Bramcote Hills Primary School

‘Make the future better for all’

Geography

Curriculum Depth Map

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Curriculum Depth Map – Geography

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Intent

At BHPS we provide children with a challenging and engaging geography curriculum that inspires a curiosity and fascination about the world and its people. We want them to have an interest in and a sense of wonder about places. Through studying a variety of places, they begin to make sense of a complex and dynamically changing world. They are increasingly able to explain where locations are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. We include an understanding of environmental issues, some of which relate to climate change.

We aim for children to build a bank of key geographical knowledge, understanding and skills. As we draw our pupils from a wide area, we start with ensuring pupils have a strong understanding of the school geography and the immediate local area. As pupils progress, they study locations further afield and those of significance currently and historically. Many of our pupils have significant links with places around the globe and we aim to celebrate these as well as using these as valuable resources.

Conceptual Knowledge

Substantive knowledge (knowing that) in primary geography refers to conceptual knowledge - fundamentally the content and facts that students should acquire in the study of geography at primary school level. It involves understanding basic concepts, information, and skills related to geography.

Conceptual knowledge is made up of.

- **Locational knowledge**
  Positioning systems, name and locate locations
- **Place knowledge**
  Connection of location and physical/human geography processes with personal experience
- **Human and Physical Geography**
  e.g. environmental, migration, plate tectonics, climate change
- **Geographical skills and fieldwork.**
  e.g. using maps, globes, aerial phots, collecting first-hand experience

Conceptual knowledge provides the foundation for further learning in the subject. It helps pupils build an understanding of the world around them and lays the groundwork for more advanced geographical concepts in later education.

Procedural Knowledge

Disciplinary knowledge (knowing how) in primary geography refers to procedural knowledge - the ways of thinking that are specific to the field of geography. The curriculum is designed for pupils to see that geography is a dynamic subject where thinking and viewpoints change.

It involves the development of a deeper understanding of the discipline, going beyond the basic facts and information (conceptual knowledge) to encompass the tools and approaches used by geographers to study and analyse an ever-changing world.

The 'R' of SPARK refers to *relevance* and in geography we aim to allow children to consider modern day factors and associated processes and their implications for the future. For example, current human migration as a result of conflict, climate change and socio-economic factors.

Incorporating procedural knowledge in primary geography helps pupils develop a broader set of skills that are applicable not only in geography but also in other areas of study and in real-world contexts. It lays the foundation for more advanced geographical concepts and methods as pupils progress through their education.

Key Concepts have been identified to enable children to contextualise, link and understand conceptual knowledge

Geography knowledge is rarely static. The subject is dynamic because the world, and our understanding of it, is continually changing. Yet some key geographical concepts are enduring and will be relevant in any geography curriculum past, present or future:

Implementation

We motivate and enthuse pupils by creating meaningful links with other curriculum areas including maths, science, history, art DEIB and SMSC. Wherever possible, we use first-hand experiences and fieldwork to deepen their understanding of geographical processes. We aim to provide some off-site experiences with a specific geographical focus. We use a range of sources of geographical information, including maps, diagrams, globes and access to the latest technologies. This ensures that their curiosity and fascination are maintained and that geography is delivered in an exciting, relevant and engaging way.

Our geography curriculum is designed to allow children time to think, discuss, practise, explore and embed. This allows time for teaching, practice and repetition – both in a year group and across key stages. Curriculum coverage is sequenced carefully from EYFS to Year 6 which allows key concepts, conceptual and procedural knowledge to be developed and revisited at a deeper level of learning. Progression is also ensured by increasingly complex teaching and learning of Geographical fieldwork and skills and key vocabulary. Units of work have been allocated to specific years to ensure that more complex thinking is planned for thus ensuring that children's ability to make connections between the key concepts is expected.

Lessons will be planned and a knowledge organiser provided for pupils, which outlines the area to be taught, how new knowledge and skills fit in with prior learning, 'sticky' knowledge they need to understand and key vocabulary they need to learn. Lessons seek to introduce new knowledge and concepts in small, logical steps, in line with cognitive load theory. Children's knowledge will be built up gradually, making links, wherever possible, to previous knowledge and other areas of learning. We seek to further children's ability to commit new learning to long term memory by assessing their retention and revisiting key knowledge. Potential misconceptions will be addressed through carefully selected lesson content and effective feedback.

Geographical skills will be taught and not just 'experienced' by carrying out practical work. Procedural knowledge will also be taught debated and discussed.

Impact

The impact of our geography teaching can be constantly monitored through both formative and summative assessment opportunities, such as low-stakes tests/quizzes, rapid recall opportunities, varied activities. Opportunities for children to communicate using key vocabulary will also form part of the assessment process in each unit.

Pupils should leave BHPS equipped with the requisite skills and knowledge to succeed in key stage 3 geography. They will have the necessary tools to confidently and meaningfully question and explore the world around them as well as critically and analytically experiencing and observing phenomena. Pupils will understand the significance and impact of geography on society.

The expected impact of our geography curriculum is that children will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Have the ability to apply questioning skills, use effective analytical and presentational techniques, reach clear conclusions and develop a reasoned argument to explain findings.
- Be able to utilise fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary processes and issues in society and the environment.
- Be able to explain and remember the key (sticky) knowledge, using scientific vocabulary, during and at the end of each unit of study. This could be evidence by work in books, low stakes assessment activities or through pupil conversations.
- Meet the end of key stage expectations outlined in the National curriculum for geography.
- Have high aspirations, which will see them through to further study, work and a successful adult life
- Have a genuine love of geography and a thirst for geographical knowledge.

During the following Staging Points these will be identified as:

Foundation

The principal focus of geography teaching in Foundation is to foster curiosity about the world around them.

- Recall the knowledge specified within the CDM.
- Talk about the features of their local environment commenting on any recent changes they have noticed.
- Compare and contrast where they live with another place nearby.
- Compare life in England with another country talking about what is the same and different Identify features on a simple map.

KS1

The principal focus of geography can be organised into key concepts. Pupils will have knowledge and understanding of the following:

- Recall the knowledge specified within the CDM for Y1 & Y2
- Talk about the human and physical features of a place in the UK.
- Identify key human and physical features within our own local environment, comparing these to larger towns and cities.
- Describe how the weather in the UK changes over the year.
- Compare and contrast the geographical features of a place in the UK and a small area in a non-European country.
- Identify human and physical features on aerial photographs giving reasons for why some of the human features are located there and why they might have changed over time
- Explain the advantages and disadvantages of living in different places
- Use maps, globes and atlases to locate places
- Undertake simple enquiries about the school grounds and local area, identifying what causes and consequences of local issues.

LKS2 - Years 3 & 4

The principal focus of geography can be organised into key concepts. Pupils will have knowledge and understanding of the following:

- Recall the knowledge specified within the CDM for Y3 & Y4
- Identify and discuss the similarities and differences between human and physical features of the UK and a European country.
- Describe some examples of how human and physical features are interdependent.
- Explain the causes and consequences of natural disasters (including volcanos and earthquakes)
- Locate a range of countries and cities on maps.
- Compare and contrast the environmental regions of the UK.
- Identify the features of a river and explain how they are formed and how they change over time.
- Compare and contrast different geographical regions of the UK.
- Identify and discuss the different types of settlements and land use and how these have changed over time.
- Discuss the causes and consequences of flooding.
- Locate landmarks of different counties in the UK on a map using 4- figure grid references and ordnance survey map symbols.

UKS2 - Years 5 & 6

The principal focus of geography can be organised into key concepts. Pupils will have knowledge and understanding of the following:

- Recall the knowledge specified within the CDM for Y5 & Y6
- Name and locate specified countries from around the world on a map.
- Discuss the causes and consequences of climate change expressing balanced opinions based on geographical/scientific research/sources.
- Explain the features of different biomes and the effects that humans are having on this over time.
- Explain how and why land use changes over time through using digital mapping.
- Explain the similarities and differences between developing and developed countries.
- Explain the distribution of natural resources and the impact this has on growth.
- Compare and contrast at least two countries with contrasting levels of socio-economic development.
- Interpret a variety of sources such as maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS) to find out about a country and its land use and spatial variations over time.

KS3

The principal focus of KS3 Geography is for to Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time.

- Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.
- Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.
- Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
  - physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
  - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

The Foundations for Learning Geography in the Early Years

The foundations for learning Geography begin in the early year's classroom. At BHPS, our curriculum aligns the EYFS area 'Understanding the World' with the Geography National Curriculum. In Foundation, children experience a combination of direct teaching and child led exploration to achieve an understanding of geographical concepts. Children's interests and curiosities are equally valued and fostered and therefore we have included a continuous provision element to summarise the potential learning that may arise within the environment.

Our EYFS curriculum ensures sufficient coverage of key concepts including place, space, interdependence, physical and human processes. The sticky knowledge is explicitly taught and then embedded through pedagogical approaches appropriate for EYFS including exploration, observation and investigation. Our Foundation unit is a vocabulary rich environment where adults enhance children's geographical language through a purposeful play-based approach.

Our Foundation curriculum teaches 'The Characteristics of Effective Learning' in a sequential and progressive approach. Our school recognises that this conceptual knowledge provides the foundation for further learning in the subject. It helps pupils build an understanding of the world around them and lays the groundwork for more advanced geographical concepts in later education. Teachers are integral to organising children's geographical learning, explicitly teaching the connections between components of knowledge, and therefore avoiding misconceptions.

Learning is carefully sequenced, considering the small steps children need to achieve the ELG and considers the interplay between conceptual and procedural knowledge that children need in order to access the National Curriculum. KS1 staff draw upon the Understanding of the World ELG assessment to support future teaching. The ELG assesses only a small proportion of the learning children experience. As KS1 teachers begin topics, they teach and assess initial knowledge that children may have acquired previously.

Foundation	Autumn Term		Spring Term		Summer Term	
	1	**2**	**1**	**2**	**1**	**2**
Topic Title	I wonder… what makes us special and what I can do?	I wonder… where the story will take us?	I wonder…. what's out there?	I wonder…. where I will go? Pirates	I wonder….how living things grow?	
Links to Geography Key Concept		**Environment**	**Place/Space**	**Place (Transport)** **Place (Rainforests)**	**Physical and Human Processes**	**Location/Interdependence Cultural Awareness and Diversity**
Sticky knowledge		• Different parts of our environment have different physical features (e.g woods, meadows, water, mountains). • There are natural resources that we use to build from.	• We live on Planet Earth. • The sun is a star	• We live in Nottingham. • We go to school in Bramcote. • We live in England • The world is made up of different countries. • Transport can take us to different parts of the world (boats, cars, rockets, aeroplane) • Different countries have different features such as; climate, cultures, language foods and traditions. • There are maps that show countries/places in the world. • There are contrasting environments to where we live (rainforests).	• There are animals and plants which belong in different places. • The environment changes at different points in the year.	• Our local community is made up of people who help each other. • There are places in our local area that help the community (hospitals, vets, doctors, dentist etc.).

Link to KS1 Key Concepts		KS1 – Y1 – Physical and Human Process/Environmental Impact		KS1 – Y1 Place – (Bramcote) KS1 – Y2 – Scale/ Interdependence		KS1 – Y1 Place – (Bramcote) KS1 – Y1 – Physical and Human Process/Environmental Impact KS1 – Y2 – Place/ Interdependence (Me and My World)	KS1 – Y1 – Physical and Human Process/Environmental Impact KS1 – Y2 Human and Physical (Hot and Cold areas of the world) KS2 – Y2 – Place, space, scale (Let's go on Safari)		KS1 – Y1 Place – (Bramcote) KS1 – Y2 – Scale/ Interdependence (Me and My World)
Explore and Learn in continuous provision		• Books which represent our protected characteristics. • Children can play in Imagination Land where they are able to explore the natural environment. • A range of small world resources for children to build different landscapes and environments. • Develop links between small world area resources and the world around them. • A globe		• Use maps in provision to imaginatively play with others in small world and construction. • Make maps in the construction/small area. • Explore different forms of transport both outdoor and indoor. • Observing changes in our environment over time. • Natural resources in playdoh. • Making playdoh small worlds.			• Explore different part of the world through stories, use of Google Earth, globe. • Make objects from natural resources. • Explore different habitats in outdoor play. • Bug hotel in Imagination Land. • Learn about the habitats in our local area (woodlands, forest school, gardens). • Observing changes in our environment over time.		
Skills and Fieldwork		• Free exploration of their setting and outdoor area • Ask questions and follow their own interests • Opportunities for language development through naming and describing observations to peers and adults		• Become familiar with these places through first-hand sensory exploration, observation and talk. • Opportunities for language development through naming and describing observations to peers and adults.		• Map can be used to find your way from place to another. • Devise a simple map; and use and construct basic symbols in a key	• Free exploration of their setting and outdoor area • Visits to places in the immediate vicinity • Ask questions and follow their own interests • Opportunities for language development through naming and describing observations to peers and adults.		
Vocabulary	**Tier 1**	**Tier 2**	**Tier 3**	**Tier 1**	**Tier 2**	**Tier 3**	**Tier 1**	**Tier 2**	**Tier 3**
		nature	environment	Bramcote Map Nottingham	country England travel	Earth rainforest world	homes plants animals	habitat natural	environment occupation

Geography Curriculum Depth Map – Progression of Skills and Knowledge by Key Concepts

Locational Knowledge						
F2	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Know the name of the country we live in (S)	Know that a sea is a body of water that is smaller than the ocean.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Know the name of a number of countries in the Northern Hemisphere (Europe – Italy region study).	Know the name of a number of countries in the Northern Hemisphere (North Africa & Non-European)	Know the name of a number of countries in the Southern Hemisphere.	Know the name of a number of countries in the Northern Hemisphere (North America)
Know where the United Kingdom is located on a world map	Know that there are four bodies of water surrounding the UK and to be able to name them	Name/locate the world's 7 continents and 5 oceans	Know the capital cities of at least 6 European countries.	Use and understand the significance of the vocabulary: equator, Tropic of Cancer, tropic of Capricorn,	Locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich Meridian on a map.	Use and understand the significance of the vocabulary: equator, tropic of cancer, tropic of Capricorn, longitude, latitude, arctic circle and Greenwich
Know the name of a nearby city		Know the name of two continents (Europe/Asia)	Know, name and locate the capital cities of neighbouring European countries.	Know about, name and locate some of the main islands that surround the UK.	Know whether a country is located in the Southern or Northern Hemisphere	Name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland)
		Know that a continent is a group of countries	Know that mountains, volcanoes and earthquakes largely occur at plate boundaries.	Name and locate counties and cities of the UK.	Know the names of some of the world's most significant mountain ranges.	
		Name the four capital cities of the UK and identify some of their characteristics		Know the difference between counties and cities of the UK.		
		Know that a capital city is the city where a country's government is located		Name the twelve geographical regions of the UK		
		Know the difference between the British Isles, Great Britain and the United Kingdom.		Name and locate one of the major rivers in the world (The Nile).		
				Name and locate many of the world's most famous rivers.		
				Name and locate one of the major rivers in the world (Amazon)		

Place Knowledge						
F2	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Know and discuss the features of their local environment	Know the name of the country they live in.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	Know about, locate and name some of the world's most famous volcanoes	Know why people may be attracted to live in cities	Know some similarities and differences between the UK and a European mountain region.	Explain how and why humans have used desert environments.
Know some environments that are different to the one in which we live	Know the name of the village they live in – Bramcote	Naming some key similarities and differences between their local area and a small area of a contrasting non-European country	Describe positive and negative effects of living near a volcano	Know why people may choose to live in one place rather than another	Know why tourists visit mountain regions	Understand how climates impact on trade, land use and settlement
		Know that life elsewhere in the world is often similar and different to ours	Explain the negative effects an earthquake can have on a community	Understanding how climates impact on land use and settlement		
		Know the main differences between a place in England and that of a small place in a non-European country	Know ways in which communities respond to earthquakes	Describe and explain the differences between two regions studied		
		Know physical features may occur in a hot place in comparison to a cold place.	Understand how climates impact on trade, land use and settlement			

Human and Physical Geography						
F2	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Know that seasons change and the differences between them	Know the four seasons of the UK.	Know that the Equator is an imaginary line around the middle of the Earth.	Know about and describe the key aspects of earthquakes and volcanoes.	Know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.	Know the layers of rainforests (Biomes)	Explain the distribution of natural resources (energy/minerals)
	Know that 'weather' refers to the conditions outside at a particular time	Know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.	Know the different types of mountains and volcanoes and how they are formed.	Explain the distribution of natural resources (water)	Know the threats to the rainforest both on a local and global scale.	Know that natural resources can be used to make energy
	Know that different parts of the UK often experience different weather	Know that the North Pole is the northernmost point of the Earth.	Know that an earthquake is the intense shaking of the ground.	Know the courses and key features of a river	To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.	Know the main climate zones and some of the world's biomes.
	Know that a weather forecast is when someone tries to predict what the weather will be like in the near future.	The South Pole is the southernmost point of the Earth.	Explain the distribution of natural resources (food)	Know about the course of a river. Know why cities are located by rivers.		Know, name and describe vegetation belts are areas of the world that are home to similar plant species
	Know that weather conditions can be measured and recorded and that symbols can be used to show the weather	Know that different parts of the world experience different weather conditions and that these are often caused by the location of the place	Know the UK grows food locally and imports food from other countries.	Know that water is used by humans in a variety of ways	Explain why the ocean is important	Know that the global population has grown significantly since the 1950s
	Know that coasts change over time	Know the main differences between city, town and village focussing on facilities and transport	Know why airports are important and the role they play in distributing foods around the world.	Explain the difference between an urban and rural location	Know about, name and locate many of the world's most famous mountainous regions.	Know which factors are considered before people build settlements
	Identify some human features in their locality	Explain some of the advantages and disadvantages of living in a city or village				Explain that migration is the movement of people from one country to another
	Know that human features mean any feature of an area that was made or built by humans.					Know some positive and negative impacts of humans on the environment

Skills and Fieldwork						
F2	**Year 1**	**Year 2**	**Year 3 & Year 4**		**Year 5 & Year 6**	
Know that information can be drawn from a simple map	Know that an aerial photograph is a photograph taken from the air above.	Know that a globe is a spherical model of the Earth.	To understand that a scale shows how much smaller a map is compared to real life.	To recognise world maps as a flattened globe.	Know that contours on a map show height and slope	Know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
	Know that atlases give information about the world and that a map tells us information about a place.	To begin to recognise world maps as a flattened globe.	Know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation)	Know that quantitative data involves numerical facts and figures and is often objective.	Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.	Know that a pie chart can represent a fraction or percentage of a whole set of data.
	Know that a map is a picture of a place, usually drawn from above.	Know that a compass is an instrument we can use to find which direction is north.	Know a Likert scale is used to record people's feelings and attitudes.	Know what a bar chart, pictogram and table are and when to use which one best to represent data.	Confidently locating features using the 8 points of a compass	Know a line graph can represent variables over time.
	Know that symbols are often used on maps to represent features.	Know which direction is N, S, E, W on a map	Know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.	Know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.	To be aware of some issues in the local area.	Know what a range of data collection methods look like. Know how to use a range of data collection methods.
	Know what a sketch map is	Know that maps need a key to explain what the symbols and colours represent.				
	Know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).	Know that an interview can be a way to find out people's views about their area.	To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.	Know that grid references help us locate a particular square on a map.		
		Know that a tally chart is a way of collecting data quickly.		Accurately using 4-figure grid references to locate features on a map in regions studied.		
		Know that a pictogram is a chart that uses pictures to show data		Know that an OS map shows human and physical features as symbols.		

Examples of Fieldwork skills featured in the curriculum. These are built upon over time and feature across units where appropriate.

Observing	Measuring	Recording	Presenting
Maps and compasses to follow routes. Annotated field sketches. Aerial photographs. Transects. Magnifying glasses to observe in more detail and classify. Sketch maps.	Likert scales (rating scale used to measure opinions, attitudes or behaviours) Rain gauges Thermometers Non-standard measurements (e.g. drawing around a puddle with chalk)	Drawing routes on maps Annotated maps Digital photographs Simple recording techniques to record feelings Questionnaires Interviews Tally charts Audio recordings Sketch maps to show spatial patterns	GIS (digital mapping). Graphs Presentations. Letters. Slideshows. Non-chronological report Verbal presentation Posters. Video. Balanced argument

Climate Change					
Food Production & Supply	**Water Security**	**Environmental Management (Physical Processes)**	**Energy & Sustainability**	**Population Growth & Human Resources**	**Fieldwork Opportunities**
Our changing environment impacts the way we grow, harvest, transport and distribute food worldwide. There is a complex interplay between weather patterns, soil health, crop viability, and logistics and changes in the climate may disrupt these interconnected systems.	The availability of sufficient, safe, and accessible water is crucial for meeting the needs of both people and the environment, now and in the future. Climate change has the potential to disrupt water supplies through changing rainfall patterns, increasing evaporation rates, and causing more frequent and severe weather events like floods and droughts.	Natural processes like the water cycle, weather patterns, and land formations are affected by human activities and climate change. Humans interact with these natural systems to mitigate or adapt to changes in the environment and climate and it is important to consider what steps can be taken to manage these impacts.	Generating, using, and managing energy without compromising the ability of future generations to meet their own energy needs. Fossil fuels like coal, oil, and gas, which contribute to climate change can be replaced with renewable sources like solar, wind, and hydroelectric power, which have less environmental impact.	The population is growing and a growing population puts pressure on natural resources, contributing to climate change. Management of essential resources such as food, water, and shelter must be considered as well as elements like labour, skills, and intellectual contributions that people bring to a society.	Practical activities that take students outside the classroom to observe, measure, and analyse geographical phenomena in a real-world context. These opportunities allow students to gain hands-on experience and a deeper understanding of how climate change is affecting their local environment.

Conceptual Knowledge Overview

	There is an interplay between these strands and the concepts within them do not exist in isolation from each other				
	Locational Knowledge	**Place Knowledge**	**Human & Physical Geography**	**Skills & Fieldwork**	**Climate Change**
	An understanding of locational knowledge helps pupils to: ▪ Develop their sense of place and identity. ▪ Develop an appreciation of distance and scale. ▪ Learn about the orientation of the world.	'Place knowledge' builds on 'Locational knowledge. Pupils not only locate a physical area on a map but also attach meaning to the space so it becomes a 'place' with similarities and differences to the places that they are familiar with - their homes, classrooms, towns and cities	A knowledge of physical and human processes help pupils to describe and explain different environments. It is important to understand how human and physical processes interact.	Pupils learn to interpret maps, globes and atlases and studying these spatial representations supports their development of a sense of place. Through fieldwork, pupils are able to connect their learning in geography lessons with the complexity of the real world. Pupils learn how to observe and record the environment around them and this supports them in retaining key geographical knowledge. Fieldwork should draw together pupils' location knowledge and that of the human and physical processes, helping pupils to see the interplay between them.	Though not directly highlighted in the National curriculum, the significance of climate change can't be overlooked: it is crucial for understanding geographical interconnections. The curriculum integrates climate change impact across a range of units, sometimes through case studies and fieldwork opportunities, allowing children to contextualise what contributes to climate change in their local environment and to explore the environmental health of their locality.
EYFS	√	√	√	√	
1	√	√	√	√	
2	√	√	√	√	
3	√	√	√	√	√
4	√	√	√	√	√
5	√	√	√	√	√
6	√	√	√	√	√

Half Termly Topic Overview per year group

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Foundation		**Environment**	**Place (Space)**	**Place (Transport) Place (Rainforest)**	**Physical/Human**	**Location**
Year 1	**Bramcote**				**Weather**	**Seas and Coasts**
Year 2	**Me and My world**				**Hot /Cold areas of the World**	**Let's go on Safari**
Year 3		**European Neighbours**	**Volcanoes & Earthquakes**		**Food Production**	
Year 4	**Global Study**			**Regional Study**		**Rivers**
Year 5	**Rainforests**		**Mountains**			**Oceans**
Year 6	**Population Change**				**Biomes**	**Energy**

Geography – Key Concepts by theme

Overview: Place Knowledge Human and Physical Geography Locational Knowledge

Place	**Place** signifies more than a geographical location, it encompasses distinctive features, landscape, community and diversity. **Features** of a place make it distinct, including both physical and human features. **Landscape** and surrounding environment also play a part, whether it's a cityscape or countryside near or far. **Communities** are often created when people are connected by their shared experiences of a place. **Diversity** refers to the fact that no two places are exactly alike. Places are unique, from the way they make us feel, to their size, type and location. Understanding and forming an imagination of a 'place' means looking at all these different characteristics together.
Space	**Space** acts as a foundation for ideas like location, distribution, pattern, interaction, and distance. **Location** refers to where something is, whether that's a mountain or a city. **Distribution** is about how things are spread out across a space, while pattern refers to how these distributions repeat or vary. **Interaction** examines how different elements, such as information, goods and people, within a space relate to and influence each other. **Distance** is about how far apart things are within that space. These concepts can be observed in various physical and human geographical features like landforms, urban areas, and political systems. Therefore, understanding 'space' involves examining these features and the relationships between them.
Scale	**Scale** can refer to the size or level of geography, from local to national, international and global. Pupils make links between geographical issues and processes at these different scales. Scale also helps us understand how different geographical concepts are interconnected at various levels.
Interdependence	**Interdependence** is a key idea, highlighting how everything, including people, places, environments, and processes, are linked together in numerous ways. Pupils gain an understanding that changes or events in one place can impact another place, even if they're far away from each other. Interdependence explores these connections and how they shape the world around us.
Physical and Human Processes	**Physical and human processes** involve understanding the natural and societal influences that shape our world. Physical processes include natural phenomena like weather patterns and landform development. Human processes encompass activities such as urban growth and farming that have a profound impact on our surroundings. Pupils learn that the two types of processes are interlinked and influence the other.
Environmental impact and Sustainable development	**Environmental impact and sustainable development** explore the relationship between humans and the Earth. Pupils examine how human activities affect ecosystems and lead to environmental changes, both locally and globally. They look at the importance of using resources sustainably to balance our current needs with those of future generations.
Cultural awareness and diversity	**Cultural awareness and diversity** help pupils to understand the world's rich array of physical and human characteristics. These concepts encourage exploration and comparison of similarities and differences between various cultures and identities, deepening understanding of our global community. In addition, they shed light on critical perspectives such as decolonising, and young people's geographies, fostering a more inclusive and diverse understanding of the world around us as well as appreciating different values and attitudes and their influence on geographical issues.

	Unit			Key Concept	Detail
F2	I wonder… where the story will take us?			Place	A place has different features that make it unique.
				Space	Patterns can be seen in the way features are distributed within a space.
	I wonder…. what's out there?			Scale	Some features of an environment are bigger or smaller than others.
	I wonder…where I will go (pirates)			Physical and Human Processes	Humans can have an impact on our surroundings.
	I wonder….how living things grow?			Environmental impact and Sustainable development	Human activities can impact the environment in many ways and there are things we can do to care for the world around us.
	I wonder how other people can help us			Interdependence	Features and people are connected and rely on each other
				Cultural awareness and diversity	There are many similarities and differences between the ways of life of people in different places.
KS 1 - Year 1	Bramcote	Weather	Seas and Coasts	Place	A place is more than just a location, it is about how it looks, what is there and how it makes you feel. A place has different features that make it unique.
				Space	Patterns can be seen in the way features are distributed within a space.
				Scale	Some features of an environment are bigger or smaller than others.
				Physical and Human Processes	Humans can have an impact on our surroundings.
				Environmental impact and Sustainable development	Human activities can impact the environment in many ways and there are things we can do to care for the world around us.
				Interdependence	Features and people are connected and rely on each other
				Cultural awareness and diversity	There are many similarities and differences between the ways of life of people in different places.
KS 1 - Year 2	Hot and cold areas of the world	Me and My World	Safari	Place	Landscape and surrounding environment are important parts of a place. No two places are exactly alike.
				Space	How far apart features are in a space can be compared and contrasted.
			go on	Scale	People can be described as living in a number of different places, all of different scales. Maps are small - scale representations of a place
				Interdependence	People, places, environments and processes are connected and can affect each other.
				Physical and Human Processes	Simple physical changes and human influences are happening in their local environment, such as changes in the weather and activities in their community.
			Let's	Environmental impact and Sustainable development	Human activities can have a positive or negative impact on the environment.
				Cultural awareness and diversity	That similarities and differences between environments can contribute to cultural diversity.

KS 2 - Year 3	Neighbours European Our	Earthquakes and Volcanoes	Food Production		**Place**	A 'place' encompasses distinctive features, landscape, community and diversity. People's shared experiences of a place can help people to connect as a community.
					Space	'Space' is linked to ideas like location, distribution, pattern, interaction and distance. The concept of space can be observed in various physical and human geographical features like landforms and urban areas.
					Scale	Scale can refer to local, national, international and global.
					Interdependence	Changes or events in one location can affect another, regardless of distance. Interdependence shapes our world, such as how trade connects different countries
					Physical and Human Processes	Physical changes and human influences like urban growth can change the landscape of an area.
					Environmental impact and Sustainable development	Human activities can have a significant impact on ecosystems and cause environmental changes, both locally and globally.
					Cultural awareness and diversity	There are different values and attitudes shaped by our personal and local environments that affects our viewpoints on geographical issues and the way we interact with our environment.
KS 2 - Year 4	Regional Study - The East Midlands including Nottingham	Rivers	Global Study		**Place**	A 'place' encompasses distinctive features, landscape, community and diversity. A 'place' is shaped by various factors including culture and shared experiences.
					Space	'Space' is linked to ideas like location, distribution, pattern, interaction and distance. The concept of space can be observed in various physical and human geographical features like landforms and urban areas.
					Scale	Scale can refer to local, national, international and global. Different geographical concepts and processes can be observed, interconnected and understood at these different scale
					Interdependence	Interdependence shapes our local area, for example, farmers rely on the land to grow food that locals rely on for sustenance.
					Physical and Human Processes	Physical changes and human influences like urban growth can change the landscape of an area.
					Environmental impact and Sustainable development	It is important to use resources sustainably. This might involve learning about simple examples of sustainable practices, such as recycling.
					Cultural awareness and diversity	They are part of a local, national and global community.
KS 2 - Year 5	Oceans	Mountains	Rainforests		**Place**	Places can change over time due to various factors such as human activity and natural processes, and these can have changes on the community and environment.
					Space	'Space' involves examining features and the relationships between them. Pattern, within the concept of 'space', refers to how distributions of things repeat or vary.
					Scale	Links can be made between geographical processes at these different scales.
					Interdependence	Interdependence shapes our world, such as how trade connects different countries.
					Physical and Human Processes	There are ways humans, both individually and collectively can address the negative impact of human processes on the physical environment.
					Environmental impact and Sustainable development	The impact of human activities on ecosystems and the environment may have long-term effects.
					Cultural awareness and diversity	The world is made up of diverse cultures and identities, each with its own unique physical and human characteristics.
KS 2 - Year 6	Biomes	Energy	Why does population change?		**Place**	Factors such as socio-economic influences, historical context, and environmental impact can influence a place.
					Space	That distributions of human features can occur in a pattern and that this is intentional and influenced by physical, historical and socio-economic factors.
					Scale	The concept of 'scale' can be applied to real-world contexts, making connections between their geographical knowledge and current events or global issues.
					Interdependence	More complex interdependencies exist, such as how the economy of one place can affect another.
					Physical and Human Processes	Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels.
					Environmental impact and Sustainable development	The impact of overconsumption on the environment and the concept of renewable resource
					Cultural awareness and diversity	Different perspectives can provide different ways of understanding and interpreting the world.

Appendix – Key Knowledge and Vocabulary

Tier 1	Tier 2	Tier 3
Basic vocabulary *To be used but require little or no explicit instruction.*	***Academic vocabulary*** *To be taught and assessed. Words that could be used across disciplines.*	**Context Specific** *Specific vocab that will normally relate to one subject – to be taught and assessed*

Geography	**Foundation**		
Key Knowledge	**Key Vocabulary**		
Topic – I wonder… where the story will take us?	**Tier 1**	**Tier 2**	**Tier 3**
Links to Key Concept – Environment		environment nature	
Link to KS1 Key Concepts KS1 – Y1 – Physical and Human Process/Environmental Impact			
Sticky knowledge: taught & assessed for end goal. ❑ Different parts of our environment have different physical features (e.g woods, meadows, water, mountains). ❑ There are natural resources that we use to build from.			
Explore and learn in continuous provision. ❑ Books which represent our protected characteristics. ❑ Children can play in Imagination Land where they are able to explore the natural environment. ❑ A range of small world resources for children to build different landscapes and environments. ❑ Develop links between small world area resources and the world around them. ❑ A globe			
Skills and Fieldwork ❑ Free exploration of their setting and outdoor area ❑ Ask questions and follow their own interests ❑ Opportunities for language development through naming and describing observations to peers and adults			

Topic – I wonder…where I will go?	**Tier 1**	**Tier 2**	**Tier 3**
Links to Key Concept – Place (Transport/Rainforests)	Bramcote map Nottingham	**country** **England** **travel**	Earth Rainforest world
Link to KS1 Key Concepts KS1 – Y1 – Physical and Human Process/Environmental Impact KS1 – Y2 – Place/ Interdependence (Me and My World)			
Sticky knowledge: taught & assessed for end goal. ❑ Transport can take us to different parts of the world (boats, cars, rockets, aeroplane) ❑ Different countries have different features such as; climate, cultures, language foods and traditions) ❑ We live and go to school in Bramcote ❑ We live in Nottingham ❑ We live in England ❑ There are contrasting environment to where we live (rainforests).			
Explore and learn in continuous provision. ❑ Use maps in provision to imaginatively play with others in small world and construction. ❑ Make maps in the construction/small area. ❑ Explore different forms of transport both outdoor and indoor. ❑ Observing changes in our environment over time. ❑ Natural resources in playdoh. ❑ Making playdoh small worlds.			
Skills and Fieldwork • Map can be used to find your way from place to another. • Devise a simple map • Use a simple map to develop play and explore travel			

Topic – I wonder….how living things grow?	**Tier 1**	**Tier 2**	**Tier 3**
Links to Key Concept - Physical and Human Processes	homes plants animals	habitat natural	environment occupation
Link to KS1Key Concepts KS1 – Y1 – Physical and Human Process/Environmental Impact KS1 – Y2 Human and Physical (Hot and Cold areas of the world) KS2 – Y2 – Place, space, scale (Let's go on Safari)			
Sticky knowledge: taught & assessed for end goal. ❑ There are animals and plants which belong in different places. ❑ The environment changes at different points in the year.			
Explore and learn in continuous provision. ❑ Explore different part of the world through stories, use of Google Earth, globe. ❑ Make objects from natural resources. ❑ Explore different habitats in outdoor play. ❑ Bug hotel in Imagination Land. ❑ Learn about the habitats in our local area (woodlands, forest school, gardens). ❑ Observing changes in our environment over time.			
Skills and Fieldwork ❑ Free exploration of their setting and outdoor area ❑ Visits to places in the immediate vicinity ❑ Ask questions and follow their own interests ❑ Opportunities for language development through naming and describing observations to peers and adults.			

Topic – I wonder….how living things grow?	**Tier 1**	**Tier 2**	**Tier 3**
Links to Key Concept - Place/Interdependence **Cultural Awareness and Diversity**	homes plants animals	habitat natural	environment occupation
Link to KS1Key Concepts KS1 – Y1 Place – (Bramcote) KS1 – Y2 – Scale/ Interdependence (Me and My World)			
Sticky knowledge: taught & assessed for end goal. ❑ Our local community is made up of people who help each other. ❑ There are places in our local area that help the community (hospitals, vets, doctors, dentist etc.).			
Explore and learn in continuous provision. ❑ Explore different part of the world through stories, use of Google Earth, globe. ❑ Make objects from natural resources. ❑ Explore different habitats in outdoor play. ❑ Bug hotel in Imagination Land. ❑ Learn about the habitats in our local area (woodlands, forest school, gardens). ❑ Observing changes in our environment over time.			
Skills and Fieldwork ❑ Free exploration of their setting and outdoor area ❑ Visits to places in the immediate vicinity ❑ Ask questions and follow their own interests ❑ Opportunities for language development through naming and describing observations to peers and adults.			

Tier 1	Tier 2	Tier 3
Basic vocabulary *To be used but require little or no explicit instruction.*	***Academic vocabulary*** *To be taught and assessed. Words that could be used across disciplines.*	**Context Specific** *Specific vocab that will normally relate to one subject – to be taught and assessed*

Geography – KS1	**Year 1**		
Key Knowledge	**Key Vocabulary**		
Topic: Bramcote (Place Knowledge)	**Tier 1**	**Tier 2**	**Tier 3**
Key Concept: Place A place is more than just a location, it is about how it looks, what is there and how it makes you feel. A place has different features that make it unique. ***Initial knowledge*** ❑ We live in the country of England and the city of Nottingham ❑ Cities are large places that have lots of people in them ***Sticky knowledge: taught & assessed for end goal.*** ❑ Towns can be large but are normally smaller than cities, with fewer people ❑ Villages are smaller than towns and have even fewer people ❑ Bramcote is a suburb of the city of Nottingham. ❑ Bramcote has schools, shops, a leisure centre, parks, pubs, garages, churches and a bus service. There are not many factories, farms or offices. People do a variety of jobs. ❑ There are many different types of housing in Bramcote including detached, semi-detached, terraced, bungalows and flats. **Geographical Skills and Fieldwork** ❑ Use ariel photographs and plan perspectives to recognise landmarks **and** human features within Bramcote. ❑ Devise a simple map; and use and construct basic symbols in a key ❑ Looking at the immediate vicinity around the school use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (walk around the interior/exterior of the perimeter fence, using a prepared map outline and children observe and record hills, woodland/trees, fields, playground, school drive, (observe and count the boulders) Moor lane (including residential houses), pathways, school building. ❑ Use simple directional language [for example, near and far, left and right], to describe the location of items on the map.	Bramcote Nottingham school shops house farm shopping centre	bungalow city detached factory flats office semi-detached suburb terrace town village	

Topic: Weather (Human and Physical Geography)	**Tier 1**	**Tier 2**	**Tier 3**
Key Concept: Physical & Human Process/Environmental Impact Human activities can impact the environment in many ways and there are things we can do to care for the world around us. ***Initial knowledge*** ❑ We experience weather every day ❑ Weather can make us feel cold, cool warm or hot, wet or dry ***Sticky knowledge to be taught and assessed for end goal.*** ❑ There are daily changes in weather. ❑ There are seasonal changes in weather and know which are the hottest and coolest seasons (and simple features of the weather in each) ❑ Know and recognise the main weather symbols (sun, cloud, rain, snow, wind, colour related temperature) ❑ Know in very simple terms how changes in weather can affect human activity (clothing, travel, activities, where we go) **Geographical Skills and Fieldwork** ❑ Use a simple map of UK every time a season is studied. Demonstrate changes in weather by using simple symbols and a key – use sunny, cloudy, rainy, windy and hot and cold symbols -	beach cloud cold/cooler day hot/warmer night rain sea snow sun wind	Autumn season Spring Summer weather Winter	

Topic: Seas and Coasts (Locational Knowledge)	Tier 1	Tier 2	Tier 3
Key Concept: Scale Some features of an environment are bigger or smaller than others	sea	coast harbour ocean port cliff beach	
Initial knowledge ❑ Water covers more than half of the Earth's surface. ❑ A sea is usually smaller and less deep than an ocean. ❑ Coasts are pieces of land that meet a sea or an ocean.			
Sticky knowledge: taught & assessed for end goal. ❑ There are 5 oceans – the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Arctic Ocean and the Southern Ocean. ❑ Most of the Earth's water is salt water that is contained in seas and oceans. ❑ Describe the features of a simple coastline and human activity that might take place there.			
Geographical Skills and Fieldwork ❑ Use simple satellite/aerial photographs to differentiate between land and water. ❑ Use world maps, atlases and globes to identify oceans studied.			

Tier 1	Tier 2	Tier 3
Basic vocabulary *To be used but require little or no explicit instruction.*	***Academic vocabulary*** *To be taught and assessed. Words that could be used across disciplines.*	**Context Specific** *Specific vocab that will normally relate to one subject – to be taught and assessed*

Geography – KS1	**Year 2**		
Key Knowledge	**Key Vocabulary**		
Topic: Hot and Cold Areas of the World (Human and Physical Geography)	**Tier 1**	**Tier 2**	**Tier 3**
Key Concept: Place Landscape and surrounding environment are important parts of a place. No two places are exactly alike. ***Initial knowledge*** ❑ Know the difference between climate and weather ***Sticky knowledge to be taught and assessed for end goal.*** ❑ Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ❑ Understand, in simple terms, what it might be like to live in these different places. ❑ Understand, in simple terms, how these areas are being affected by environmental change. **Geographical Skills and Fieldwork** ❑ Use aerial/satellite photographs to identify areas of land, sea, desert, ice (polar) regions of the world. ❑ Use world maps, atlases and globes to identify counties, continents and oceans., including polar regions and the equator.	Weather desert	climate climate climate change coast equator hemisphere north pole ocean south pole	arctic Antarctic

Topic: Me and My World (Locational Knowledge)	**Tier 1**	**Tier 2**	**Tier 3**
Key Concept: Scale/Interdependence People can be described as living in a number of different places, all of different scales. Maps are small - scale representations of a place. People, places, environments and processes are connected and can affect each other. ***Initial knowledge*** ❑ The United Kingdom is made up of England, Northern Ireland, Scotland and Wales ❑ The Republic of Ireland is not part of the United Kingdom. ***Sticky knowledge: taught & assessed for end goal.*** ❑ The capital of: England = London; Northern Ireland = Belfast; Scotland = Edinburgh. Wales = Cardiff. ❑ The seas around the United Kingdom: Irish Sea, North Sea, Celtic Sea and English Channel flow into the Atlantic Ocean. ❑ Name, locate and identify characteristics of England, Scotland, Northern Ireland and Wales e.g. physical features such as: mountain, lake, island, river, forest, valley, mainland and, in very simple terms. ❑ Describe how human activity can be affected by living near some of these features. ❑ Name, locate and identify basic characteristics of the four capitals cities – buildings/landmarks. ❑ Know the main differences between city, town and village focussing on facilities and transport and the advantages and disadvantages of living in a city or village. **Geographical Skills and Fieldwork** ❑ Compass points can be used to direct and locate places and features upon a map. ❑ Use world maps, atlases and globes to identify counties, continents and oceans.	island Island ocean river sea soil surround	border capital city continent country forest hill lake mainland mountain valley vegetation	

Topic: Let's go on Safari (Locational Knowledge/Place Knowledge & Human and Physical Geography)	Tier 1	Tier 2	Tier 3
Key Concept: Place/Space/Scale/Interdependence/Physical and Human Processes/Cultural diversity/Environmental ➢ Landscape and surrounding environment are important parts of a place. ➢ No two places are exactly alike. ➢ How far apart features are in a space can be compared and contrasted. ➢ People can be described as living in a number of different places, all of different scales. ➢ Maps are small - scale representations of a place ➢ People, places, environments and processes are connected and can affect each other.	grassland hunt mining	continent country endangered game reserve mud huts protected protect	savannah
Initial knowledge ❑ A continent is a large area of land. ❑ Africa is a continent not a country. ❑ Kenya is a country in Africa. ❑ Nairobi is the capital city of Kenya			
Sticky knowledge: taught & assessed for end goal. ❑ There are 7 continents – North America, South America, Europe, Asia, Africa, Australia and Antarctica. ❑ A savannah is a large stretch of grassland with a few trees. The Masai Mara is a large savannah in Kenya which has become a game reserve. ❑ A game reserve is a protected area of land where humans can live too. ❑ The Masai Mara is home to the 'Big 5' – lion, leopard, elephant, rhino and Cape buffalo. ❑ The Masai people protect the wildlife and live off the land by fishing, mining and gathering wood. ❑ The Masai people also research and protect the endangered animals.			
Geographical Skills and Fieldwork ❑ Use world maps, atlases and globes to identify counties, continents and oceans. ❑ Use ariel photographs to recognise human and physical features.			

Tier 1	Tier 2	Tier 3
Basic vocabulary *To be used but require little or no explicit instruction.*	***Academic vocabulary*** *To be taught and assessed. Words that could be used across disciplines.*	**Context Specific** *Specific vocab that will normally relate to one subject – to be taught and assessed*

Geography – KS2

Year 3

Key Knowledge

Topic: Earthquakes and volcanoes (Human & Physical Geography)

Key Concept: Scale/Space/Physical and Human processes/Interdependence

- The concept of space can be observed in various physical and human geographical features like landforms.
- Changes or events in one location can affect another, regardless of distance.
- Physical changes and human influences can change the landscape of an area.

Initial knowledge

- ❑ Molten rock is called magma when it is inside the Earth and lava when it is outside.
- ❑ There are active, dormant and extinct volcanoes

Sticky knowledge to be taught & assessed for end goal.

- ❑ The earth is made up of layers.
- ❑ The Earth's crust is broken up into large areas called tectonic plates.
- ❑ The tectonic plates float on top of the mantle. They can move and rub together.
- ❑ Land and sea sit above the tectonic plates.
- ❑ Know and explain that Earthquakes happen when tectonic plates rub together.
- ❑ Earthquakes are more likely in some parts of the world due to the position of the tectonic plates.
- ❑ Machines called seismographs measure the power of an earthquake at its epicentre on a scale called the Richter Scale.
- ❑ Know and explain how a volcano is formed.
- ❑ Volcanoes are more likely in some parts of the world and approximately three quarters of them take place in the Pacific Ring of Fire.

Geographical Skills and Fieldwork

- ❑ Use satellite photography to identify volcanoes of the world. Make links to their location in relation to tectonic plates.
- ❑ Identify volcanoes and tectonic plates using an Atlas.

Key Vocabulary

Tier 1	Tier 2	Tier 3
active	dormant	Richter scale
ash	epicentre	seismograph
crust	erupt	tectonic plates
earthquake	inner core	
layers	lava	
pressure	magma	
volcano	magma chamber	
	mantle	
	outer core	

Topic: Food Production (Human & Physical Geography)

Key Concept: Interdependence/Environmental impact and Sustainability

- Interdependence shapes our world, such as how trade connects different countries
- Changes or events in one location can affect another, regardless of distance.
- Physical changes and human influences can change the landscape of an area.
- Human activities can have a significant impact on ecosystems and cause environmental changes, both locally and globally.

Initial knowledge

- ❑ Food is transported within the UK.
- ❑ Food is transported from one country to another.
- ❑ Air travel is a form of transport.

Sticky knowledge: taught & assessed for end goal.

- ❑ Food is often produced in one place and transported. All places cannot normally produce all times of food. Specialisation.
- ❑ We export (sell) goods to other countries who can't or don't make enough of the product that is needed.
- ❑ We import (buy) products from other countries because we can't or don't make enough of the product we need.
- ❑ Climate conditions affects when food can be produced.
- ❑ Not all trading is fair, some people are paid very little.
- ❑ Aeroplanes are a method of importing and exporting food, not just passengers.
- ❑ There is an environmental impact of most forms of transport, especially air travel.

Geographical Skills and Fieldwork

- ❑ Use a themed map to show what products are imported and exported products to the UK.
- ❑ Create symbols and keys or use arrows to highlight either import or export.

Tier 1	Tier 2	Tier 3
climate	air freight	
consume	carbon footprint	
seasonal food	distribution	
source	environmental	
trade	impact	
transport	export	
trend	fair trade	
	fertiliser	
	import	
	pesticides	
	produce	
	responsible trade	
	specialisation	
	sustainability	

Topic: Our European Neighbours (Locational Knowledge/Place Knowledge and Human & Physical Geography)	Tier 1	Tier 2	Tier 3
Key Concept: Place/Space/Scale ➢ A 'place' encompasses distinctive features, landscape, community and diversity. People's shared experiences of a place can help people to connect as a community. ➢ 'Space' is linked to ideas like location, distribution, pattern, interaction and distance. ➢ Scale can refer to local, national, international and global.		border capital city climate continent country currency population trade	Europe
Initial knowledge ❑ Europe is a continent made up of lots of smaller countries ❑ Europe extends from the Atlantic Ocean (west) to Asia (east), to Arctic Circle (north) to the Mediterranean Sea (south) ❑ Name and locate the main countries including UK, France, Germany, Spain, Portugal, Italy, Sweeden, Norway and Russia ❑ Name the Seas which border the continent of Europe: North Sea, Atlantic Sea, Mediterranean Sea, Black Sea and Baltic Sea			
Sticky knowledge: taught & assessed for end goal. ❑ Know the main physical features of Europe e.g. major mountain ranges, major rivers, climate ❑ Know the human features of Europe e.g. capital cities, population comparisons between cities and rural locations ❑ How might your daily life in Nottingham be the same, or different to life in a European region e.g. rural Italy and an Italian City such as Rome (focus on transport, jobs, school)			
Geographical Skills and Fieldwork ❑ Use 4 figure co-ordinates to locate European countries / oceans / seas on a map or atlas. ❑ Use thematic or tourist maps to identify key human features such as the Eiffel Tower.			

Tier 1	Tier 2	Tier 3
Basic vocabulary *To be used but require little or no explicit instruction.*	***Academic vocabulary*** *To be taught and assessed. Words that could be used across disciplines.*	**Context Specific** *Specific vocab that will normally relate to one subject – to be taught and assessed*

Geography – KS2	**Year 4**		
Key Knowledge	**Key Vocabulary**		
Topic: Global Study (Locational Knowledge)	**Tier 1**	**Tier 2**	**Tier 3**
Key Concept: Scale Scale can refer to local, national, international and global. Different geographical concepts and processes can be observed, interconnected and understood at these different scale	direction climate	climate zone compass points hemisphere lines of latitude lines of longitude	Antarctica Arctic Tropic of Cancer Tropic of Capricorn
Initial knowledge ❑ The globe is divided into two hemispheres by the Equator. ❑ The Equator-an imaginary line halfway between the North and South poles. ❑ Antarctica is located at the southernmost point on the globe. ❑ The Arctic is located at the northernmost point on the globe. ❑ Understand a simple comparison between the Arctic and Antarctica.			
Sticky knowledge: taught & assessed for end goal. ❑ Lines of latitude are invisible horizontal lines mapped out on our globe to show how far north or south a place is from the equator. ❑ Lines of longitude are invisible vertical lines mapped out on our globe to show how far east or west a place is from the prime meridian. ❑ The prime meridian is the line of 0 longitude, the starting point for measuring distance both east and west around the Earth. ❑ A basic understanding of time zones. ❑ The Tropic of Cancer is an imaginary latitude line located above the equator that runs across the globe at about 23 degrees north. This is the exact location where the sun is overhead on June 21. ❑ The Tropic of Capricorn is an imaginary latitude line located below the equator that runs across the globe at about 23 degrees south. This is the exact location where the sun is overhead on December 21.			
Geographical Skills and Fieldwork ❑ Use a globe to revise land masses, continents, oceans and to introduce other global features e.g. equator, poles, hemispheres etc. ❑ Use 4-fig and introduce 6-fig grid references to identify specific points on a map / atlas ❑ Present on a map the following features: equator, poles, hemispheres, Tropic of Cancer and Capricorn, time zones.			

Topic: Regional study – East Midlands including Nottingham (Place Knowledge)	Tier 1	Tier 2	Tier 3
Key Concept: Place/Space A 'place' encompasses distinctive features, landscape, community and diversity. A 'place' is shaped by various factors including culture and shared experiences. 'Space' is linked to ideas like location, distribution, pattern, interaction and distance.	facilities local	agricultural land capital city commercial land country border county dispersed land-use monument recreational land region residential land settlement transportation	
Initial knowledge ❑ The UK is split into different regions – the East Midlands being one. ❑ East Midlands is the 4th largest region in the UK by area. ❑ The East Midlands region has its own airport – East Midlands Airport. ❑ Nottingham is a city in the county of Nottinghamshire. ❑ Nottingham is located on the River Trent.			
Sticky knowledge: taught & assessed for end goal. ❑ The largest cities in the East Midlands region: Nottingham, Derby and Leicester. ❑ The East Midlands includes the counties of Nottinghamshire, Derbyshire, Leicestershire, Northamptonshire, Rutland and Lincolnshire (not North and North-East Lincolnshire). ❑ Leicester is a vibrant multi-cultural city that hosts one of the largest Diwali celebrations outside India each year. ❑ Research reasons for why people are attracted to living in Nottingham and surrounding satellite villages and understand the results e.g. transport links, land-use, employment, trade, educational facilities (there are two universities), its architecture, a multitude of shops and proximity to countryside.			
Geographical Skills and Fieldwork ❑ Use OS maps to identify key human and physical features of the local area. ❑ Use OS map to recognise formal symbols and keys. ❑ Measure by surveying people as to: 1. Why they are attracted to live in Nottinghamshire and the East Midlands. 2. Transport use ❑ Record results and present the findings			

Topic: Rivers (Human & Physical Geography)	Tier 1	Tier 2	Tier 3
Key Concept: Space/Physical and Human Processes/Environmental Impact ➢ 'Space' is linked to ideas like location, distribution, pattern, interaction and distance. The concept of space can be observed in various physical and human geographical features ➢ Physical changes and human influences can change the landscape of an area. ➢ It is important to use resources sustainably	climate mouth ocean rain river snow stream waterfall weather	confluence delta deposition erosion estuary evaporation condensation flood barriers floodplains meander precipitation sediment tributary v-shaped valley water cycle weather systems	
Initial knowledge ❑ Water never leaves the Earth, it moves around the 'water cycle'. ❑ All rivers begin at a source. ❑ River's flow into the oceans			
Sticky knowledge to be taught & assessed for end goal. ❑ The water cycle follows the journey of water from oceans to clouds to rain to streams to rivers and back into the ocean. ❑ Understand and explain that the water cycle involves the scientific processes of evaporation and condensation. ❑ Recognise the features and courses of a river: Upper, middle and lower course ❑ Name and locate some of the world's longest rivers. ❑ Understand the unequal distribution of water as a 'world resource' and know where water is prevalent and where it is not. ❑ Understand how the presence (and lack of it) of water can impact on human activity, making a brief land use comparison between two locations. ❑ Transportation and access to water to grow crops are the main reasons for populated areas being next to rivers.			
Geographical Skills and Fieldwork ❑ Use OS maps to plot a river's course i.e. River Trent ❑ Fieldwork: observe, measure, record and present data on the physical features of a river e.g. depth, velocity, water clarity (PH testers) ❑ Sketch maps to show the course of a river ❑ Choose one section of the river to produce a scaled representation ❑ Identify key river features using 4-fig and some 6-fig grid references, such as meanders, tributaries, source, waterfall			

Tier 1	Tier 2	Tier 3
Basic vocabulary *To be used but require little or no explicit instruction.*	***Academic vocabulary*** *To be taught and assessed. Words that could be used across disciplines.*	**Context Specific** *Specific vocab that will normally relate to one subject – to be taught and assessed*

Geography – KS2	Year 5		
Key Knowledge	**Key Vocabulary**		
Topic: Mountains (Human and Physical Geography)	**Tier 1**	**Tier 2**	**Tier 3**
Key Concept: Place/Scale/Human and Physical Processes ➢ Places can change over time due to various factors such as human activity and natural processes, and these can have changes on the community and environment. ➢ Links can be made between geographical processes at these different scales ➢ There are ways humans, both individually and collectively can address the negative impact of human processes on the physical environment.	mountain	agriculture erosion mountain range mountaineer plate-tectonics weathering	fold mountain
Initial knowledge ❑ Name and locate the main mountain ranges in the UK: Snowdonia, The Pennines, The Grampians, and two others. ❑ The highest mountain in the United Kingdom is Ben Nevis, Scotland. The highest mountain England is Scarfell Pike and the highest mountain in Wales is Snowdon ❑ Name and locate many of the world's most famous mountainous regions. (The Andes, The Alps, The Himalayas, The Rockies). Compare and contrast these ranges by size and highest peak. ❑ The highest mountain range in the world is the Himalayas in Asia, in which the tallest mountain in the world is Mount Everest.			
Sticky knowledge: taught & assessed for end goal. ❑ A mountain is a large landform that rises above the surrounding land, usually in the form of a peak. ❑ Mountains are usually classified as land over 600 metres above sea level. ❑ The highest point of a mountain is called the summit. ❑ Mountains are formed through movement in the Earth's crust - when tectonic plates interact with one another. They can be formed in different ways. ❑ Understand the impact of mountainous regions on human activity such as agriculture, housing, climate and tourism			
Geographical Skills and Fieldwork ❑ Use an atlas to locate the major mountain ranges in the world ❑ Use OS maps of Ben Nevis (with contour lines) to locate mountains, identifying the height at the summit and where there are steep slopes denoted by contour lines being close together ❑ Use aerial photographs to compare peaks and understand how temperature falls at higher altitudes ❑ Use the 8 points of the compass, four and six figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world. Link to mountaineering and Hike to Hemlock.			

Topic: Oceans (Human and Physical Geography)	Tier 1	Tier 2	Tier 3
Key Concept: Physical & Human Processes/Environmental impact & sustainability There are ways humans, both individually and collectively can address the negative impact of human processes on the physical environment. The impact of human activities on ecosystems and the environment may have long-term effects. ***Initial knowledge*** ❑ Apply prior knowledge of the water cycle ***Sticky knowledge: taught & assessed for end goal.*** ❑ Describe how the ocean is used for human activity. ❑ Explain how the ocean helps to regulate the Earth's climate and temperature. ❑ Identify the Great Barrier Reef as part of Australia and describe some of its benefits. ❑ Describe how humans impact the oceans and the consequences of this. ❑ Explain some actions that can be taken to help support healthy oceans. ***Geographical Skills and Fieldwork*** ❑ Use an atlas to revise the names of the major oceans – Atlantic, Pacific, Indian, Southern, Arctic. Because of the sticky knowledge, locate where the great barrier reef is. ❑ Use digital/computer mapping to locate the deepest oceans and the warmest/coldest oceans	coral reef disposable human footprint species water cycle	biodegradable decompose ecology ecosystem erosion habitat marine microplastics natural disaster renewable energy single use plastic	coral bleaching

Topic: Rainforests (Human and Physical Geography)	Tier 1	Tier 2	Tier 3
Key Concept: Place/Space/Scale/Human and Physical Processes ➢ Places can change over time due to various factors such as human activity and natural processes, and these can have changes on the community and environment. ➢ 'Space' involves examining features and the relationships between them. ➢ Pattern, within the concept of 'space', refers to how distributions of things repeat or vary. ➢ Links can be made between geographical processes at these different scales. ➢ There are ways humans, both individually and collectively can address the negative impact of human processes on the physical environment. ***Initial knowledge*** ❑ State the location and some key features of the Amazon rainforest. ❑ Name one way in which the Amazon is changing. ❑ Articulate why the Amazon rainforest is important. ***Sticky knowledge: taught & assessed for end goal.*** ❑ Name and describe the four layers of tropical rainforests. ❑ Know the biodiversity of a rainforest. ❑ Understand that trees and plants adapt to living in the rainforest and give an example. ❑ Define the word indigenous and give an example of how indigenous people use the Amazon's resources. ❑ Give examples of how humans are having a negative impact on the Amazon and an action that can be taken to help e.g deforestation, palm oil etc ***Geographical Skills and Fieldwork*** ❑ Use a world map to locate the major rainforests in the world. Correlate this with a map showing the areas of highest rainfall and highest temperatures. ❑ Observe, measure, record and present (using graphs) the rainfall at school for one month and then compare this to the rainfall experienced in a location within the amazon rainforest. Draw conclusions from the results.	community drought logging mining vegetation	biome canopy layer deforestation emergent layer Equator global warming greenhouse gas indigenous people lianas lines of latitude understorey layer	Tropic of Capricorn Tropic of Cancer

Tier 1	Tier 2	Tier 3
Basic vocabulary *To be used but require little or no explicit instruction.*	***Academic vocabulary*** *To be taught and assessed. Words that could be used across disciplines.*	**Context Specific** *Specific vocab that will normally relate to one subject – to be taught and assessed*

Geography – KS2	**Year 6**		
Key Knowledge	**Key Vocabulary**		
Topic: Biomes	**Tier 1**	**Tier 2**	**Tier 3**
Key Concept: Scale/Human and Physical processes / Interdependence /Environmental Impact ➢ The concept of 'scale' can be applied to real-world contexts, making connections between their geographical knowledge and current events or global issues. ➢ More complex interdependencies exist, such as how the economy of one place can affect another. ➢ Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels. ➢ The impact of overconsumption on the environment and the concept of renewable resource	arid rainforest sparse vegetation fauna/flora	biomes characteristics deciduous forest peninsula permafrost precipitation savannah desert taiga tundra	
Initial knowledge ❑ Know that vegetation belts are areas of the world that are home to similar plant species.			
Sticky knowledge to be taught & assessed for end goal. ❑ Six of the main land biomes are tundra, taiga, deciduous forest, savannah, desert and rainforest ❑ Locate these 6 main biomes on a world map. ❑ Each biome has specific climate, precipitation, flora and fauna ❑ The key characteristics of each biome are what makes biomes different to each other. ❑ That many of the biome's characteristics can be linked to the biomes position on earth (longitude/latitude) and other geographical features (e.g. mountains) ❑ The Yucatan peninsula is in the continent of North America and has 3 different biomes within it: rainforest, savannah, taiga. ❑ Flora and fauna within the biome has adapted over time in order to survive (link to science work) ❑ Explain how human activity may contribute to the changing climate and landscapes of a biome,			
Geographical Skills and Fieldwork ❑ Use digital/computer mapping to locate biomes and use ariel photos and annotation to compare and contrast the features of the biome.			

Topic: Energy	Tier 1	Tier 2	Tier 3
Key Concept: Physical and Human Processes/Environmental impact and sustainability ➢ Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels. ➢ The impact of overconsumption on the environment and the concept of renewable resource	coal consumption dam energy source producer solar power time zone wind power	biofuel contour line crude oil emissions hydropower natural gas non-renewable nuclear power regenerate renewable replenish	Prime Meridian
Initial knowledge ❑ Describe the significance of energy			
Sticky knowledge: taught & assessed for end goal. ❑ Know that natural resources can be used to make energy. ❑ Explain the distribution of natural resources (energy). ❑ Examine and understand the inequality in the distribution of natural resources ❑ Explain the difference between renewable and non-renewable energy, giving examples of each. ❑ Identify and explain the benefits and drawbacks of different energy sources. ❑ Explain how transport links have changed over time. ❑ Describe the best way to generate energy.			
Geographical Skills and Fieldwork ❑ Conduct a traffic survey to analyse how many vehicles on the A52 have a single occupant. ❑ Analyse and present findings and implications using graphs. Does this vary at different times of the day and what does this tell us? ❑ Survey families within the year group to establish proportion of families with electric vehicles/petrol/diesel. Include in the survey vehicles owned 10 years ago. ❑ Present findings. Interpret the data. Draw conclusions.			

Topic: Population Change	Tier 1	Tier 2	Tier 3
Key Concept: Place/Space/Scale/Interdependence/Physical & Human Processes ➢ Factors such as socio-economic influences, historical context, and environmental impact can influence a place. ➢ That distributions of human features can occur in a pattern and that this is intentional and influenced by physical, historical and socio-economic factors. ➢ The concept of 'scale' can be applied to real-world contexts, making connections between their geographical knowledge and current events or global issues. ➢ More complex interdependencies exist, such as how the economy of one place can affect another. ➢ Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels.	birth rate climate climate change death rate involuntary region	cartogram densely populated distribution migrants migration natural increase population pull factors push factors refugee sparsely populated	
Initial knowledge ❑ Identify the most densely and sparsely populated areas ❑ Know that the global population has grown significantly since the 1950s. ❑ Explain some of the reasons why people have no choice but to leave their homes.			
Sticky knowledge: taught & assessed for end goal. ❑ Know that London and the South East regions have the largest populations in the UK. ❑ Define birth and death rates, suggesting what may influence these. ❑ Know that migration is the movement of people from one country to another, identifying possible push and pull factors. ❑ Describe the causes of climate change, explaining its impact on the global population. ❑ Describe some of the negative impacts of humans on the environment. ❑ What are the current migration issues in the world today.			
Geographical Skills and Fieldwork ❑ Analyse theme maps showing population distribution and population density, identifying potential causes for the pattern observed.			