**Geography**

**Intent:**

A high-quality geography education provides a purposeful means for exploring, appreciating and understanding the world in which we live and how it has adapted and evolved over time. Children are given collaborative opportunities to learn about and explore their local area through fieldwork, and compare their life with that in other regions of the United Kingdom and the rest of the world. It explores the relationship between the Earth and its people, allowing children to develop an appreciation of other cultures. The Geography curriculum enables children to develop knowledge and skills that are progressive and transferable to other curriculum areas such as data analysis, map reading and problem solving. Geography teaching also encourages children to find out about the physical world, and enables them to recognise the importance of sustainable development and the impact their lives will have on future generations.

**We will:**

* Develop a growing knowledge of the 7 continents
* Begin to understand their own place in the word in comparison to the rest of the world
* Deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments
* Engage in learning that is underpinned with fieldwork to add context and meaning
* Provide opportunities to learn graphic skills, including how to use, draw and interpret maps
* Know and understand environmental problems at a local, regional and global level
* Identify the differences between human and physical geography

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|  | **Development Matters** | **Early Learning Goals** |
| **Reception** | Draw information from a simple map.  Recognise some similarities and differences between life in this country and life in other countries.  Recognise some environments that are different to the one in which they live. | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. |

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| **Aspect** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Areas taught** | Weather and seasons  Bocking  Food and farming | Hot and cold places  Braintree  A contrasting overseas locality | Volcanoes and earthquakes  Essex  Water | Mountains  The rainforest  Settlements and land use | Rivers  A contrasting locality overseas  Trade | Climate  A contrasting UK locality  Energy |
| **Human geography knowledge and concepts** | **Know how living in the countryside is different to living in a town**  Know where different foods come from (crops, animals, fish)  Know what farms are for, the crops and animals that they produce and the products that these get made into  Know how farms are different from one another  Know that some foods come from other countries and why this is |  | Know the main water features e.g. lakes, rivers, marsh  **Know that water is a resource**  **Know how we manage, clean and water**  Understand why sometimes people don’t have enough water  Know ways to save water and be able to communicate these  Know the causes and effects of water pollution | **Understand what a settlement is** and know the differences between a hamlet, village, town and city  **Know the services and features of the different types of settlements**  Know the difference between rural, urban and suburban  **Know the different ways land can be used**  Identify how land is used in urban and rural settings  Know that land use and changes in land use is mostly linked to human needs  Give geographical reasons for and against living in a location | **Know what trade is and why it happens**  Know some exports of the UK and some products we need to import  Know the differences between raw materials and products and that these can come from different places  Know what a supply chain is  **Understand the trade links between the UK and a specific country**  Understand the Fairtrade movement and why some people choose Fairtrade products | **Know why we need energy**  **Know the different sources of energy and how common they are**  Understand the processes involved in moving energy from “source to socket”  Know the differences between renewable and non-renewable energy  Know the environmental and human impact of different forms of energy  Understand the concept of sustainability |
| **Physical geography knowledge and concepts (characteristics and processes)** | **Know the names and order of the 4 seasons.**  Know how nature is affected by the 4 seasons  Know what humans do in the 4 seasons *(e.g. festivals, clothing etc.)*  Know and recognise the main types of weather in the UK  **Know that weather changes with the seasons**  **Observe and record changes in weather**  Know how weather affects human activity | Know the world is a globe  **Locate the equator** and know this is the hottest part of the world  **Locate the North and South Pole** and know these are the coldest parts of the world  Be able to describe what these places are like  Know what life is like for humans, animals and plants in these areas | To know about the layers of the Earth and tectonic plates  **To understand what volcanoes are and the causes of volcanoes**  To understand patterns of volcanic activity  **To understand how an earthquake is caused**  To understand human and physical consequences of volcanoes and earthquakes | **Know how mountains, rivers,** valleys and hills **are formed and linked**  Know the main features of mountains and make comparisons between them  Understand the effects of mountains on climate and climate on mountains  Know how mountains affect flora and fauna  Know how and why humans use mountains e.g. leisure | **Know the parts of a river**  Understand inputs and outputs of a river system  **Understand the water cycle**  Understand the processes of erosion and deposition  Understand how rivers affect human geography  **Know the main ways rivers are used by humans**  Know how humans can affect rivers (e.g. damming)and how rivers can affect humans (e.g. flooding) and the possible implications of these effects | Know the difference between weather and climate  **Understand different climate zones and where they are**  **Know about the biomes of the world** and how these are linked to specific climates  Know a range of extreme weather phenomena and the effects these have  Know reasons for and consequences of climate change  Know possible solutions for climate change |
| **Place knowledge** | **Know the key human and physical features of Bocking**  **Understand the geography of their local area using observation and maps**  Know how land is used in Bocking *(roads, houses*, *shops)*  Explore the different types of housing in Bocking  Know the different services offered in Bocking  Understand how we can improve and change the local area | Know where Bocking is in relation to Braintree and the links between them  **Know how land is used** **in Braintree *(roads, houses*, *shops)***  Know the different services offered in a town *(e.g. parks, medical services)*  **Know which services a town offers (e.g. medical services, shopping centre etc)**  Understand Braintree’s transport links (trains, buses, roads)  **Know where the contrasting locality is situated** **and the country and continent where it is situated**  **Know and compare the physical and human features of the contrasting locality**  Compare the services offered in the locality to our own  Compare the ways of life in the locality to our own  Know how weather/ climate affects the locality | **Know where Essex is within the UK**  **Know the main physical features of Essex**  Know where the main towns and cities are  **Know how land is used in Essex**  Know what people like about living in Essex and what people would improve  Explore a local environmental issue | Understand what rainforests are and where they are  Understand the climate of the rainforest  Know about the four layers of a rainforest (emergent, canopy, understory and forest floor)  Know about the flora and fauna of a rainforest  Know about who lives in rainforests (people) and how they sometimes need to be protected  Know how humans use the rainforest  Understands the reasons for and the effects of deforestation | **Know where the contrasting locality is situated and the country and continent where it is situated**  **Know the key physical and human features of the contrasting locality**  Know how physical geography affects the locality  Understand the economy of the locality studied  Explore society in the locality and compare it with our own  Explore the challenges involved in living in the locality | **Understand the physical and human features of the contrasting locality**  **Be able to identify similarities and differences between their own locality and the contrasting one**  Understand how the physical geography can attract tourism  Know how tourism affects the local economy  Understand how tourism can affect physical geography  Explore a geographical issue in the contrasting locality |
| **Location knowledge** | **Name and locate the four countries and the capital cities of the UK and surrounding seas**  Locate the county and village where they live and go to school  Know their address  Say where somewhere is (near to, far away) | **Name and locate the seven continents and five oceans**  **Know the continent where they live**  **Identify where the equator is and where the North and South Poles are** | **Name and locate key countries and cities in Europe** **(incl. Russia)**  **Name and locate key mountains/ hills in the UK and key mountain ranges in Europe**  **Name and locate the key countries of North and South America** | **Name and locate key human features in the UK**  **Identify the position and significance of the Arctic and Antarctic circles and northern and southern hemispheres**  **Describe the UK in terms of hemisphere, its relation to the equator and Arctic and Antarctic Circles** | Name and locate the key countries of Africa  **Locate the Tropics of Cancer/Capricorn**  Name and locate key **rivers** in the UK and Europe  **Name and locate key regions, counties and cities of the UK** | Name and locate the key countries of Asia and Australia  **Understand longitude and latitude**  **Know how time zones work**  **Know about the Greenwich meridian** |
| **Skill- Mapwork and direction** | **Follow directions (up, down, left, right etc.)**  Use relative vocabulary (bigger, smaller, like, unlike etc.)  **Use world maps and globes**  **Label places on a plan or map**  **Draw a simple map** | **Use basic atlases**  **Use aerial images and plan perspectives to recognise landmarks and basic physical features**  Use basic coordinates to locate features  **Follow a route on a plan or map**  **Use simple compass directions (North, South, East and West)** | **Use and interpret maps**  **Make a sketch map**  Draw a route  **Be able to use digital mapping** | Choose when to use globes, maps, atlases or digital mapping  Use more complex atlases and understand thematic maps  **Read and understand the basic information on an OS map**  **Use four-figure grid references** | Plot journeys on globes, maps, atlases or digital maps  Create thematic maps  Show an understanding of distance  Show a basic understanding of contour lines  **Use the eight points of a compass** | Show a basic understanding of scale and projection  Analyse and give views on the effectiveness of different geographical representations of a location  **Use six-figure grid references**  **Use longitude and latitude as locational guides** |
| **Skill- Fieldwork** | **Answer geographical questions by**  **making observations**  Collect simple geographical information e.g. by tallying | Answer geographical questions by collecting information and simply analysing results  Create and use simple surveys and questionnaires  **Use maps to collect and record information** | Follow a teacher led line of enquiry  Use photographs to collect evidence  **Create charts and graphs to show data collected** | Ask questions, hypothesise and help to design an enquiry  **Make measurements using field equipment**  Use data to answer questions and interpret results | **Choose appropriate fieldwork techniques and decide how to present findings**  Create annotated **field sketches**  Evaluate the effectiveness of fieldwork | Independently plan and carry out a geographical enquiry and present results and conclusions  **Use digital technology to collect and record data**  Collect and compare the same data at different sites |