

## Geography Overview

2021-22	KS1	Bramley	Discovery
Term 1	Food and Farming – Our Local Area	The Natural World	
Term 2			
Term 3	Explorers – Non European Country		Passport to Europe and the Wider World
Term 4			
Term 5	Geography of the Seaside – Contrasting area in the UK	People of the World	
Term 6			
2022-23			
Term 1	No Place Like Home – Our Locality		The Americas
Term 2			
Term 3	Family Album – 4 Countries	The United Kingdom and Local Area	
Term 4			
Term 5	Animal Kingdom – Hot and Cold Countries		The Changing World
Term 6			

### Geographical Skills and Progression Map – Year 1 and 2

	2022-23	2021-22
Key Questions	<p><b>No Place like home- Our locality</b></p> <ul style="list-style-type: none"> <li>• Can you locate the UK on a world map then home in on the whole of the UK and ask in which country of the UK they live?</li> <li>• Can you locate at a larger scale?</li> <li>• Can you locate your county, town, village etc.</li> </ul>	<p><b>Food and Farming- Our local area</b></p> <ul style="list-style-type: none"> <li>• Where is our school located? (<i>e.g. in which village or town, on which road; identify the address and postcode.</i>)</li> <li>• What sort of area is it in? (<i>e.g. busy, quiet, rural, built-up etc.</i>)</li> <li>• Who lives in this area? Who works in this area? Where do they work and what jobs might they do?( farmers, pickers, farm shop)</li> </ul>

- Can you identify where you live?
- What sort of area is it?
- Can you identify the main features of your local area (rivers, farms, orchards, park, church, shops)
- Can you identify your neighbouring counties and towns?
- Can you find their school on the map?
- Can you identify on a world map where our country is?

#### **Family Album- 4 countries**

- What are the four countries of the United Kingdom and where are they located?
- What are the capital cities of the four countries of the United Kingdom and where are they located?
- What is meant by the term, 'capital city'?
- What are the seas that surround the United Kingdom and where are they located?
- What are some of the characteristics of the four countries of the United Kingdom?
- What are some of the characteristics of the four capital cities of the United Kingdom?

#### **Animal Kingdom – Hot and Cold places**

- What do we mean by the hot/cold places of the world?
- Where are the hot/cold places in the world?
- What is the weather like in the hot places of the world (near the Equator)?
- What is the weather like near the cold places of the world (North or South Pole)?
- How is the weather at the Equator/Poles different from the weather in our country?
- What sorts of animals live in that hot/cold place?
- What sorts of plants grow in that hot/cold place?
- What would it be like to live in that hot/cold place?

- What geographical features can we see within a short walking distance from our school? (*e.g. houses, farm shop, roads, fields, park, orchards etc.*)
- Can we identify any changes that have occurred, or are taking place at the present time, within the local environment?
- What foods are grown in the local area? How do the foods get to our plate?
- Why

#### **Explorers- Non European Country**

- Why has this area been chosen to explore?
- What connections are there to the children in the class? Where is the area located? How far away is this place? How could people get there?
- What is the physical geography like e.g. weather, landscape, rivers, hills etc?
- What distinctive features does the area have?
- What is the human geography like e.g. settlement size, shops, services, local industries, transport links, tourist attractions? What are the similarities and differences between this area and the small area(s) of the UK that have been explored previously
- What are the lives of children in this area like? What would it feel like to live in this place?
- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world.
- Recognise differences between their own and others' lives.

#### **Geography of the Seaside- Contrasting area of UK**

- Where is the area located? How far away is this place? How could people get there?
- What is the physical geography like e.g. weather, landscape, rivers, hills etc?
- What distinctive features does the area have?
- What is the human geography like e.g. settlement size, shops, services, local industries, transport links, tourist attractions? What

	<ul style="list-style-type: none"> <li>• Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world.</li> <li>• What differences can be identified between their own and others' lives.</li> </ul>	<p>are the similarities and differences between this area and Collier Street that has been explored previously</p> <ul style="list-style-type: none"> <li>• What are the lives of children in this area like? What would it feel like to live in this place?</li> <li>• Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world.</li> <li>• Recognise differences between their own and others' lives.</li> </ul>
Locational Knowledge	<p><b>No Place like home- Our locality</b></p> <ul style="list-style-type: none"> <li>• Name and locate the area in which they live.</li> <li>• Name and locate country they live in and name the city.</li> </ul> <p>Or</p> <p>Name and locate the 4 countries and main cities of the United Kingdom.</p> <p><b>Family Album- 4 countries</b></p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Animal Kingdom – Hot and Cold places</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's the seven continents and five oceans.</li> </ul>	<p><b>Food and Farming- Our local area</b></p> <ul style="list-style-type: none"> <li>• Name, locate and identify the village of Collier Street in the county of Kent in the United Kingdom and its surrounding seas.</li> </ul> <p><b>Explorers- Non European Country</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Name and locate a non-European country.</li> </ul> <p><b>Geography of the Seaside- Contrasting area of UK</b></p> <ul style="list-style-type: none"> <li>• Name and locate the town of Hastings in the county of East Sussex in the United Kingdom and its surrounding seas.</li> </ul>
Human/Physical Geography	<p><b>There's no place like home – Our locality</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography and human geography, including: types of settlement and land use etc.</li> <li>• use basic geographical language to refer to physical and human features</li> </ul> <p><b>Family Album- 4 countries</b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to: key <b>physical</b> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation. key <b>human</b> features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<p><b>Food and Farming- Our local area</b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>• Use basic geographical vocabulary to refer key physical and human features.</li> </ul> <p><b>Explorers- Non European Country</b></p> <ul style="list-style-type: none"> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Use basic geographical vocabulary to refer to key physical features and key human features.</li> <li>• Key physical features, including: land, sea, ocean, season and weather.</li> </ul>

	<ul style="list-style-type: none"> <li>• Locate and label the four countries of the UK and their surrounding seas on a map.</li> </ul> <p><b>Animal Kingdom – Hot and Cold places</b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Use basic geographical vocabulary to refer to:</li> <li>• Key physical features, including: land, sea, ocean, season and weather.</li> <li>• Key human features, including: city, town, village.</li> </ul>	<ul style="list-style-type: none"> <li>• Key human features, including: city, town, village.</li> </ul> <p><b>Geography of the Seaside- Contrasting area of UK</b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns along the coast line in the United Kingdom.</li> <li>• Use basic geographical vocabulary to refer key physical and human features.</li> <li>• Key physical features, including: land, sea, ocean, season and weather.</li> <li>• Key human features, including: city, town, village.</li> </ul>
Mapping	<p><b>There’s no place like home- Our locality</b></p> <ul style="list-style-type: none"> <li>• Use a wider range of maps (including digital), atlases and globes.</li> <li>• Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.</li> <li>• Make and use simple route maps.</li> <li>• Label maps with titles to show their purpose.</li> <li>• Create maps of small areas with features in the correct place.</li> </ul> <p><b>Family Album- 4 countries</b></p> <ul style="list-style-type: none"> <li>• Use a range of maps and globes (including picture maps) at different scales.</li> <li>• Use vocabulary such as bigger/smaller, near/far.</li> <li>• Know that maps give information about places in the world (where/what?).</li> <li>• Locate land and sea on maps.</li> <li>• Recognise simple features on maps e.g. buildings, roads and fields.</li> <li>• Recognise landmarks and basic human features on aerial photos.</li> </ul>	<p><b>Food and Farming- Our local area</b></p> <ul style="list-style-type: none"> <li>• Use maps of the local area surrounding the school where food sources are located, i.e, farms and orchards. Google earth to be used. Focus will be on geographical language used to describe the area.</li> <li>• Make and use simple route maps to show the route from school to the surrounding farms, orchards, farm shop.</li> <li>• Label maps with titles to show their purpose.</li> </ul> <p><b>Explorers- Non European Country</b></p> <ul style="list-style-type: none"> <li>• Use a range of maps and globes (including picture maps) at different scales.</li> <li>• Know that maps give information about places in the world (where/what?).</li> <li>• Recognise simple features on maps e.g. buildings, roads and fields.</li> <li>• Recognise that maps need titles.</li> <li>• Recognise landmarks and basic human features on aerial photos.</li> </ul> <p><b>Geography of the Seaside- Contrasting area of UK</b></p>

	<ul style="list-style-type: none"> <li>• Know that symbols mean something on maps and begin to understand them.</li> </ul> <p><b>Animal Kingdom – Hot and Cold places</b></p> <ul style="list-style-type: none"> <li>• Use a range of maps and globes (including picture maps) at different scales.</li> <li>• Know that maps give information about places in the world (where/what?).</li> <li>• Locate land and sea on maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of maps and globes (including picture maps) at different scales.</li> <li>• Use vocabulary such as bigger/smaller, near/far.</li> <li>• Know that maps give information about places in the world (where/what?).</li> <li>• Locate land and sea on maps.</li> <li>• Recognise simple features on maps e.g. buildings, roads and fields.</li> <li>• Recognise landmarks and basic human features on aerial photos.</li> <li>• Know that symbols mean something on maps.</li> </ul>
Fieldwork	<p><b>There’s no place like home- Our locality</b>  <b>Enrichment: Local walks, local walks through orchards and farm land.</b></p> <ul style="list-style-type: none"> <li>• Use the points of a compass.</li> <li>• Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</li> <li>• Use cameras and audio equipment to record geographical features, changes, differences e.g. vegetation, buildings etc.</li> <li>• Make links between features observed in the environment to those on maps and aerial photos.</li> </ul> <p><b>Family Album- 4 countries</b></p> <ul style="list-style-type: none"> <li>• Use simple fieldwork techniques such as observation and identification to study the geography of the UK and identify key places.</li> <li>• Use Google maps and Google Earth to locate and find the UK, its countries and main cities</li> <li>• Use simple compass directions (NSEW).</li> <li>• Use Locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</li> </ul> <p><b>Animal Kingdom – Hot and Cold places</b></p>	<p><b>Food and Farming- Our local area</b>  <b>Enrichment: Visiting a supermarket, Visit a local Farm (Horlands) Tasting food from around the world, Pizza Express to make pizza.</b></p> <ul style="list-style-type: none"> <li>• Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features (e.g. farms, orchards and farm shop) of its surrounding environment.</li> <li>• Use cameras and audio equipment to record geographical features, changes, differences e.g. vegetation, buildings etc.</li> <li>• Use simple compass directions (NSEW).</li> <li>• Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices</li> </ul> <p><b>Explorers- Non European Country</b></p> <ul style="list-style-type: none"> <li>• Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Use google maps to identify human and physical features</li> </ul> <p><b>Geography of the Seaside- Contrasting area of UK</b>  <b>Enrichment: Visit to Hastings, Fisherman museum, Old and New Town</b></p>

	<ul style="list-style-type: none"> <li>• Use simple fieldwork techniques such as observation and identification to study the geography of the UK and identify key places.</li> <li>• Use Google maps and Google Earth to locate and find the UK, its countries and main cities</li> <li>• Use simple compass directions (NSEW).</li> <li>• Use Locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple fieldwork techniques such as observation and identification to study the geography of the seaside as well as the key human and physical features (e.g. RNLI, beach, pier, shops, beach huts, fisherman's huts) of its surrounding environment.</li> <li>• Use cameras and audio equipment to record geographical features, changes, differences e.g. vegetation, buildings etc.</li> <li>• Use simple compass directions (NSEW).</li> <li>• Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Observe, measure and record the human and physical features using a range of methods including sketch maps, cameras and other digital devices</li> </ul>
Vocabulary	<p><b>There's no place like home- our locality</b></p> <ul style="list-style-type: none"> <li>• key <b>physical</b> features, including: soil, valley, vegetation, season and weather</li> <li>• key <b>human</b> features, including: city, town, village, farm, school, house, church, rural, rivers, farms, orchards, park and shop</li> <li>• Map, globe, location, key, compass, compass points</li> </ul> <p><b>Family Album- 4 countries</b> The countries and capital cities of the UK- England, Wales, Scotland, Northern Ireland, Edinburgh, Belfast, London, Cardiff.</p> <ul style="list-style-type: none"> <li>• The seas that surround the UK- North Sea, Irish Sea, English Channel, Atlantic Ocean, St Georges Channel</li> <li>• Use basic geographical vocabulary to refer to: key <b>physical</b> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation.</li> <li>• key <b>human</b> features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <p><b>Animal Kingdom – Hot and Cold places</b></p> <ul style="list-style-type: none"> <li>• Regions to be identified by children and their interests.</li> <li>• Asia, Europe, Africa, North America, South America, Australia, Antarctica, North Pole, South Pole,</li> </ul>	<p><b>Food and Farming- Our local area</b> key <b>physical</b> features, including: soil, valley, vegetation, season and weather key <b>human</b> features, including: city, town, village, farm, house, church and shop Map, globe, location, key</p> <p><b>Explorers- Non European Country</b></p> <p><b>Geography of the Seaside- Contrasting area of UK</b></p>

	<ul style="list-style-type: none"> <li><b>physical</b> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation.</li> </ul>	
British Values	Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs.	Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs.
Collier Street Curriculum Aims	<p><b><u>Identity and Diversity</u></b>  <b>There's no place like home- Our locality</b>  <u>Foundation stage</u>  <ul style="list-style-type: none"> <li>uniqueness of self</li> </ul> <u>Key Stage 1</u>  <ul style="list-style-type: none"> <li>what contributes to self-identity and belonging in my school</li> </ul> </p> <p><b><u>Concern for the Environment (cooking/outdoor/local/seasons)</u></b>  <b>There's no place like home- Our locality</b>  <u>Foundation stage</u>  <ul style="list-style-type: none"> <li>sense of wonder and curiosity about the world</li> </ul> <u>Key Stage 1</u>  <ul style="list-style-type: none"> <li>concern about the local environment.</li> </ul> </p> <p><b><u>Globalisation and Interdependence</u></b>  <b>There's no place like home- Our locality</b>  <u>Foundation stage</u>  <ul style="list-style-type: none"> <li>immediate and local environment (learning about our school)</li> </ul> <u>Key Stage 1</u>  <ul style="list-style-type: none"> <li>links between local community and wider world</li> </ul> </p> <p><b><u>Identity and Diversity</u></b>  <b>Family Album- 4 countries</b>  <u>Foundation stage</u>  <ul style="list-style-type: none"> <li>uniqueness of self and where we live</li> </ul> <u>Key Stage 1</u>  <ul style="list-style-type: none"> <li>what contributes to self-identity and belonging in the UK</li> </ul> </p>	<p><b><u>Critical and Creative Thinking</u></b>  <b>Food and Farming- Our local area</b>  <u>Foundation stage</u>  <ul style="list-style-type: none"> <li>wonder about ideas</li> </ul> <u>Key Stage 1</u>  <ul style="list-style-type: none"> <li>consider merits of different viewpoints on farming e.g. sustainable farming.</li> </ul> </p> <p><b><u>Globalisation and Interdependence</u></b>  <b>Food and Farming- Our local area</b>  <u>Foundation stage</u>  <ul style="list-style-type: none"> <li>simple links with other places (e.g. through food)</li> </ul> <u>Key Stage 1</u>  <ul style="list-style-type: none"> <li>similarities and differences between places in various parts of the world, including own setting (food)</li> <li>To develop knowledge of the UN sustainability goal of 'zero hunger'</li> <li>Harvest for the world</li> </ul> </p> <p><b><u>Concern for the Environment (cooking/outdoor/local/seasons)</u></b>  <b>Food and Farming- Our local area</b>  <u>Foundation stage</u>  <ul style="list-style-type: none"> <li>starting to value resources</li> </ul> <u>Key Stage 1</u>  <ul style="list-style-type: none"> <li>taking care of resources and not wasting them eg. Food waste</li> </ul> </p> <p><b><u>Charitable Work</u></b>  <b>Food and Farming- Our local area</b>  Food banks- helping the homeless  Fairtrade</p> <p><b><u>Self Awareness and Reflection/Well-Being and Empathy</u></b></p>

	<p><b><u>Globalisation and Interdependence</u></b>  <b>Animal Kingdom – Hot and Cold places</b>  <u>Foundation stage</u>  <ul style="list-style-type: none"> <li>• simple links with other places (e.g. through animals)</li> </ul> <u>Key Stage 1</u>  <ul style="list-style-type: none"> <li>• similarities and differences between places in various parts of the world, including own setting</li> </ul>   <b><u>Critical and Creative Thinking</u></b>  <b>Animal Kingdom – Hot and Cold places</b>  <u>Foundation stage</u>  <ul style="list-style-type: none"> <li>• ask questions</li> <li>• wonder about ideas</li> </ul> <u>Key Stage 1</u>  ask relevant questions</p> <p><b><u>Concern for the Environment (cooking/outdoor/local/seasons)</u></b>  <b>Animal Kingdom – Hot and Cold places</b>  <u>Foundation stage</u>  <ul style="list-style-type: none"> <li>• starting to value resources</li> </ul> <u>Key Stage 1</u>  <ul style="list-style-type: none"> <li>• taking care of our animal kingdom –conservation around the world</li> </ul>   <b><u>Identity and diversity</u></b>  <b>Animal Kingdom – Hot and Cold places</b>  <u>Foundation stage</u>  <ul style="list-style-type: none"> <li>• uniqueness of every living animal</li> </ul> <u>Key Stage 1</u>  <ul style="list-style-type: none"> <li>•what contributes to self-identity and belonging in the wider world</li> <li>•To understand how conservation is a local, as well as international issue.</li> </ul>   <b><u>Charitable Work</u></b>  <b>Animal Kingdom – Hot and Cold places</b>  <ul style="list-style-type: none"> <li>•animal conservation -World Wildlife Fund sponsor conservation work</li> </ul> </p>	<p><b>Food and Farming- Our local area</b>  <u>Foundation stage</u>  <ul style="list-style-type: none"> <li>• recognise, name and deal with feelings in a positive way</li> </ul> <u>Key Stage 1</u>  <ul style="list-style-type: none"> <li>• learn from mistakes and use feedback</li> <li>• Harvest for the world</li> <li>• To develop knowledge of the UN sustainability goal of ‘zero hunger’</li> </ul>   <b><u>Identity and diversity</u></b>  <b>Food and Farming- Our local area</b>  <u>Foundation stage</u>  <ul style="list-style-type: none"> <li>• uniqueness of every person and their value</li> </ul> <u>Key Stage 1</u>  <ul style="list-style-type: none"> <li>•what contributes to self-identity and belonging in the wider world</li> <li>•To understand how food inequality is a local, as well as international issue.</li> </ul> </p>
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**Progression Map between Bramley and Discovery Class (KS2)**

National Curriculum		Topics Bramley 3/4 Discovery 5/6	Key skills Bramley 3/4    Discovery 5/6
Locational Knowledge	<ul style="list-style-type: none"> <li>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</li> </ul>	People of the World  The Natural World	<ul style="list-style-type: none"> <li>Recognise that people have differing qualities of life in different locations and environments.</li> <li>Identify longest rivers in the world, largest deserts, highest mountains. Compare with the UK.</li> <li>Locate areas of similar environmental regions (climate zones and biomes)</li> </ul>
		Passport to Europe and The Wider World	<ul style="list-style-type: none"> <li>Locate the main countries in Europe and the world. Locate and name principal cities.</li> <li>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</li> </ul>
		The Americas	<ul style="list-style-type: none"> <li>Locate and name principal cities.</li> </ul>
		The Changing World	<ul style="list-style-type: none"> <li>Locate the main countries of the world</li> </ul>
Locational Knowledge	<ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,</li> </ul>	Local Area and United Kingdom	<ul style="list-style-type: none"> <li>Demonstrate knowledge of features and places around them.</li> <li>Know how the locality is set within a wider geographical context</li> <li>Identify where countries are within the UK and the key topographical features</li> <li>Name and locate the cities of the UK focusing on Kent</li> <li>Recognise that people have differing qualities of life in different locations and environments.</li> </ul>

	mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	The Changing World	<ul style="list-style-type: none"> <li>Describe the position of Collier Street within the local, national and international setting.</li> </ul>
Locational Knowledge	<ul style="list-style-type: none"> <li>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)</li> </ul>	People of the World	Locate and label different countries/ continents in the northern and southern hemisphere
		The Americas	<ul style="list-style-type: none"> <li>Locate the worlds countries, using maps to focus on North and South America.</li> </ul>
Place Knowledge	<ul style="list-style-type: none"> <li>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</li> </ul>	People of the World  Local Area and United Kingdom  The Natural World	<ul style="list-style-type: none"> <li>Understand why there are similarities and differences between places.</li> <li>Develop an awareness of how many places relate to each other</li> <li>Understand geographical similarities and differences through the study of human and physical geography of different regions of the United Kingdom</li> <li>Understand why there are similarities and differences between places.</li> <li>Develop and awareness of how many places relate to each other.</li> </ul>

		Passport to Europe and the Wider World	<ul style="list-style-type: none"> <li>• Use geographical terms to describe place e.g. rural, urban, climate</li> <li>• Compare a region in the UK with a region in Europe</li> <li>• Understand some of the reasons for similarities and differences in places around the world e.g. use knowledge of hemispheres, the equator and the tropics when describing climate.</li> </ul>
		The Americas	<ul style="list-style-type: none"> <li>• Name and locate geographical features including coast, mountains, rivers.</li> <li>• Compare a region in the UK with a region in North or South America.</li> <li>• Use geographical terminology to describe the location and characteristics of a range of places across the Americas.</li> <li>• Identify similarities and differences between my own locality and a place in the Americas and begin to explain these differences.</li> </ul>
Physical Geography	<ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	Local Area and United Kingdom	<ul style="list-style-type: none"> <li>• Identify and describe physical features of UK regions, cities and the locality.</li> <li>• Explain about weather conditions/ patterns around the UK.</li> </ul>
		The Natural World	<ul style="list-style-type: none"> <li>• To identify, describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts.</li> <li>• Discuss and compare climate zones of the UK and relate this knowledge to the weather in the local area.</li> </ul>

		Passport to Europe and the Wider World	<ul style="list-style-type: none"> <li>• Describe distribution of natural resources</li> <li>• Describe key physical features including coasts, rivers, mountains.</li> <li>• Make comparisons between the human and physical geography of different places and reflect on these.</li> </ul>
		The Americas	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography e.g. waterfalls. Understand how these features have changed over time.</li> <li>• Compare climates of some countries in North and South America and relate this to knowledge of the hemispheres, the Equator and the tropics.</li> </ul>
		The Changing World	<ul style="list-style-type: none"> <li>• Describe distribution of natural resources.</li> <li>• Understand and describe the influence of the physical world on some localities e.g. through flooding, natural disasters.</li> </ul>
Human Geography	<ul style="list-style-type: none"> <li>• describe and understand key aspects of 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>	People of the World	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of human geography, including: types of settlement and land use.</li> </ul>
		Local Areas and United Kingdom	<ul style="list-style-type: none"> <li>• Identify and describe human features of UK regions, cities and the locality.</li> <li>• Understand the effect of landscape features on the development of a locality.</li> <li>• Describe how people have been affected by changes in the environment.</li> </ul>
		The Natural World	<ul style="list-style-type: none"> <li>• Describe how people have been affected by changes in the environment</li> </ul>

		Passport to Europe and the Wider World	<ul style="list-style-type: none"> <li>• Describe the impact human activity can have on the physical world e.g. Himalayas and Amazon Rainforest</li> <li>• Relate human features such as population to the locality e.g. proximity to landmarks, resources, transport.</li> <li>• Make comparisons between the human and physical geography of different places and reflect on these.</li> </ul>
		The Americas	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of human geography e.g. settlement and relate these to the locality e.g. high population areas, transport links; trade links and distribution of natural resources.</li> </ul>
		The Changing World	<ul style="list-style-type: none"> <li>• Describe key human features e.g. land use, population, energy</li> <li>• Understand and begin to describe how this (influence of physical world) affects features such as land use e.g. building on floodplains because of increases in population.</li> </ul>
Geography Skills and Fieldwork	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	People of the World and  The Natural World	<ul style="list-style-type: none"> <li>• Analyse evidence and draw conclusions – make comparisons between locations using aerial photos/ pictures such as populations, temperatures etc.</li> <li>• Recognise that different people hold different views about an issue and begin to understand some of the reasons why.</li> <li>• Ask and respond to geographical questions e.g. describe the landscape. Why is it like this? How is it changing? What do you think it might be like if...continues?</li> </ul>

		Passport to Europe and The Wider World	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>• Understand and use a widening range of geographical terms.</li> </ul>
		The Americas	<ul style="list-style-type: none"> <li>• Use maps at different scales – recognising which map is most suitable for different purposes.</li> </ul>
		The Changing World	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate countries and describe features suited.</li> <li>• Using latitude and longitude on atlas maps.</li> </ul>
Geography Skills and Fieldwork	<ul style="list-style-type: none"> <li>• 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</li> </ul>	People of the World	<ul style="list-style-type: none"> <li>• Use and interpret maps, globes, atlases and digital/ computer mapping to locate countries and key features.</li> </ul>
		Local Area and United Kingdom	<ul style="list-style-type: none"> <li>• Use 4 compass points confidently and begin to use 8 compass points.</li> <li>• Use letter/ no. co-ordinates to locate features on a map confidently</li> </ul>
		The Natural World	<ul style="list-style-type: none"> <li>• Make plans and maps using symbols and keys.</li> </ul>
		Passport to Europe and The Wider World	<ul style="list-style-type: none"> <li>• Use 8 compass points</li> <li>• Use 4 figure grid reference accurately and begin to use 6 figure grid references</li> <li>• Use latitude and longitude on atlas maps</li> </ul>
		The Americas	<ul style="list-style-type: none"> <li>• Use 8 compass points.</li> <li>• use 4 figure grid reference accurately and begin to use 6 figure grid references.</li> </ul>

Geography Skills and Fieldwork	<ul style="list-style-type: none"> <li>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.</li> </ul>	Local Area and United Kingdom	<ul style="list-style-type: none"> <li>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.</li> </ul>
		The Natural World	<ul style="list-style-type: none"> <li>Use fieldwork instruments – rain gauge and thermometer</li> </ul>
		The Americas	<ul style="list-style-type: none"> <li>Ask more searching questions including 'How?' and 'Why?'</li> <li>Communicate geographical information through a range of formats e.g. sketch maps, plans graphs and presentations.</li> </ul>
		The Changing World	<ul style="list-style-type: none"> <li>Analyse evidence and draw conclusions.</li> </ul>

### Local Area and United Kingdom

- 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

#### Locational Knowledge

- Demonstrate knowledge of features about places around them
- Know how the locality is set within a wider geographical context
- Identify where countries are within the UK and the key topographical features
- Name and locate the cities of the UK focusing on Kent
- Recognise that people have differing qualities of life living in different locations and environments

#### Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a different regions of the United Kingdom,

#### Human and Physical Geography

- Identify and describe human and physical features of UK regions, cities and the locality
- Understand the effect of landscape features on the development of a locality
- Describe how people have been affected by changes in the environment
- Explain about weather conditions/patterns around the UK

#### Geographical skills and field work

- Use 4 compass points confidently and begin to use 8 compass points
- Use letter/no. co-ordinates to locate features on a map confidently
- 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.

#### Vocabulary

Britain, Briton, British, Maidstone, Collier Street, local area, north, south, east, west

Physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather)

Human features (city, town, village, factory, farm, house, office, harbour, shop)

#### Collier Street Curriculum

**Globalisation and Interdependence** - How local actions affect the wider world

**Concern for the Environment** - Seasonal produce

-Sense of responsibility and use of the resources

-Commitment to taking action to protect and improve the environment; quality of life for people locally and globally

**Self awareness and Reflection**- Identify connections between personal decisions and issues affecting people locally and globally

-Empathise with people in local and more distant context

**Identify and diversity** - Diversity of cultures and societies within and beyond own experience

Contributions of different cultures to our lives

#### British Values

Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs



## The Natural World

- Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes

### Locational Knowledge

- Identify longest rivers in the world, largest deserts, highest mountains. Compare with the UK
- Locate areas of similar environmental regions (climate zones and biomes)

### Place Knowledge

- Understand why there are similarities and differences between places
- Develop an awareness of how places relate to each other

### Human and Physical Geography

- To identify, describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts
- Discuss and compare climate zones of the UK and relate this knowledge to the weather in the local area
- Describe how people have been affected by changes in the environment

### Geographical skills and field work

- Ask and respond to geographical questions, e.g. describe the landscape. Why is it like this? How is it changing? What do you think it might be like if... continues?
- Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures
- Recognise that different people hold different views about an issue and begin to understand some of the reasons why
- Use fieldwork instruments - rain gauge and thermometer
- Make plans and maps using symbols and keys

### Vocabulary

Biomes, climate, vegetation belts, polar, temperate, arid, tropical, Mediterranean, mountain, elevation, summit, active, dormant, extinct, epicentre, shock wave, magnitude, Richter, Mercalli

### Collier Street Curriculum

**Critical and Creative Thinking** - To define and identify fact and opinion

To identify bias and opinion

**Globalisation and Interdependence** - How local actions affect the wider world

**Concern for the Environment** - Sense of responsibility for the environment and the use of resources

Commitment to taking action to protect and improve the environment and quality of life for people locally and globally

**Self awareness and Reflection**- Identify connections between personal decisions and issues affecting people locally and globally

Adapt behaviour to take into account feelings of others

### British Values

Democracy, Rule of law and Individual liberty

### People of the World (Mayans)

- Locate the world's countries using maps, concentrating on their environmental region, key physical and human characteristics, countries and major cities

#### Locational Knowledge

- Recognise that people have differing qualities of life living in different locations and environments
- Locate and label different countries/continents in the northern and southern hemisphere

#### Place Knowledge

- Understand why there are similarities and differences between places
- Develop an awareness of how places relate to each other

#### Human and Physical Geography

- Describe and understand key aspects of human geography, including: types of settlement and land use

#### Geographical skills and field work

- Analyse evidence and draw conclusions - make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.
- Recognise that different people hold different views about an issue and begin to understand some of the reasons why
- Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features

History - a non-European society that provides contrast with British history - Mayan civilisation c. AD 900

#### Vocabulary

Culture, traditions, beliefs, population, continent, native, settlement, community  
Mayans (monument, temple, pyramid, priest, warrior, codices, calendar, stelae, cacao beans)

#### Collier Street Curriculum

**Globalisation and Interdependence** - Global connections between peoples and countries

**Self awareness and Reflection**- Understand impact of prejudice and discrimination

**Identify and diversity** - Diversity of cultures and societies within and beyond own experience

Contributions of different cultures to our lives

Nature of prejudice, racism and sexism and ways to combat these

#### British Values

Mutual respect and tolerance of those with different faiths and belief

## The Americas

- Locate the World's countries using maps to focus on North and South America
- Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, Tropic of Cancer and Capricorn, Prime/Greenwich Meridian and time zones.
- Understand geographical similarities and differences through the study of human and physical geography of a region within North and South America

### Locational Knowledge (Where it is)

- Locate the World's countries, using maps to focus on North and South America
- Locate and name principal cities

### Place Knowledge (What it is like)

- Name and locate key geographical features including coast, mountains, rivers
- Compare a region in the UK with a region in North or South America
- Use geographical terminology to describe the location and characteristics of a range of places across the Americas.
- Identify similarities and differences between my own locality and a place in the Americas and begin to explain these differences.

### Human and Physical Geography

- Describe and understand key aspects of physical geography e.g. waterfalls. Understand how these features have changed over time.
- Describe and understand key aspects of human geography e.g. settlement and relate these to the locality e.g. high population areas, transport links; trade links and distribution of natural resources.
- Compare climates of some countries in North and South America and relate this to knowledge of the hemispheres, the Equator and the Tropics

### Collier Street Curriculum

Globalisation - changing global forces and effects on people's lives e.g. Tribes in the Amazon.

### British Values

Mutual respect and tolerance linked to cultural differences across countries studied

### Deeper thinking question:

Does North America or South America have the greatest diversity?

### Geographical skills and Fieldwork

- Use maps at different scales - recognising which map is most suitable for different purposes.
- Begin to use 8 points of the compass
- Begin to use 6 figure grid references
- Ask more searching questions including 'How?' and 'Why?'
- Communicate geographical information through a range of formats e.g. sketch maps, plans, graphs and presentations.

### History links:

- Accurately use dates and historical terms to describe events in the past.
- Examine causes and effects of great events and the impact these had on people.
- Understand and describe in some detail the main changes to an aspect of a period of history - American Civil War and abolition of slavery.

### Vocabulary

atlas  
grid reference  
continent  
state  
border  
favela  
climate  
population density  
Atlantic  
Pacific  
Caribbean  
North America  
South America  
landscape  
trade  
import  
export  
economy  
economic

## The Changing World

- Describe and understand key aspects of human geography, including: types of settlement and land use, the distribution of natural resources including energy, food, minerals and water.

### Collier Street Curriculum Focus:

- Concern for the Environment - recognising that we are part of a much wider world and that our actions have an impact.
- Identifying actions we can take at a local level. Identifying how national and global efforts can be supported.
- Interdependence - global issues affecting multiple countries.
- Critical Thinking - what difference can each individual make? Identifying and researching solutions to worldwide issues e.g. food shortages, lack of land for farming. Debating issues such as burning down the rainforest to make space to grow more food.

### Geography

#### Locational Knowledge (Where it is)

- Locate the main countries in the world
- Describe the position of Collier Street within the local, national and international setting.

#### Place Knowledge (What it is like)

- Use geographical terms to describe places e.g. rural, urban, climate, industrial, population
- Understand and explain some of the reasons for similarities and differences in places around the world.

#### Human and Physical Geography

- Describe distribution of natural resources
- Describe key human features e.g. land use, population, energy
- Understand and describe the influence of the physical world on some localities e.g. through flooding, natural disasters.
- Understand and begin to describe how this affects human features such as land use e.g. building on floodplains because of increases in population.

#### Geographical skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied
- Using latitude and longitude on atlas maps
- Analyse evidence and draw conclusions

### British Values

Respect for the natural world around us. Taking responsibility for the World through our own actions and decisions.

### Deeper Thinking Questions:

I'm only one person. Why should I worry about looking after the world?

Is global warming a worldwide issue?

## Vocabulary

natural resources

energy

fossil fuels

renewable

carbon footprint

industrial

environmental

sustainable

transport

consumer

economy

recycling

conservation

climate change

global warming

polar ice caps

sea levels

extreme

flooding

floodplain

biodiversity

shortage