BLACK PEAR TRUST – SUBJECT PLAN - GEOGRAPHY

Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

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

Key Stage 1 content:

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.

Key Stage 2 content:

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.

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To be working at '**EXPECTED**' in geography …

ELG	Year 1:	Year 2:
• Talk about the features of their immediate environment and how environments may vary from one another	• Children can name, locate and identify characteristics of the 4 countries and capital cities of the UK. • They name, with support, the seas surrounding the UK. • Maps, atlases and globes can be used to identify the location of the UK and its countries. • In a local study they can identify the human and physical features of the place. • Children can use basic geographical vocabulary to describe physical and human features of places. • Seasonal and daily weather patterns in the UK can be identified. • These seasonal and weather patterns can be compared to places near the Equator and at the pole. • Children can use the 4 compass directions and locational vocabulary to describe where features and routes are on a map • Simple maps can be drawn using basic symbols & keys • Sketches and observational skills are sued to describe the school at its grounds.	• Children can name and locate the 7 continents and 5 oceans. • They can name, locate and identify characteristics of the 4 countries – including the surrounding seas and capital cities. • Similarities and differences between their local area and a contrasting non-European country are understood. • Children understand the location of hot and cold places based on the pole and equator. • Differences between physical and human features are explained. • Key technical language is used to describe places. • Maps, atlases and globes are used as reference documents to locate places. • Aerial photos and plan perspectives help them to recognise landmarks and features of the surrounding environment. • Simple co-ordinates are used to locate features on a map.

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EYFS	Year 1	Year 2
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		
Throughout ALL topics and the year children should be drip-fed knowledge/encouraged to re-call countries, capitals and flags, as well as key facts or famous places/landmarks from around the world.		
• Comment and ask questions about their familiar world (e.g places where they live or the natural world – cross curricular with science) • Asks questions about aspects of their familiar world such as the place where they live or the natural world	• Identify the Atlantic Ocean and Pacific Ocean • Identify the continents Africa and Europe • Locate England, Wales and Scotland as well as London, Cardiff and Edinburgh • Know simple geographical features of Worcester • Describe simple geographical features of a non- European country	• Identify all 5 oceans 7 continents • Identify the countries England, Wales, Scotland, Northern Ireland and Ireland … • And know their capital cities • Identify the surroundings seas of the United Kingdom • Identify similarities and differences between 2 places (Worcester and a 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		
• Know about similarities and differences in relation to places • Use maps to look at places and what features are there (e.g. Google maps to look for their house the location of 'hot' countries)	• Use a globe to identify locate the equator and the poles • Know the types of weather in hot and cold areas of the world • Order of the seasons • Know that the environment and living things are influenced by human activity.	• Know hot and cold areas of the world in relation to the equator and north and south poles • Independently use a globe to find hot and cold countries, poles and equator lines • Keep a weather diary and make simple interpretations of findings • Make simple comparisons about weather in two different countries

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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 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 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 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

Geographical skills to be developed and refined throughout the key stage and applied WHENEVER appropriate:

- Use sketches to design maps, explore patterns and buildings (historical and cultural), imagine or record landscapes, detail flowers/plants/animals found in a locality/habitat
- Use maps, atlases, globes, photos [all from a range of time periods] and computer software to research, discuss and evaluate an area – appropriate to the age and subject focus of the children
- Create maps – journeys, route maps, appropriate to the age of the children
- Explore location of different places or events in history/cultures/faiths

• Make observations of animals and plants and explain why some things occur, and talk about changes • Looks closely at similarities, differences, patterns and change	• Identify a map and a photograph • Use a key • Read and understand basic symbols • Understand the compass directions N, S, E, W • Explore the school grounds and describe the features of it • Describe some actions which people in their own community do that help to maintain the area they live.	• Use simple coordinates to locate a feature • Study the local environment and identify the human and physical features • Make a map /plan of the local area • Create and use a key

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To be working at '**EXPECTED**' in geography …

Year 3:	Year 4:	Year 5:	Year 6:
• They can name countries and cities within the wider world. • Children apply their knowledge of seasons to explain why Britain is warm and cold. • Children can ask questions about physical and human features. • Children can explain some of the similarities and differences between locations. • Children can name and locate counties and cities in the UK. Their geographical regions as well as their identifying human and physical characteristics, key topographical and land use patterns are described. • Children can understand how some of these aspects have changed over time. • Links are made with historical settlements. • Questions are asked about natural and man-made features. • Effects of trade links (positive and negative) are explained. • Children can describe physical geography – including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes. • Children can read 8 compass points. • Children can read 2 figure grid references and OS symbols. • ICT is used to take pictures of the local area. • Sketches are used to design maps.	• Children can begin to locate different climate zones, biomes and vegetation belts. • Some key rivers and mountain ranges can be named. • Children name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. • They explain how some of these aspects change over time. • They know European countries and cities. • Position of GMT, timezones and Arctic/Antarctic circles are known. • Types of land use and settlement are described. • Economic activity, trade links and distribution of natural resources are described. • Debates over the environmental impacts of behaviours are argued with an understanding of both sides. • Children can read the 8 compass points, 4 and 6 figure grid references and recognise OS symbols. • Information can be presented electronically.	• Children can explain how land use patterns have changed over time in areas that they've studied. • Economic activities and trade links are explained and the pros & cons identified. • Sustainability and the impact of long term behaviours are debated with reference to economic activities and historical events. • Grid references and OS symbols are used to begin to plot journeys/routes and compare places/settlements historically. • Countries around the world, especially within Europe and the Americas, can be located on maps. • The major cities, key physical and humans features and environmental regions of these countries can be described. • The position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle is understood. • Name rivers and mountain ranges • Population demographics are beginning to be analysed. • Land use patterns & how historical settlements developed are explained with reasons. • Local issues are explored using data. • Geographical similarities and differences between a region of the UK and a place in either Europe or N/S America are identified. • Children undertake small scale, localised weather studies and compare results. • Maps, atlases, globes and digital mapping is used to locate countries and features studied. • Sketches can be converted into maps.	• The major cities, key physical and humans features and environmental regions of these countries can be described. • Major rivers and mountain ranges can be named and countries surrounding them identified. • Population demographics are analysed to explain land use changes over time. • Children undertake small scale, localised weather studies and compare results to other data. • Field work studies, including sketches can be used to draw maps and plans. • Knows the location of key cities within all continents around the world. • The weather and climate data of world regions can be outlined. • Historical/political and technological causes of land use changes are explained. • The impact of historical events are analysed and compared to other towns and cities within the UK. • Explain BST and BMT. • Recognise and explain how timezones relate to longitude and latitude. • Erosional & depositional processes in rivers, oceans and glaciers are explained. • The impact of vegetation belts and biomes is understood. • Children understand the role of tectonic plates and how physical features are created. • The impact of natural disasters is explored and explained. • Children can use the 8 points of a compass, 4 and 6 figure grid references and symbols and keys (including OS) to describe journeys and describe locations. • Physical & human features of the local area are studied using fieldwork skills. • Sketches of places, journeys & land use are created using maps, plans, graphs & digital data

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Year 3	Year 4	Year 5	Year 6
Locational Knowledge 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. Please refer to the history long term plan wo see where the historical links are and ensure that children have opportunities to reflect and consolidate their geographical knowledge and understanding of places through historical comparisons of places, times and cultures. 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.			
Throughout ALL topics and the year children should be drip-fed knowledge/encouraged to re-call countries, capitals and flags, as well as key facts or famous places/landmarks from around the world.			
• Recognise key places within Worcestershire • Identify Worcestershire on a map of the UK and the border counties of Herefordshire, Gloucestershire and Warwickshire. • Locate London and the other capital cities on a UK map • Name key rivers in the UK • Locate mountains, hills, coasts, cities and countryside around the UK	• Name capital cities of major and some minor European countries • Explain some simple differences between the Northern and Southern hemispheres	• Re-call the continents of the world, the 5 oceans and the main seas around Europe • Re-call the capital cities of major countries as well as their major rivers and mountain ranges • Begin to compare population demographics • Explain how towns and cities have developed around these geographical features • Explain the location of the tropics • Explain latitude and longitude lines and the climatic changes along the latitude lines	• Name the largest cities in within countries and continents • Name the significant places and features of a location being studied • Locate the largest cities within countries and continents • Locate places by using their weather and climate data • Compare towns and cities within the UK and elsewhere in the World see how a given event affected both • Recognise how time zones correlate to lines of longitude - explain BST and BMT

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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

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

• Identify the main features of the water cycle • Identify and use the main features of the water system- e.g, source to ocean • Describe the effects of trade and the impact it has on the local area. • Identify types of natural resources and the benefits of disadvantages of using these e.g water – Malvern Hills • Make links with historical settlements (Romans, Tudors) • Compare places they have studied using the physical and human features for comparisons • Describe different points of view on an environmental issue affecting a locality	• Label key physical and human features of selected countries (e.g. rainforests and mountain ranges) • Locate the Arctic and Antarctic circles and explain the climates of these • Compare physical and human features of another place and Worcester and suggest possible reasons for these similarities and differences • Devise questionnaires to find out opinions on a local issue	• Following on from locational knowledge of latitude and longitude: • Use the terms biomes and vegetation belts • Analyse the impact of these on a specific location (e.g. Mount Etna) • Name the features of mountain ranges • Name some of the major tectonic plates and their boundaries, explain tectonics and the impact of them • Use maps to show the geographical distribution of energy around the UK • Research and debate the environmental impact of fracking •	• Identify the parts of a river (source, meander, mouth) and areas around (flood plains) • name the features of a coastline • Explain the erosional and depositional processes of rivers and coasts • Locate the significant rivers around the world and compare their features • Describe glaciers • Describe and explain immigration, emigration and migration and identify some reasons for each • Analyse statistics • Summarise an environmental issue, its possible causes, and solutions either in the local area or an area being studied – including climate change and ways that people are trying to manage an environment

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Geographical skills and fieldwork

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.

Geographical skills to be developed and refined throughout the key stage and applied WHENEVER appropriate:

- Read compass points - 4 points, 8 compass points
- Read grid references – 2 figure, 4 figure, 6 figure
- Identify features on maps – contours, symbols, OS symbols, road classification
- Use sketches to design maps, explore patterns and buildings (historical and cultural), imagine or record landscapes, detail flowers/plants/animals found in a locality/habitat
- Use maps, atlases, globes, photos [all from a range of time periods] and computer software to research, discuss and evaluate an area – appropriate to the age and subject focus of the children
- Create maps – journeys, route maps, plans, maps and plans appropriate to the age of the children
- Explore settlement patterns of different periods and in natural disaster zones

• Take photos of a local area and identify human and physical features • Identify human and physical features from aerial photos • Use a map to plot a route • Work out the distance between 2 places on a map • Plot a safe route	• Describe the effects of deforestation • Describe the benefits and disadvantages of tourism in a particular area – including linking to historical civilisations and for cultural reasons	• Use aerial photographs to match features on a map to the photograph, to help describe a location in more detail, to identify buildings and land use • Collect statistics about people and places and present them in the most appropriate ways	• Building on from the climate change above: • Keep a class weather chart throughout the school year making careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way (including use of ICT) • Undertake a peak flow study on different locations on the River Severn • Draw maps and plans of localities studied that include keys, grid references, four figure grid references (e.g. 05,15), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols