

### Geography

<p><b>Intent – what do we want to achieve?</b></p>	<p>“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. It’s about using all that knowledge to help bridge divides and bring people together.” - Barack Obama</p> <p>In the KT Federation our aim is that children will begin to understand how there is a connection between a wide range of environmental issues and human/physical processes. Our curriculum will ensure that older children are able to take a broader view so that they question, analyse and evaluate what they find out. The teaching of place knowledge will be prioritised and this will give our children an understanding of how this knowledge will help them to connect different aspects of geography. We will give our children an understanding of the world around them, its environments, places near and far, and the processes that create and affect them.</p>
<p><b>Implementation – how will we achieve this?</b></p>	<p>Through our knowledge-rich and topic-based curriculum, we will provide opportunities for children to learn about the world around them. In the early years, children will begin to learn some of the geographical vocabulary that they will build on throughout the rest of their schooling. Geography will strengthen comprehension across other subjects and have a significant role in helping children to understand their world, their role in it and the responsibilities that come with it. There will also be exciting opportunities for them to take part in fieldwork, to give hands on/memorable experiences.</p> <p>Children will learn through topics and with an understanding of how geography relates to other subjects, whilst following the requirements of the National Curriculum. Children will learn how geography is connected to all other subjects. i.e. Co-ordinates in a Maths lesson, food/customs/traditions in an RE/PSHCE lesson.</p>
<p><b>Impact – what will be the impact on learning?</b></p>	<p>Outcomes in topic books will show a broad and balanced geography curriculum and show children understand key knowledge. Children review their successes in achieving the lesson objectives at the end of lessons, and are encouraged to self and peer assess. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. School trips and fieldwork provide further experiences to make learning memorable.</p> <p>The geography subject leader will have access to current CPD/training and will support other staff with planning, delivering content and assessment.</p>

## KT Federation Curriculum Progression

Cycle 1 - EYFS				
EYFS framework -	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.			
	Locational knowledge	Geographical skills and fieldwork	Place Knowledge	Manmade and natural geography
	<ul style="list-style-type: none"> <li>• Describe the immediate environment, using new vocabulary where appropriate.</li> <li>• Know the name of the road, and town that school is located in.</li> <li>• Talk about a range of contrasting environments within their local region.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features.</li> <li>• Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about places in the world that contrast with locations they know well.</li> <li>• Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</li> <li>• Teach children about a range of contrasting environments within both their local and national region.</li> <li>• Share non-fiction texts that offer an insight into contrasting environments.</li> <li>• Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe the natural world and how the seasons change, talking about the weather and seasonal features.</li> <li>• Note and record the weather. Use images and texts to share with children about the changing seasons.</li> <li>• Explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. (Avoid stereotyping)</li> <li>• Model the vocabulary needed to name specific features of the world, both natural and made by people.</li> </ul>
Development Matters	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>			
Vocabulary	Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural			

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ELG: People, Culture and Communities	<ul style="list-style-type: none"> <li>- Children at the expected level of development will:</li> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li> </ul>
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### Cycle 1 – Year 1 & 2

	Autumn	Spring	Summer
<b>Topic</b>	Where my trainers take me/Let's go Wild!	Once upon a time	Where in the World?
<b>Knowledge</b>	Kenya is located in East Africa. The population is around 44 million. The capital city is Nairobi. <ul style="list-style-type: none"> <li>Mombasa, situated on the coast, is one of Kenya's largest cities.</li> <li>The Tana river is the longest river in Kenya.</li> <li>Mount Kenya is the highest mountain (5200m).</li> <li>Kenya's coastline is on the Indian Ocean.</li> <li>The production of tea and coffee are important to Kenya.</li> <li>Swahili and English are the official languages.</li> <li>Many tourists visit Kenya.</li> </ul>	To have knowledge and understanding of direction, movement, journey words – such as the 'way', the 'route', path; road; just before; forwards, straight on, return journey, one-way, circular, in the direction of, left and right; near and far.  To know and understand vocabulary of North, South, East and West.  To use 'map symbols'	<b>There are 7 different continents on Earth.</b> These are: Asia, Africa, Europe, Australia, North America, South America and Antarctica. <ul style="list-style-type: none"> <li><b>The Earth has 5 Oceans:</b> Atlantic, Pacific, Indian, Arctic and Southern.</li> <li><b>The Equator and the Poles.</b> The Equator is an imaginary line in the middle of the Earth. The countries that are close to the Equator are hotter and drier because the sun shines most directly on the Equator all year round.               <ul style="list-style-type: none"> <li>The countries that are furthest away from the Equator are colder and wetter because the sun shines less directly on these areas.</li> </ul> </li> </ul>
<b>Skills</b>	Locational Knowledge; Human and Physical;  Identifying some of the different countries that are in the continent of Africa. Locating some of the key human and physical features of Kenya and London using atlases, globes and satellite images.	Geographical skills and fieldwork:-  To 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.	Locational Knowledge; Human and Physical; Place Knowledge <ul style="list-style-type: none"> <li>Investigating the location of <b>Continents and Oceans</b></li> <li>Communicating using <b>geographical terms.</b> using world maps, globes, and atlases.</li> </ul>

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	Discussing the reasons tourists might visit Kenya and how this differs to the reasons for travelling to London.	To devise a simple map; and use and construct basic symbols in a key	<ul style="list-style-type: none"> <li>Identify <b>seasonal and daily weather patterns</b> in the U.K. and the location of <b>hot and cold areas</b> of the world in relation to the <b>Equator and the North and South Poles</b></li> </ul> <p>Understanding geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area of a contrasting non-European country: link to explorers in History comparing small Australian location (eg Bondi Beach) with Keysoe/Thurleigh.</p>
<b>Vocabulary</b>	Endangered, game reserve, habitat, migration, National Park, rural, savannah.	Sketch map, key, compass rose, ordnance survey, route, climate, compass, near, far, left, right.	World, continent, ocean, sea, equator, the seven continents, the five oceans.
<b>FLASHBACK –Links to previous learning</b>	The Seaside and Under the Sea	Rosie’s Walk in EYFS	The countries and capital cities of the U.K. In ‘Castles, Princesses, Knights and Dragons’ And the seaside in Under the Sea / Seaside
<b>Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits &amp; Visitors</b>	Go on a ‘safari’ round the school grounds – match animals to countries round the world		Pizza-making day to explore which countries our food comes from
<b>Assessment Opportunities</b>	Where my trainers take me/Let’s go Wild!	Once upon a time	Where in the World?
<b>Cycle 1 – Year 3 &amp; 4</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Topic</b>	Rocks, Shocks, Shakes and Wild Weather	From Snozzcumbers to Perfect Potions	Dress to Impress
<b>Knowledge</b>	<u>Physical Geography: Wild Weather &amp; Natural Disasters</u>	<u>Physical Geography: The Water Cycle</u>	<u>Geographical Skills and Field Work: A Geographical Study of our Local Area</u>

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	<p><b>Children will learn to know...</b></p> <ul style="list-style-type: none"> <li>• That the Earth has 4 layers: The crust, the mantle, the outer core, and the inner core.</li> <li>• That the Earth's crust is made up of tectonic plates which move in different ways.</li> <li>• What an earthquake is, why earthquakes happen, where earthquakes happen, how we measure earthquakes, how we can stay safe during an earthquake and the damage they can cause.</li> <li>• What a volcano is, why and how they are formed and the impact they have on people and the environment.</li> <li>• What a Tsunami is, what causes Tsunamis and the damage they cause.</li> <li>• About Natural Disasters and Wild Weather in the news.</li> </ul>	<p><b>Children will learn to know...</b></p> <ul style="list-style-type: none"> <li>• What the Water Cycle is.</li> <li>• Why the Water Cycle is so important.</li> <li>• The 4 stages of The Water Cycle and the role of Evaporation, Condensation, Precipitation and Collection.</li> <li>• The role evaporation and condensation play in The Water Cycle.</li> <li>• How climate change is impacting The Water Cycle and how this can cause extreme weather.</li> </ul>	<p><b>Children will learn to know...</b></p> <ul style="list-style-type: none"> <li>• How the locality of our school has changed over time.</li> <li>• How to use fieldwork to observe and record the human and physical features in the local area, using a range of methods including sketch maps, plans and graphs and digital technology to record their findings.</li> <li>• Where counties and cities of the United Kingdom are, learning to locate these on a map.</li> <li>• What geographical regions are and their identifying human and physical characteristics, understanding how these can change over time.</li> </ul>
<p><b>Skills</b></p>	<p><b>Children will learn to...</b></p> <p>Communicate Geographically:</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography.</li> </ul>	<p><b>Children will learn to...</b></p> <p>Communicate Geographically:</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography.</li> </ul>	<p><b>Children will learn to...</b></p> <p>Investigate places:</p> <ul style="list-style-type: none"> <li>• Name and locate the counties and cities of the United Kingdom.</li> <li>• Locate geographical regions and describe their identifying human and physical characteristics, explaining how these can change over time.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area, using a range of methods, including</li> </ul>

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			<p>sketch maps, plans and graphs and digital technologies.</p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain their own views about locations, giving reasons for these.</li> <li>• Use maps and digital/computer mapping to locate places.</li> </ul> <p>Investigate Patterns:</p> <ul style="list-style-type: none"> <li>• Describe how the locality of the school has changed over time.</li> </ul>
<b>Vocabulary</b>	Earth's Structure, Crust, Mantle, Inner Core, Outer Core, Layers, Tectonic Plates, Movement, Volcano, Tsunami, Earthquake, Natural Disaster, Impact, Pressure, Tectonic Boundaries.	The Water Cycle, Climate Change, Evaporation, Heating, Gas, Water Vapor, Condensation, Cooling, Liquid, Water Droplets, Clouds, Precipitation, Collection, Flooding, Droughts, Rainstorms.	Change, Human Characteristics, Physical Characteristics, Locate, United Kingdom, County, Region, City, Observe, Locality, Fieldwork, Study.
<b>FLASHBACK –Links to previous learning</b>	In EYFS and year 1 and 2 pupils learn about the 4 seasons and weather.	In EYFS and year 1 and 2 pupils learn about the 4 seasons and weather.	In Year 1 and 2, pupils begin to learn about their local area, in their topics 'Growing' and 'Where in the World'.
<b>Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits &amp; Visitors</b>	Marvellous Middle: Weather Experiments Day		International week – Learning about countries around the world, celebrating international week and the different countries represented by pupils in our school community.

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Assessment Opportunities			
Cycle 1 – Year 5 & 6			
	Autumn	Spring	Summer
Topic	How has the conflicts of World War Two shaped British History?	Was the Nile the giver of life? Ancient Egypt	Can chocolate transform the world? - Mayan
Knowledge	<ul style="list-style-type: none"> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> <p>Describe and understand key aspects of</p> <ul style="list-style-type: none"> <li><b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers and mountains.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> </ul> <p>Describe and understand key aspects of</p> <ul style="list-style-type: none"> <li><b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers and mountains.</li> </ul>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <ul style="list-style-type: none"> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> </ul> <p>Describe and understand key aspects of</p> <ul style="list-style-type: none"> <li><b>physical geography</b>, including: climate zones,</li> </ul>

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			biomes and vegetation belts, rivers and mountains.
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<ul style="list-style-type: none"> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Describe geographical diversity across the world</li> </ul>
<b>Vocabulary</b>	Countries, capital cities, borders, mapping, compass, grid reference, OS map symbols, contours.	River, upper/middle/lower course, River Nile, desert, irrigation, climate, temperature, trade, physical resources, fertile, farming, flooding, cycle, silt, shaduf.	Biomes, vegetation belt, climate zones, fairtrade, countries of N/S America, farming, cocoa, diversity, human activity, exploitation, longitude, latitude, tropics of C and C, equator, hemisphere, time zones.
<b>FLASHBACK –Links to previous learning</b>	In Years 3 and 4 pupils locate countries /cities, identify human and physical characteristics, and	In Years 3 and 4 pupils observe human and physical features in the local area using a range of methods.	In Years 3 and 4 pupils learnt about the water cycles, climate change, natural disasters and extreme weather.



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	started to question physical and human characteristics of a location.		
<b>Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits &amp; Visitors</b>	Sparkling start- visit to the Bombardment Museum at Thurleigh airfield.		International week – Learning about countries around the world, celebrating international week and the different countries represented by pupils in our school community.
<b>Assessment Opportunities</b>			
<b>Cycle 2– Year 1 &amp; 2</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Topic</b>	Castles	Growing	Under the sea
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• The UK is made up of the island of Great Britain and Northern Ireland.</li> <li>• It is surrounded by the English Channel, the North Sea, the Irish Sea and the North Atlantic Ocean.</li> <li>• London is the capital city of England.</li> <li>• Edinburgh is the capital city of Scotland.</li> <li>• Belfast is the capital city of Northern Island.</li> <li>• Cardiff is the capital city of Wales.</li> <li>• Compare London a city to our Village, referring to the different human features we would see in each.</li> <li>• Recognise that Thurleigh has a historical castle site.</li> </ul>	<ul style="list-style-type: none"> <li>• Our local area is a village next to town of Bedford and Rushden. In the county of Bedfordshire which is part of the United Kingdom.</li> <li>• An address needs to be written in a certain way so it gets to the right place.</li> <li>• Our Village is made up of different buildings which have different uses such as houses (detached, semi-detached, cottage, bungalow, terraced) flats, school, farm buildings.</li> <li>• Towns contain other buildings such as offices, supermarkets, factories, hospitals.</li> </ul>	<ul style="list-style-type: none"> <li>• There are lots of seaside resorts in the United Kingdom that have been popular for many years.</li> <li>• In Victorian times, people would travel to the seaside to enjoy activities, such as a puppet show, walk along the promenade or to go sea bathing.</li> <li>• There are 5 oceans of the world.</li> <li>• The coastline around the UK is where you can find seaside resorts.</li> <li>• A seaside resort has many physical features such as the beach, the sea, cliffs and caves have been made naturally. This means they were made by nature.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Maps use symbols instead of words to identify landmarks.</li> <li>• A compass has four main directions which are North, East, South, West.</li> </ul>	Human features found at the seaside might include the pier, the promenade, a lighthouse and a fairground. These features are all man-made. There are lots of islands around the world that people visit for their holidays. Some have a warmer climate than others. Compare UK resorts to that of the Caribbean.
<b>Skills</b>	<p>Location Knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Human and physical geography: Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office and shop</p> <p>Geographical skills and fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries. Use aerial photographs and plan perspectives to recognise landmarks and basic human features. Devise a simple map and use and construct basic symbols in a key.</p>	<p>Geographical skills and field work: Use simple compass directions (North, South, East, West) and locational and directional language 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 features of its surrounding environment.</p>	<p>Locational knowledge: Name and locate the world's five oceans.</p> <p>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.</p> <p>Human and physical geography: Identify 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</p>
<b>Vocabulary</b>	A country, the UK, Island, capital city, town, countryside, village.	Compass, map, fieldwork, symbol, address, local area, ariel view, ariel photograph.	Climate, physical changes, human features, resort, equator.
<b>FLASHBACK –Links to previous learning</b>	Talks about our homes and Village.		
<b>Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits &amp; Visitors</b>	Walk around the Village to see use of the land.		Pirate day- A day in the life of a pirate.

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Assessment Opportunities			
Cycle 2 – Year 3 & 4			
	Autumn	Spring	Summer
Topic	What's Going on Inside?	Around the World in 80 Days	Invasion!
<b>Knowledge</b>	<p><b>Children will learn to know...</b></p> <ul style="list-style-type: none"> <li>• How to use a compass and read the 8 points of one.</li> <li>• What four and 6 figure grid references mean and how to use them to locate places on a map.</li> <li>• What symbols on a map mean and how we can use them to find out information about places.</li> <li>• How to use a key to read a map and find information about place.</li> </ul>	<p><b>Children will learn to know...</b></p> <ul style="list-style-type: none"> <li>• Where some of the world's countries are on a map. They will focus on Europe and North and South America.</li> <li>• the environmental regions, key physical and human characteristics and major cities of the countries they learn about</li> <li>• About the counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns. They will also learn to know how some of these aspects have changed over time.</li> <li>• The position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian.</li> </ul>	<p><b>Children will learn to know...</b></p> <ul style="list-style-type: none"> <li>• Where the countries are that invaders have come from.</li> <li>• How settlers and invaders used this land.</li> </ul>

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<p><b>Skills</b></p>	<p>Children will learn to...</p> <p><u>Communicate Geographically:</u></p> <ul style="list-style-type: none"> <li>Use the 8 points of a compass, four figure grid references, symbols and a key to find out and communicate knowledge of the UK and wider world.</li> </ul> <p><u>Investigate Places:</u></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features of them.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> </ul>	<p>Children will learn to...</p> <p><u>Investigate Places:</u></p> <ul style="list-style-type: none"> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>Ask and answer geographical questions the physical and human characteristics of a location.</li> <li>Explain their own views about a location, giving reasons.</li> <li>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> </ul>	<p>Children will learn to...</p> <p><u>Communicate Geographically:</u></p> <ul style="list-style-type: none"> <li>Understand the concept of human geography, and how land is/has been settled and used.</li> </ul> <p><u>Investigate Places:</u></p> <ul style="list-style-type: none"> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>
<p><b>Vocabulary</b></p>	<p>Compass, North, South, East, West, S.E, N.E, N.W, S.W, Grid Reference, Key, Symbol, Map, Atlas</p>	<p>Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, Physical Characteristics, Human Characteristics</p>	<p>Land use, Settlements, Farming, Human Features, Physical Features, Invaders, Countries, Continents</p>
<p><b>FLASHBACK –Links to previous learning</b></p>	<p>Children developed these skills in Key Stage 1, in their topic ‘Once Upon a Time’.</p>	<p>Children developed these skills in Key Stage 1, in their topic ‘Where in the World’.</p>	<p>Children developed their understanding of Human Geography and land use in Key Stage 1. looking at land use in our local area around the school in their topic ‘Growing’.</p>

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<b>Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits &amp; Visitors</b>			International week – Learning about countries around the world, celebrating international week and the different countries represented by pupils in our school community.
<b>Assessment Opportunities</b>			
<b>Cycle 2 – Year 5 &amp; 6</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Topic</b>	What makes us and our community marvellous?	Is there a solution to pollution?	What puts the game Ancient Greeks
<b>Knowledge</b>	<p>Main focus: Local geography study</p> <p>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.</p>	<p>Main focus: impact of humans on the planet.</p> <ul style="list-style-type: none"> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li><b>human geography</b>, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul> <p>Understand geographical similarities and differences through the study of human and</p>

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			physical geography of a region of the United Kingdom, a region in a <u>European country</u> , and a region within North or South America Human and physical geography (Greece)
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	<ul style="list-style-type: none"> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Describe geographical diversity across the world</li> </ul>	<ul style="list-style-type: none"> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>
<b>Vocabulary</b>	Counties, local area, locality, map, mapping, population, land use, human features, physical features, compass, birds-eye view,	Trade, natural resources, harmful, pollution, impact, global warming, climate change, deforestation, pledge, CO2, CFCs, change, biomes, diversity, habitat loss, palm oil	Islands, rocky terrain, Mediterranean, Europe, Greece, climate, vegetation belt, biome, diversity, human activity,
<b>FLASHBACK –Links to previous learning</b>	In Years 3 and 4 pupils are introduced to the 8 point compass, how to use maps, their symbols and keys.	In Years 3 and 4 pupils learnt about, climate change, natural disasters and extreme weather. The pupils have had opportunities to create maps.	Years 3 and 4 topic ‘Around the world in 80 days’



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<b>Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits &amp; Visitors</b>	Fantastic finish- local geography mapping (related to Christmas cards delivered to local villagers)	Marvellous Middle- local litter pick	International week – Learning about countries around the world, celebrating international week and the different countries represented by pupils in our school community.
<b>Assessment Opportunities</b>			

*Our vision is to work in partnership with families to unlock the potential of every individual.  
Together, we nurture a self-belief and a lifelong passion for learning*