



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.

Anything written in **purple** are National Curriculum aims for that Key Stage. This includes Early Years Early Learning Goals.

Any question that is written in **bold** is a key question for that unit.

Any word written in **light blue** is unit-specific vocabulary that children will encounter in that unit of work.

EY1

Please note that early years follow the EYFS curriculum, in which geographical knowledge comes under the area of learning: Understanding the World.

Who lives in your house?
Where do they celebrate Lunar new year?
How is Chinese food different from our own?
How are traditional Chinese clothes different from your clothes?
Do we have a jungle in the UK?
Where do gorillas live?
Can you find a zebra in the park?
Who celebrates St George's Day?



	Who celebrates St Patrick's day? Who celebrates St David's day? Who celebrates St Andrew's day? Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		
CIL examples	Small world-arctic/savannah animals and landscapes		
Fieldwork opportunities	Listening walk around school and grounds Seasons exploration in the Meadow Use of Meadow We're going on a Bear Hunt explore in the Meadow		
EY2 Please note that early years follow the EYFS curriculum, in which historical knowledge comes under the area of learning: Understanding the World.			
	Autumn	Spring- linked to books being read in class Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live Draw information from a simple map	Summer- Holidays and visits Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live Draw information from a simple map



		Where do characters in books we are reading live? What are their houses like? How is your house different to their houses? Can you draw a treasure map? Can you follow a treasure map?	Where are you going on holiday? What is that country's weather like? What is the same as England? What is different? Can you find that country on a map?
CIL examples	Treasure maps Exploring the school grounds Small world-arctic/savannah animals and landscapes Bee-bots-following directions/maps		
Field work opportunities	Walk to church to Mapping what we can see in church Pixi Postcards - collections (Meadow) Autumn watch in the Meadow Use of Meadow for positional language	Spring watch in the Meadow Map work (Pirates) children draw their own maps Use of Meadow	Maps- holidays, bear hunt Bear Hunt- exploring and using directional language Summer watch in the Meadow Use of Meadow for exploration
Key Stage 1 Aims/coverage These key aims are covered across the Key Stage. By the end of Year 2, children should be able to:			
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. Pupils should be taught to:			
Locational knowledge <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 			
Place knowledge <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.

Year 1	<p>Autumn</p> <p>Contrasting Localities: Broxbourne and locations in Kenya and Alaska</p> <p>Place knowledge</p> <ul style="list-style-type: none"> • 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 <p>Human and physical geography</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world</p>	<p>Spring</p> <p>My school and local area</p> <p>Human and physical geography</p> <p>key physical features, including: forest, hill, river, soil, season and weather</p> <p>key human features, including: city, town, house, office and shop</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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 	<p>Summer</p>
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		<ul style="list-style-type: none"> 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>Where do we live? What is the weather like in Broxbourne? Where does Handa live? What is the weather like in a part of Kenya? What is the weather like in a city in Alaska? Do Broxbourne, places in Kenya and places in Alaska look the same or different? How are children's lives the same and different in different countries? How would our lives be different if we lived in a different country?</p>	<p>What are some key features in our local area? What is the New River? Where is our church? What is a human feature? What is a physical feature? What do we see on a map of our school? Can we draw a map of our school? Can we follow directions around our school?</p>	
Unit specific Vocabulary	Compare, different, same, capital city, city, Arctic Circle, physical, human, features, country, town, Inuit people, weather	Map, river, school, key, allotments, manmade, New River, physical features, human features, church.	
Field work opportunities	Walks in the local area Science seasonal walks and weather tracking	Local walk looking at physical and human features Mapping of school and looking at maps Observational walk of school and grounds Science seasonal walks and weather tracking	Visit to Paradise Park- use of maps and directions Science seasonal walks and weather tracking
Cross curricular links	Use of school grounds for art lessons Science-seasons	Some historical information is taught within this Geography unit Science-seasons	Science-seasons
Year 2	Autumn The UK and mapping	Summer The World: Continents, seas and Oceans	Summer



	<p>Locational knowledge</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries 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 devise a simple map; and use and construct basic symbols in a key 	<p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage 	<p>Costal locations and the comparison to Broxbourne</p> <p>Human and physical geography use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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
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			use aerial photographs and plan perspectives to recognise landmarks and basic human and physical
	<p>Can you draw a map of your journey to school?</p> <p>Can you use some simple symbols on a map?</p> <p>Where do we live?</p> <p>What is an island?</p> <p>What countries make up the UK?</p> <p>What are their capital cities?</p> <p>What are the 4 ordinal compass points?</p> <p>What does each country's flag look like?</p> <p>What are their national symbols?</p> <p>What seas surround the UK?</p> <p>Where is Broxbourne within England?</p>	<p>What are the seven continents of the world?</p> <p>What are the 5 main oceans?</p> <p>What are the four main climate zones?</p> <p>What is the difference between climate and weather?</p> <p>What is the equator?</p> <p>What is a hemisphere?</p> <p>How does climate affect the animals and vegetation that grow/live there?</p> <p>An in depth study into a continent that may cover at ...</p> <p>How big is the continent?</p> <p>What is the population?</p> <p>What currency is used?</p> <p>What countries are in this continent?</p> <p>What is the climate like?</p> <p>What is the most common religion here?</p> <p>What celebrations/festivals take place here?</p> <p>What animals can you find here?</p> <p>What famous landmark are here?</p> <p>Are they human or physical?</p> <p>What traditional foods are eaten here?</p>	<p>Can you compare Broxbourne to a seaside town?</p> <p>What similarities can you see?</p> <p>What differences can you see?</p> <p>Where is St Ives?</p> <p>What human and physical features do some costal locations have?</p> <p>Can you find different tourist attractions/features on a map of St Ives?</p> <p>REVISE: Can you use compass directions to describe the location of these features/attractions?</p> <p>How have British seashores changed over time?</p> <p>Why has this happened?</p> <p>How are British seaside locations different to some in other locations (e.g. Maldives)?</p>
Unit specific Vocabulary	England Scotland Wales Northern Ireland Belfast Cardiff Edinburgh London North/ Irish/ Celtic Seas English Channel	Asia Africa North America South America Antarctica Australia/ Oceania/ Australasia Europe Arctic Southern, Pacific Atlantic	Beach, sea, lighthouse, pier, cliffs, promenade, harbour, island, shoreline, entertainment, import, industries.



		Indian, Continents, equator, world, tropical, temperature, climate	
Fieldwork opportunities	Seasonal walk Mapping journeys from home to school- using the map with families Tower of London Trip. Using the maps provided to guide the children to the places they would like to visit.	Talking about children's visits to other locations using maps, Google Earth, photos and resources to look at the UK, countries and continents	Using Google Earth, maps and images to find and identify human and physical features recognise map symbols and use compass directions to describe the location of features on a map. Using compass directions to find locations within the school environment Rye Meads trip comparing locations.
Cross curricular links	Mapping supported by reading Martha Maps it out and Maps: From Anna to Zane Tower of London visit including comparing historical images of London and the Tower on London to photos taken on the trip. Looking at where Broxbourne sits on the map.	Fact files in English	Science- Rye Meads trip
<p>Key Stage 2 Aims These key aims are covered across the Key Stage. By the end of Year 6, children should be able to</p> <p>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.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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.

Year 3	Autumn The United Kingdom Locational knowledge <ul style="list-style-type: none"> • 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 	Summer 1 Comparing UK localities: Broxbourne and Manchester Locational knowledge <ul style="list-style-type: none"> • 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 	Summer 2 Natural Disasters: Earthquakes Human and physical geography Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: earthquakes Geographical skills and fieldwork <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate
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	<p>understand how some of these aspects have changed over time</p> <p>Human and physical geography physical geography, including: rivers, mountains human geography, including: types of settlement and land use</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>land-use patterns; and understand how some of these aspects have changed over time</p> <p>Human and physical geography Describe and understand key aspects of:</p> <p>human geography, including: types of settlement and land use, economic activity</p> <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to describe features studied 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>countries and describe features studied</p>
	<p>Where is the UK? (identify on a World/European map) What is the UK? Is it the same as Great Britain? Revise: What are the countries in the United Kingdom? Revise: What are the capital cities of the countries in the UK? What are some of the major cities in the UK? Can you label and find the rivers, seas and mountains/mountainous areas in the UK?</p>	<p>What are the physical and human land features in Broxbourne? Can you describe Broxbourne and Manchester? What are some of the similarities and differences between these two localities? Can you plan a route via road from Broxbourne to Manchester? What are aerial photos? Can you use these to find physical and human features on a map?</p>	<p>What is the structure of the Earth? What are the layers of the Earth? What are tectonic plates? Can you recreate the world using tectonic plate pieces? Where do earthquakes occur? What causes an earthquake? What is the effect of an earthquake? What happens? What changes can occur? Can you design an earthquake safe construction?</p>



	<p>What is a county? Can you label counties in the UK? What county do you live in? What is neighbouring your county? What is the difference between a village, town and city?</p>	<p>Can you see, from photographs and maps, how a place has changed over time? Can you conduct a traffic survey and compare it to another? Can you compare Manchester and Broxbourne? What similarities and differences are there, both physical and human?</p>	<p>Can you talk about earthquakes that have happened previously? What was the effect of these? How did the areas change as a result of the earthquake?</p>
Unit specific Vocabulary	United Kingdom, Great Britain, England, Scotland, Wales, Scotland, Wales, Northern Ireland, mountain range, mountain, peak, height, population, suburbs, countries, capital cities, Belfast, Edinburgh, Cardiff, London, City of London, Greater London.	Human, physical, traffic survey, compare, Broxbourne, Manchester, key, map, land use	Earthquakes, natural disaster, shaking, tremors, tsunami, crust, core, mantle, tectonic plate, seismograph, landslide, aftershock, magnitude, Richter scale
References to previous learning	Revision of UK learning from Year 2	Builds on comparative and locational learning in Yr 1	
Fieldwork opportunities		Comparing Localities- Traffic Survey in local area and city	OAA and compass work to navigate/complete treasure hunt
Cross Curricular links:			OAA in PE
<u>YEAR 4</u>	<p>Autumn Maps and geographical skills</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries use the eight points of a compass, four figure grid references, symbols 	<p>Spring Eastern Europe Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human 	<p>Summer Natural Disasters: Volcanoes and Tsunamis</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),



	<p>and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world</p>	<p>characteristics, countries, and major cities</p> <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including volcanoes human geography, including: types of settlement and land use
	<p>What are the features of an atlas? How do we use an atlas efficiently? What is the difference between an atlas, paper map and digital map? Why do we need symbols on a map? What do the symbols on Ordnance Survey maps mean? What is a compass used for? What are the 8 points on a compass? Can you plan the longest or shortest route using compass point details? What is a grid reference? What is the difference between eastings and northings? Why are grid references important/useful? What can you find at (X, X)?</p>	<p>What is the definition of a 'country' and 'political borders'? What are the countries in Eastern Europe (including Russia) and their capital cities? Can you identify country flags? What can you tell me about the human and physical geography of Eastern Europe? What are some differences between the countries of Eastern Europe? What is climate? Is the climate in Eastern Europe similar or different to that of the UK? Can you tell me about a chosen region in Eastern Europe and how it is similar and different to Broxbourne and/or London?</p>	<p>Revise: Where are the tectonic plates? How does the placement of the plates relate to where natural disasters occur? Where are the world's most known volcanos? How are volcanoes formed? How do volcanoes affect people's lives? What is a dormant volcano/what is an active volcano? Can you live near a volcano? What protocols are there in place if you live near an active volcano? What is a tsunami? What is the relationship between tsunamis and earthquakes? How does a tsunami happen?</p>

Broxbourne CE Primary School Geography Overview



	How has the use of land changed in Broxbourne according to historical maps? How does a key work? Can you draw a map of the local area?	Have the countries in this area always been independent? How does a political map now compare to one from 40 years ago?	Where and when was the last recorded tsunami? How does a tsunami affect people's lives?
Unit specific Vocabulary	Atlas, compass, digital map, easting, grid reference, National Grid, northing, Ordnance Survey map, symbols, compass, Nature Reserve, Cycle trail, footpath, motorway, train station, place of worship, four-figure, six-figure.	Eastern Europe, country, continent, tourist attractions, nuclear power, radioactive, land use, residential, industrial, Poland, Belarus, Russia, Ukraine, Turkey, itinerary, passport, retail, business	Volcano (plural volcanos or volcanoes are both acceptable) crust, mantle, outer core, inner core, tectonic plates, tornado, tsunami, topsoil, subsoil, bedrock, magma. Eruption, lava, ash cloud.
References to previous learning	Map work in Year 1 and Year 2	Continents Year 2	Natural disasters: Earthquakes in Year 3
Field work opportunities	Finding the symbols on a map in the local area. Labelling and mapping. Using the local area to look at four-figure grid references.		School trip to Natural History Museum - Earthquakes and Volcanoes Exhibit. OAA and compass work
Cross-Curricular Links			OAA in PE Explanation writing in English.
Year 5	Autumn Biomes and the globe Locational knowledge <ul style="list-style-type: none"> locate the world's countries, using maps concentrating on their environmental regions, key physical characteristics, name and locate counties geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, 	Spring Rivers and the water cycle Locational knowledge name and locate counties and cities of the United Kingdom, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Human and physical geography	Summer Fairtrade Locational knowledge <ul style="list-style-type: none"> locate the world's countries, focussing on key physical and human characteristics Human and Physical Geography <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade



	<p>coasts and rivers), and land-use patterns</p> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle <p>Human and physical geography Describe and understand key aspects of:</p> <p>physical geography, including: biomes and vegetation belts,</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: rivers 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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>links, and the distribution of natural resources including energy, food, minerals and water</p>
	<p>What is a Biome? Where are the different Biomes located? In which hemisphere/s? What are the different Biomes called? What are the characteristics of the different Biomes? Can you show the Biomes on a map? How have animals adapted to live in different Biomes? What would be need by a human to survive in all the different Biomes? How can you compare and contrast different Biomes?</p>	<p>Revise: Can you locate some of the UK's major rivers? What are the main events in the water cycle? Can you explain why the water cycle is a closed cycle? What are the features of a river over the course of its journey? Where is the place in which you find the source of a river? Can you list some features of a river's upper course? Can you list some features of a river's middle course?</p>	<p>What does 'trade' mean? What is Fairtrade? What are the main principles of Fairtrade? How does Fairtrade help the farmers? How is the money distributed within the farming industry? Which produce can be Fairtrade? In which locations do we see Fairtrade? What is the life and journey of a banana from plant to table? How is chocolate made? Why is Fairtrade important for the chocolate industry? Would you buy Fairtrade products if they were more expensive? Why or why not?</p>



		<p>Can you list some features of a river's lower course?</p> <p>How does water erode a riverbank?</p> <p>How does deposition change the shape of a river.</p> <p>How are rivers are used by humans?</p> <p>How have rivers historically affected human settlement and activity?</p> <p>What are some advantages for different uses of a river?</p> <p>What are some disadvantages for different uses of a river?</p> <p>What is a dam? How do man-made dams affect the local area?</p> <p>Where is a location of one major dam?</p>	
Field work opportunities	Identifying local biome	Field trip to Hertford to observe and record information about 3 rivers	OAA in PE and at Burwell House Comparison of location: Broxbourne/Burwell
Unit specific Vocabulary	Biomes, Tundra, biodiversity, Boreal/Taiga, deciduous, rainfall, temperature, coniferous, latitude, regions, tropics, average, Rainforest, Grassland, Savanna, Desert, equator, ecosystems, continent, inhabit, terrestrial; aquatic,	Erosion, deposition, precipitation, evaporation, condensation, ground water runoff, source, mouth, tributary, reservoir, pollution, hydroelectric power, tidal bore, estuary, dam, waterfall, rapids, gorge, meander, confluence, floodplain, levee, delta, leisure, industry, conservation, oxbow lakes,.	Fair trade, poverty, alleviation, workplace safety, environmental conservation, empowerment, education, water access, certified
References to previous learning	Year 4-Climate lesson (Eastern Europe)	<p>Year 1- The local area</p> <p>Year 3- The United Kingdom</p> <p>Year 4 Science- The Water Cycle</p>	
Cross-curricular links	Science: adaptations		OAA in PE



			<i>Art - sketches of New River and Hertford, explore and label features, make a model version in clay</i>
<u>YEAR 6</u>	<p>Autumn Map Skills</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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. 	<p>Spring North and South America</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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) <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America <p>Human and physical geography</p>	<p>Summer The changing world: how human activity impacts on the world</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • 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 <p>Geographical skills and fieldwork</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>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, human geography, including: types of settlement and land use <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
	<p>Why do we use maps? How do maps differ? Are maps always accurate? Why/not? What does 'scale' mean on a map? How does the fact that the Earth is a sphere affect visual representation of land size? What is important to know about an Ordnance survey map? What can we learn about a place using Ordnance Survey symbols? How is a compass used? Revise: What directions are on an 8 point compass? What is on a 16 point compass (extension)? What does a relief map show? How can I represent contour lines? Can you use 6 figure grid references to locate places on a map?</p>	<p>What are the countries in North and South America? What are some capital cities? What do we mean by 'Central America'? What do latitude and longitude mean? What are the 'Tropics'? What are time zones? What is the Koppen system and how is it used? How do we describe climate? How does location affect climate? Where can you find famous human and physical features in North and South America? How can we use resources such as atlases and the internet to locate information? Can you compare locations? How are certain places similar or different to Broxbourne/England?</p>	<p>What is migration? Why does it occur? What are some different types of migration? How can migration impact both the home and destination locations? How can we use census data to inform us about an area? How did political decisions during Apartheid affect the human geography of South Africa? What is climate change? How has human activity affected the environment? What are some positive or negatives about different forms of energy? How can people act in a more sustainable manner?</p>

Broxbourne CE Primary School Geography Overview



Field Work opportunities	Use of compasses for directional learning Use of local Ordnance Survey maps to find locations or understand an area		Using census data to inform us about the local area Navigation, map use and orienteering on residential Use of maps, signs and directions to navigate locations we visit
Unit specific Vocabulary	Directions Relief Compass points Contours Locations Ordnance Survey Land use Grid references Purpose Field work	Köppen climate classification Physical characteristics Human characteristics population land use settlement Latitude/ longitude Equator urban rural Time zones	Migrant Economic refugee asylum seeker conflict energy source renewable sustainable climate change impact Apartheid spatial engineering census
References to previous learning	Year 2-mapping Year 4-mapping	KS2-Human and Physical features Year 5-Biomes Year 4-Climate lesson (Eastern Europe) KS2- Use of mapping resources	Year 4-Eastern European political/country changes



Historical knowledge from Cross-curricular learning in other subjects			Linked to English writing: Journey to Jo'burg Linked to PSHE and British Values
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GEOGRAPHICAL VOCABULARY PROGRESSION

By the end of the Key Stage, we expect all children to have encountered the following vocabulary. For some words, we expect children to encounter 'hear' that vocabulary spoken within class but not necessarily use it themselves until they are older.

	Early Years	KS1	Lower KS2	Upper KS2
Locational and Place Knowledge	USE			
	<ul style="list-style-type: none"> Home Holiday Broxbourne London World 	<ul style="list-style-type: none"> Country City Capital City Continent Hot Cold Weather 	<ul style="list-style-type: none"> Land use Features Compare Contrast Population Farming Residential area settlement 	<ul style="list-style-type: none"> Equator Latitude Longitude Tropics of Cancer/Capricorn Arctic Antarctic Time Zones Meridian Altitude border
	HEAR			
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Population 	<ul style="list-style-type: none"> Agriculture border 	
Human and Physical Geography	USE			
	<ul style="list-style-type: none"> Building 	<ul style="list-style-type: none"> City 	<ul style="list-style-type: none"> Urban 	<ul style="list-style-type: none"> Trade

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	<ul style="list-style-type: none"> • Town • Farm • Road • Park • School • Beach • motorway • Sea • Lake • River • Countryside • Wood • Weather • seasons 	<ul style="list-style-type: none"> • Town • Village • Farm • Road • Motorway • House • Street • Path • Port • Harbour • Woodland • Forest • Sea/Ocean • Beach 	<ul style="list-style-type: none"> • Rural • Suburban • Region • Landscape • Climate • Earthquake • Volcano • Active • Dormant • Tsunami • Plate tectonics • Geology • 	<ul style="list-style-type: none"> • Import • Export • Deforestation • Economy • society • Tributary • Confluence • Meander • Estuary • Mouth • Climate • Biome • Erosion • Deposition • Precipitation • Evaporation • Condensation • Ground water runoff • Migration • Refugees • Colonisation • Empire • Asylum seekers • Energy sources • Renewable/non renewable • Vegetation • Sustainable
	HEAR			
		<ul style="list-style-type: none"> • Urban 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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		<ul style="list-style-type: none"> • Rural • Equator 		
Geographical Skills and Fieldwork	USE			
	<ul style="list-style-type: none"> • Map • Place • Globe • Explore Positional language (e.g): <ul style="list-style-type: none"> • Near • Far • Next to • In front of 	<ul style="list-style-type: none"> • Compass • North • South • East • West • Map • Globe • Plan • Aerial photograph • key • Atlas • Address • Route • • 	<ul style="list-style-type: none"> • Observe • Measure • Record • North West • North East • South West • South East • Ordnance Survey • Coordinates • X axis/y axis • 4 figure grid references • Symbols • Index • 	<ul style="list-style-type: none"> • 6 figure grid references • Contour • Topography • scale • relief • Census
	HEAR			
	<ul style="list-style-type: none"> • Local • North • South • East • West 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • scale 	<ul style="list-style-type: none"> •