the location of: capital cities of countries in the UK, seas around the UK, European Union countries with high populations and large areas, and the largest cities in each continent Know the names of a number of European capitals Know the names of—and locate—a number of South or North American countries Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day Know about the wider context of places e.g. county, region, country Know and describe where a variety of places 	<ul style="list-style-type: none"> Evaluate the similarities and differences of living in the UK (Fareham) and in a region of either North or South America through physical and human features Reach informed conclusions about jobs/settlement/location/climate/human features 	<ul style="list-style-type: none"> Critique the similarities and differences of living in the UK (Fareham) and in a region of either North or South America through physical and human features Evaluate the jobs/settlement/location/climate/human features Know about the physical features of coasts/ivers and begin to understand erosion and deposition 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

	<ul style="list-style-type: none"> Reach informed conclusions using terrestrial, aerial and satellite photographs (e.g. deforestation, decline of Great Barrier Reef, ice caps melting) Observe and measure (e.g. rainfall, temperature) Demonstrate an understanding of recording, presenting, interpreting and evaluating data (pie charts, climate graphs) 	are in relation to physical and human features		
Year 5 vocab	Weather maps, climate maps, thematic maps, spot heights, pie charts, climate graphs, north-west etc., scale line, digital online mapping and data retrieval (Google Earth), OS maps	Northern Hemisphere, Southern Hemisphere, European, Europe, European Union	Physical: Rainforest, mountains, deserts, land-locked countries, coastal beaches, Amazon—largest by volume Andes—world’s largest mountain ranges Distance from Equator Human: Deforestation, tourism, Government rule—president, monarch rule—king/queen	Rainforest, tundra, temperate, tropical, grassland, forest, floor, emergent, canopy
Year 6	<ul style="list-style-type: none"> Using a range of maps, atlases, digital online mapping and data retrieval (e.g. Google Earth) to locate countries and places of interest (e.g. journey of a river, fault lines, ring of fire, forest cover) Using an Ordnance Survey map 1:25,000: <ol style="list-style-type: none"> Classify a range of OS symbols and key 	<ul style="list-style-type: none"> Know about time zones, Greenwich Meridian, Arctic and Antarctic circle and work out differences 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, key 	<ul style="list-style-type: none"> Critique the similarities and differences of living in the UK (Fareham) and in a region in either North or South America through physical and human features Evaluate the jobs/settlement/location/climate/human features 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, the water cycle 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

	<ol style="list-style-type: none"> 2. Six figure grid references 3. Estimate height and slope using contour lines 4. Apply the eight points of a compass 5. Calculate straight line and actual distance using a scale line <ul style="list-style-type: none"> • Reach informed conclusions using terrestrial, aerial and satellite photographs (e.g. deforestation, decline of Great Barrier Reef, ice caps melting) • Observe and measure (e.g. rainfall, temperature) • Demonstrate an understanding of recording, presenting, interpreting and evaluating data (scatter graphs, pie charts, climate graphs) • Use maps, charts, etc. to support decision making about the location of new places e.g. new bypass • Understand and use a widening range of geographical terms e.g. specific topic 	<p>topographical features (including hills, mountains, coasts, rivers) and land-use patterns; and understand how some of these have changed over time</p> <ul style="list-style-type: none"> • Identify the position and significance of latitude/longitude, Equator, Northern/Southern hemisphere, Tropics of Cancer/Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night) 		
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	vocabulary—urban, rural, land, use, sustainability, tributary, trade links, etc.			
Year 6 vocab	Weather maps, climate maps, thematic maps, spot heights, pie charts, climate graphs, north-west scale etc., scale line, scatter graphs, digital online mapping and data retrieval (Google Earth), OS maps	Greenwich Meridian, tropics, latitude, longitude, Equator, Arctic and Antarctic circle, Tropic of Cancer, Tropic of Capricorn, Northern Hemisphere, Southern Hemisphere, hill, mountain, coast, river	Physical: Rainforest, mountains, deserts, land-locked countries, coastal beaches, Amazon—largest by volume Andes—world’s largest mountain ranges Distance from Equator Human: Deforestation, tourism, Government rule—president, monarch rule—king/queen	Debt, famine, poverty, affluent, industry, economy, urban, rural, land, use, sustainability, tributary, trade links, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, the water cycle, settlement, economic activity, distribution, natural resources, energy, food, minerals, water

British Values	SMSC	Core Values
<p><u>Democracy</u> Pupils are able to understand and engage in democracy when exploring democratic advocacy for change such as voting for whether new houses should be built on green belt land</p> <p><u>Mutual respect and tolerance</u> Pupils are encouraged to debate, share and respect the opinions of others in classroom discussions. Pupils also gain an appreciation and understanding for other countries and their cultures through exposure in Geography lessons.</p>	<p><u>Spiritual</u> The study of real places/events invokes a sense of wonder in pupils that helps to develop them spiritually. The study of natural disasters such as earthquakes or natural phenomenon invokes fascination in pupils.</p> <p><u>Moral</u> Investigations, debates, and consideration of different viewpoints gives Geography a moral dimension that pupils are encouraged to develop and explore over the course of a Geography unit.</p> <p><u>Social</u> Peer and group work are often a feature of Geography lessons, as well as question and debate sessions, which help to develop pupils socially.</p> <p><u>Cultural</u> Cultural awareness is developed in Geography through the exploration of other places. Pupils investigate other cultures and in turn are able to develop their own cultural identities.</p>	<p>Pupils show <u>Respect</u> in Geography by listening thoughtfully and engaging in calmly in class debates and being open-minded to the places and cultures being explored.</p> <p>Pupils show <u>Kindness</u> to each other in Geography through peer-work using resources such as maps and sharing their thoughts on places or aspects of the topic country.</p> <p>Pupils show <u>Creativity</u> in areas like map-making through designing keys and symbols as well as thinking creatively around local and global issues identified in Geography lessons.</p> <p>Pupils show <u>Resilience</u> when being encouraged to look beyond their local area and explore further afield. They also show resilience when using new skills such as map-making or grid references to explore the country being studied.</p>