



# Moretonhampstead Primary School

## Geography Curriculum Plan



Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school.

The key skills are derived from the National Curriculum and split into individual year groups to support a progressive approach and mixed age classes.

The study of geography will inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. It needs to promote the children's interest and understanding of diverse places, people, resources and natural and human environments. We use an enquiry-based approach for teaching Geography because we know it makes the learning focused for children. Questions are carefully selected to ensure that children are excited by their learning whilst ensuring National Curriculum coverage is achieved.

Key geographical skills such as mapwork, directional language and fieldwork are taught and revisited throughout the curriculum and links are made with other subjects to ensure the relevance of these skills is clear. The study of the wider world develops an understanding of what being part of a global community means. It encourages children to be more aware of other cultures around the world and the impact they can have as an individual.

### **Vocabulary**

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

### **KS1 Vocabulary List**

Baseline	Lower KS1	Upper KS1
street	near	England
left	transport	location
teacher	wind	Dublin
house	far	Scotland
right	lorry	route
caretaker	snow	Equator
bungalow	left	Northern Ireland
forwards	bus	aerial view
Head Teacher	rain	North Pole
school	right	Eire
backwards	car	landscape
cleaner	hail	South Pole
church	building	Wales
above	summer	environment
Police Officer	fog	Irish Sea
zebra crossing	plan	North
under	winter	London
doctor	wet	North Sea
traffic lights	globe	South
tunnel	autumn	Edinburgh
dentist	dry	English Channel
bridge	journey	east
roundabout	spring	Cardiff
map	hot	local
	travel	west
	seasons	Belfast
	cold	distant
	long	semi-detached
	short	terraced
	wide	address
	bungalow	larger
	junction	smaller
	narrow	behind

	<p>town Village farm</p>	<p>city desert ocean beach cliff coast forest hill mountain sea river valley soil vegetation seasonal port harbour factory</p>
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**Lower KS2 Vocabulary List**

<p>Settlement valley mountain community Vegetation weathering landscape soil erosion [within weathering] relief map peat port political map loam harbour cliff clay factory ocean lake office fieldwork transport [carry] industry sketch diagram compass North East South East North West South West Weather climate zone polar equator Tropical longitude latitude environment</p>	<p>Greenhouse warm polytunnel contour humid intensive farming height coastal arable farming hydroponics evaporation market gardening allotment precipitation mixed farming distribution condensation organic farming import hemisphere distance export productivity scale native/ indigenous natural resources grid reference sustainable man-made materials satellite weathering/erosion hemisphere settlement patterns natural disaster tropical inland ox-bow lake polar urban/ rural spring [water] trade</p>
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## Upper KS2 Vocabulary List

climate/ weather flood plain deposition climate zones  
meander transportation tributary surface confluence  
vegetation belts sea level mouth river grid reference  
source delta terrain products ox-bow lake features  
industrial grid reference contour lines continent  
landscape natural sub-continent water cycle  
population development arid precipitation  
irrigation evaporation condensation ground water  
settlement industry tourist excursion

scale [maps] contours migrate naturalised Arctic  
disperse indigenous Antarctic sustainability immigrant  
renewable natural disaster survey population  
natural resources questionnaire biomes canopy [trees]  
latitude vegetation belts Ordnance Survey longitude  
climate zones distance Greenwich/Prime Meridian  
conservation scale Time zone  
pollution grid reference Northern hemisphere export  
symbols Southern hemisphere import  
urban Tropic of Capricorn tropical rural  
Tropic of Cancer equatorial land use Equator  
Subterranean congestion latitude  
Location pollution longitude  
minutes[location] tectonic plates deforestation magma

Geography lead by facilitating big question-based learning which allows children to explore different areas of history. These topics are mapped out by teachers on a rolling programme and follow the objective of the national curriculum and our progression of key skills below. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group and across the school. At the beginning of each topic a big question is introduced to the children, they are able to convey what they know already, through oracy, as well as what they would like to find out. This informs the programme of study and ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt, and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

We use our fantastic locality in which we are based to inspire, engage and explore and 'bring geography to life'. We invite local experts and professionals into school to enrich children's learning and to highlight the importance of geographical concepts in the real world. By utilising both our indoor and outdoor learning environments, children develop independence, resilience, and a **passion for geography**.

The National Curriculum

Key Stage 1 - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

#### Locational Knowledge

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

#### Place Knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### Human and Physical Geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### Geographical Skills and Fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### Key Stage 2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### Locational Knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### Place Knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### Human and Physical Geography - describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water geographical skills and fieldwork
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Progression of Key Skills

### Key skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	<b>Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</b>		<b>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</b>			
	Can I name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?	Can I name and locate the world's seven continents and five oceans?	Can I locate and name the countries making up the British Isles, with their capital cities? Can I suggest reasons for the location of towns and settlements in a particular place? <i>For example, next to a river, on a hill top.</i> Can I locate and name the main counties and cities in/around the South West? Can I compare two different regions in the United Kingdom (York and North Yorkshire) and discuss the geographical difference to Plymouth? Can I locate and name the main counties and cities in England? Can I compare land-use maps of the United Kingdom from the past with the present, focusing on land use and tourism impact?	Can I locate the main countries of Europe, including the location of Russia, and identify the capital cities? Can I name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers and understand how these features have changed over time? Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones? Can I locate the main countries in Europe, North and South America and name principle cities?	Can I locate the main countries of Europe, including the location of Russia, and identify the capital cities? On a world map, Can I locate the main countries in Africa, Asia and Australasia/Oceania and identify their main environmental regions, key physical and human characteristics, and major cities? Can I map how land use has changed over time?	Can I identify the longest rivers in the world, largest deserts, and highest mountains and compare these with the United Kingdom? Can I identify the position and significance the Northern and Southern Hemisphere and the Arctic and Antarctic circles? On a world map, Can I locate areas of similar environmental regions, either desert, rainforest or temperature regions? Can I identify the position and significance of Equator and the Tropics of Cancer and Capricorn? Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones?
<b>Place Knowledge</b>	<b>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</b>		<b>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</b>			
	Can I talk about and describe people and places where I live? Can I talk about similarities and differences between places? <i>For example, the school playground and the town park.</i> Can I talk about the different ways to travel, on foot, by car, train, bus? Can I understand geographical similarities and differences through studying the human and physical geography of small area of the United Kingdom?	Can I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country concentrating on islands and sea sides using Barnaby Bear (or similar)?	Can I compare a region in the United Kingdom with a region in Europe?	Can I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom? Can I compare a region in the United Kingdom with a region in North America with significant differences and similarities and understand some of the reasons for the similarities and differences? Can I compare a region in the United Kingdom with a region in North or South America with significant differences and similarities?		Can I understand geographical similarities and differences through the study of human and physical geography of a region within South America?

<b>Human and Physical Geography</b>	<p><b>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</b></p> <p><b>Use basic geographical vocabulary to refer to:</b></p> <ul style="list-style-type: none"> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>		<p><b>Describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>			
	<p>Can I identify seasonal and daily weather patterns in the United Kingdom?</p> <p>Can I use the basic geographical vocabulary to refer to:</p> <p><b>Key Physical Features</b> including; <u>forest, hill, mountain, soil, valley, vegetation?</u></p> <p><b>Key Human Features</b> including; <u>city, town, village, factory, farm, house, office?</u></p>	<p>Can I identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles?</p> <p>Can I use the basic geographical vocabulary to refer to/and sort:</p> <p><b>Key Physical Features</b> including; <u>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather?</u></p> <p><b>Key Human Features</b> including; <u>city, town, village, factory, farm, house, office, port, harbour, shop?</u></p>	<p>Can I describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water?</p> <p>Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (<i>link to work on the Rainforest</i>)?</p> <p>Can I describe and understand key aspects of human geography, including: types of settlements in Viking, Saxon Britain?</p>	<p>Can I describe and understand key aspects of physical geography, including: rivers and the water cycle?</p> <p>Can I describe and understand key aspects of human geography, including: trade between the United Kingdom and Europe and the rest of the world?</p>	<p>Can I describe and understand key aspects of physical geography, including: volcanoes and earthquakes, focussing on plate tectonics and the ring of fire?</p> <p>Can I identify and describe in detail the impact of change on the lives of people after a natural disaster?</p> <p>Can I describe and understand key aspects of physical geography, including: coasts, rivers, and the water cycle including transpiration; climate zones, biomes and vegetation belts? <i>For example, the Plym and Tamar.</i></p> <p>Can I consider the impact of a river on people and the landscape?</p> <p>Can I discuss the issues relating to water supply and the impact on people?</p> <p>Can I begin to describe and understand key aspects of physical geography, including: volcanoes and earthquakes?</p> <p>Can I describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water?</p>	<p>Can I discuss the distribution of natural resources, focussing on energy? i.e. power station visit</p> <p>Can I discuss the fair/unfair distribution of resource (Fairtrade), economic activity and trade?</p> <p>Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (<i>link to work on the Rainforest</i>)?</p> <p>Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (<i>link to work on the Rainforest</i>)?</p>
<b>Geographical Skills and Field Work</b>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>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.</p>		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>			

	<p>Can I understand that maps give information about the world (<i>Where? What?</i>)?</p> <p>Can I use world maps, atlases and globes to identify the United Kingdom and its countries?</p> <p>Can I use locational and directional language (<i>for example, near and far; left and right</i>), to describe the location of features and routes on a map?</p> <p>Can I talk about and describe where I live from photographs and leaflets etc?</p> <p>Can I label photographs and pictures of the local environment? <i>For example the church, shops etc?</i></p> <p>Can I use photographs to recognise landmarks and basic human and physical features and use these to devise a simple picture map?</p>	<p>Can I use world maps, atlases and globes to identify the continents and oceans studied at this key stage?</p> <p>Can I use simple compass directions (North, South, East and West), to describe the location of features and routes on a map?</p> <p>Can I look down on objects and make a plan?</p> <p>Can I find information on an aerial photograph?</p> <p>Can I use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and use these to devise a simple map?</p> <p>Can I realise why maps need a key and construct basic symbols in a key?</p> <p>Can I use simple fieldwork and observational skills to study the key human and physical features of my schools surrounding environment?</p>	<p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I recognise that there are eight points of a compass?</p> <p>Can I use two-figure grid references?</p> <p>Can I show some understanding of basic symbols and the key (including the use of a simplified Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world?</p> <p>Can I use fieldwork to observe and record the human and physical features in the local area? <i>For example, surveys, drawings and photographs.</i></p>	<p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I give direction instructions up to eight cardinal points?</p> <p>Can I follow a route using two-figure grid references but know that four-figure grid references can help you find a place more accurately than two?</p> <p>Can I use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs, and digital technologies?</p> <p>Can I make a simple scale plan of an area with whole numbers?</p>	<p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I use the eight points of a compass to give and receive direction?</p> <p>Can I map a route using four-figure grid references but know that six-figure grid references can help you find a place more accurately than four?</p> <p>Can I use basic symbols and the key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world?</p> <p>Can I use fieldwork to observe, measure and record the human and physical features in the local area? <i>For example, questionnaires and colour coded keys.</i></p> <p>Can I measure straight-line distances on large-scale maps using a scale bar and draw scaled maps?</p>	<p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I locate a city in the UK using six-figure grid references, with some emphasis placed on latitude and longitude?</p> <p>Can I extend my map skills to include non-United Kingdom countries?</p> <p>Can I use fieldwork to observe, measure, record and present the human and physical features in the local area? <i>For example, data logging.</i></p>
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### In order to assess impact - a guide

Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in Geography. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task, either individual or whole class, to judge prior knowledge; a KWL (know, want to learn, learnt) grid could be used and may be completed independently in books or constructed with the teacher.

Children's progress is monitored against National Curriculum expectations and key skills. Judgement is informed through use of children's books, dialogue, class scrapbooks, evidence on Sway and Tapestry, and AFL pieces. Teachers need to be clear on how the children will show their learning, through a presentation, art work or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.

There is an expectation that Geography learning in books will be the same quality as that in English books. The focus for spelling corrections is on Geography vocabulary and the expectation is that children who are ARE will spell these correctly throughout their Geographical writing.