

A photograph of children in an orchard. In the foreground, a boy in a green safety vest and grey shorts is holding a wicker basket and reaching for a red apple on a tree branch. Another child is visible behind him, also picking apples. The trees are laden with red apples, and the ground is covered in green grass and fallen leaves. The background shows more trees with autumn foliage.

Geography Curriculum & Progression

Our school is a beacon of light. A place where every child and adult is encouraged to shine brightly and reach their full potential. Through curiosity, courage, and compassion, we shine like a lamp in our classrooms, like a village on a hill in our community, and like shining stars across the wider world.



Year A Curriculum Overview

	Autumn		Spring		Summer	
	Impact & Power		Perspective & Empathy		Celebration & Change	
Year 5/6	What is the impact of climate change on Antarctica?		Is all trade fair?		Why are we proud of where we live?	
Year 3/4	What is the impact of our water networks?		How do we feel about deforestation?		How is the Earth changing?	
Year 1/2	What is the power of the seasons?		How does Stelling Minnis weather compare?		How has our school changed?	
EYFS	What is your superpower?	Why am I marvellous?	What tales do we enjoy?	Why do we celebrate everyone?	What is it like in the great outdoors?	Where have I been and where will I go?

Year B Curriculum Overview

	Autumn		Spring		Summer	
	Responsibility & Risk		Culture & Diversity		Reflection & Legacy	
Year 5/6	What is it like to navigate Nepal?		How does the Americas compare with Kent?		How sustainable are we?	
Year 3/4	Where is a risky place to live on Earth?		How different is UK farming to EU farming?		How are our coasts changing?	
Year 1/2	Why is London important?		What is it like in China?		What do we need to look after the seaside?	
EYFS	Where will our adventures take us?	How can we take care of living things?	What is lifelike around the world?	What makes us wonderfully different?	What is beyond our world?	How can we make our world better?

An inclusive Geography Curriculum: Supporting Children with SEND

At Stelling Minnis CE Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this. When planning for Geography, class teachers will adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs

Resources	Multi Sensory	Teacher Communication	Assessment
• Maps, atlases, artefacts, models and photographs are labelled and accessible. • Larger print maps and atlases are provided for pupils with visual difficulties. • Symbols are used to identify specific geographical vocabulary e.g. maps, atlas, timeline, artefact, • ICT equipment • Displays for access of information	• Photographs, audio and videos are used to support understanding of processes and key features. • Models/artefacts/tactile maps that emphasise touch can support children with visual impairments to deepen their understanding of key concepts. • Mind mapping is used to support pupils see patterns and relationships.	• Pre and over-learning of language is encouraged to support pupils with SEND and to enable them to access further learning. • • Comparisons between places or people can create barriers for pupils with communication and interaction difficulties or pupils on the autistic spectrum due to the language needed to conceptualise how a place is the same/different. Language needs to be taught explicitly. • • Open-ended questioning is encouraged to support pupils with processing difficulties and to develop understanding of explanations/concepts. • • Care should be taken using cartoons to explain processes. Real life artefacts/events/photographs should be used	• Assessment drives adaptation. Pre/over-learning is used to support pupils who have not made the expected progress. • Targeted questioning enables adults to check understanding. • Mind mapping to be used as a tool to establish prior knowledge and to organise historical concepts into categories • Oral recall of information • Pupils are encouraged to create word banks, mind maps to secure their understanding of a concept. • • Digital resources are used to remind pupils and help pupils to reflect upon their prior learning. • • Photographs and videos should be taken on field trips to support consolidation, analysis and explanation once back in school.

Geography Skills overview							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge 	Begin to notice differences in places; simple features of environment.	Name countries of UK, capitals; identify UK seas.	Name continents/oceans; use world maps/globes.	Locate European countries; key physical features.	Locate major world countries; climate zones and biomes.	Locate global regions; latitude/longitude.	Use maps precisely; global position (Meridian, Tropics).
Place Knowledge 	Talk about places visited; similarities/differences.	Compare local area with another familiar place.	Study contrasting non-UK locality.	Study a UK region.	Study a European region.	Compare UK region with non-European region.	In-depth comparison of two global regions.
Human & Physical Geography 	Explore natural/human features.	Identify simple human/physical features.	Basic processes: weather, seasons.	Describe formation of rivers/mountains.	Settlements, land use, economy.	Resources, trade, distribution.	Explain complex interactions: climate change, disasters, globalisation.
Skills & Fieldwork 	Observe outdoors; positional language.	Use simple maps/directions; aerial photos.	Draw maps with keys; simple instruments.	Use 4-figure grid refs; OS symbols.	Use 6-figure grid refs; OS maps confidently.	Collect/analyse/present data.	Independent fieldwork; digital mapping and GIS.

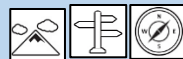
Scheme of Learning & Progression: Year A

Whole School Core Concepts

	EYFS- Understanding the World- Geography					
	Impact & Power (Term 1 and 2)		Perception & Empathy (Term 3 and 4)		Celebration & Change (Term 5 &6)	
Key Questions	What is your superpower?	Why am I marvellous?	What tales do we enjoy?	Why do we celebrate everyone?	What is it like in the great outdoors?	Where have I been and where will I go?
	Talk about ourselves and our own family People who help us	Celebrate and value cultural differences- Diwali Explore local environment Simple map work Seasonal Change	Compare & contrast characters Observe change Seasons	Family traditions Life in our country and others-Africa- Ghana Easter	Take care of living things Growing Habitats Life cycles Seasonal change	Respect and care for the natural environment Understand important processes Simple map work
Vocabulary	family, home, school, community, local, place, near, far, map, route	local, environment, map, place, route, near, far, woodland, season, autumn, winter, weather	place, environment, same, different, change, season, winter, weather, countryside, farm, field	Country, continent, world, Africa, Ghana, England, map, globe, place, near, far, journey, weather, climate, home, community, same, different	outdoors, environment, habitat, garden, woodland, field, soil, nature, season, weather, change	map, journey, route, direction, place, near, far, land, sea, environment, protect
Age & Stage	3-4 Year Olds		Reception		Early Learning Goal	
Development Matters Statements	- Use all their senses in hands-on exploration of natural materials - Talk about what they see, using a wide vocabulary - Begin to understand the need to respect and care for the natural environment and all living things - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos		- Draw information from a simple map - Recognise some similarities and differences between life in this country and life in other countries - Explore the natural world around them - Describe what they see, hear and feel whilst outside - Recognise some environments that are different from the one in which they live		<u>Past and Present</u> - Know about similarities and differences between things in the past and now <u>People, Culture and Communities</u> - Describe their immediate environment, using knowledge from observation, discussion, non-fiction texts and maps - Know some similarities and differences between different religious and cultural communities in this country	

		Understand the effect of changing seasons on the natural world around them	- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps <u>The Natural World</u> - Explore the natural world around them - Know some similarities and differences between the natural world and contrasting environments - Understand some important processes and changes in the natural world			
Year Group	Impact & Power (Term 1 and 2)		Perception & Empathy (Term 3 and 4)		Celebration & Change (Term 5 & 6)	
Year 1 & 2	Key Question: What is the power of the seasons? 		Key Question: How does Stelling Minnis weather compare to Kenya? 		Key Question: How has our school changed? 	
	Learning Objectives 1. I can name the hottest and coldest season in the UK 2. I can recognise the main weather symbols 3. I can identify weather patterns of the world in relation to the Equator (Thailand focus) 4. I can record the weather patterns in my locality		Learning Objectives 1. I can describe the weather in Stelling Minnis 2. I can use a map to identify the continents and oceans 3. I can explain the equatorial weather patterns (Kenya) 4. I can explain how the weather is different in the city of Nairobi and the village of Stelling Minnis		Learning Objectives 1. I can name and locate the four countries and capital cities of the UK 2. I can use a map to explore my locality 3. I can research the changes in the locality 4. I can produce a model to show changes in the locality	
	Disciplinary Knowledge Year 1 - Observe and record information about the local area. - Begin to appreciate the different weather patterns in the UK.	Disciplinary Knowledge Year 2 - Observe and record information about the local area over time. - Describe seasonal patterns and compare the UK with a place near	Disciplinary Knowledge Year 1 - Understand that maps and a globe are used to locate key places in the world - Talk about the main differences	Disciplinary Knowledge Year 2 Understand the globe represents the Earth and maps are a 2D representation of this	Disciplinary Knowledge Year 1 - Understand that maps and a globe are used to locate key places in the world - Be able to follow a	Disciplinary Knowledge Year 2 - Know and use the terminologies left, right, below and next to - Talk about the features

		the Equator using weather symbols.	between a map and a globe	- Contrast a place they know well with a place they are not familiar with to help make comparisons - Appreciate that weather patterns are different in different parts of the world and how this impact on people's lives	simple road map and recognise key road marks - Take photos of locally interesting geographical features - Make a simple map.	in the local environment - Locate the nearest town or city on the map of the UK - Make a model - Use the school grounds to create an initial sketch of what they may see
	Substantive Knowledge - I know the UK has four seasons: Spring, Summer, Autumn and Winter. - I know human activity is influenced by seasonal and weather changes. - I know countries closer to the Equator, such as Thailand, experience different weather patterns, including hotter temperatures and more consistent seasons.		Substantive Knowledge - I know the world is made up of 7 continents and has 5 oceans. - I know Stelling Minnis is a village in the countryside and Nairobi is a city and the capital of Kenya. - I know a village is smaller than a city but both have people that live, work and go to school there.		Substantive Knowledge - I know the UK is made up of four countries, each with a capital city. - I know our school grounds include both human features and physical features. I know change can affect how people use a place.	
	NC Links - Identify seasonal and daily weather patterns in the UK - Use simple fieldwork to study the key physical features of the school grounds and surrounding environment.		NC Links - Name and locate the 7 Continents and 5 Oceans - Understand geographical similarities and differences of Stelling Minnis and Nairobi (Kenya) - Use basic geographical vocabulary		NC Links - Name and locate the four countries and capital cities of the UK (for context in finding Kent, Stelling Minnis) - Use simple compass directions and locational and directional language e.g. North, South, East, West - Devise a simple map - Use aerial photographs - Use basic geographical vocabulary	
	Vocabulary		Vocabulary		Vocabulary	

	Seasons, Spring, Summer, Autumn, Winter, fieldwork, observation, environment	City, village, season, weather, continents, oceans	Farm, house, shop, vegetation, forest, hill, capital cities, countries, compass, North, South, East, West, left, right, below, next to			
Year 3 & 4	Key Question: What is the impact of our water networks? 		Key Question: How do we feel about deforestation? 		Key Question: How is the Earth changing? 	
	Learning Objectives 1. I can name and locate a river (River Stour) in our local area 2. I can describe and understand the water cycle 3. I can explore the benefits and drawbacks to water networks 4. I can use digital technologies to measure and record physical features in the local area		Learning Objectives 1. I can locate Brazil on a map and identify features on an aerial photograph of the Amazon Rainforest 2. I can describe life in a rainforest 3. I can explore habitats and flora and fauna in the rainforest 4. I can explain the effect of deforestation on people and places		Learning Objectives 1. I can identify the Equator, Hemispheres and Tropics. 2. I can use longitude and latitude to identify different areas of the world 3. I can investigate a part of the world and explore the human and physical changes that are occurring 4. I can express my opinions and recognise that others may think differently about how the Earth is changing.	
	Disciplinary Knowledge Year 3 - Create a report after a fieldwork activity that focuses on geographical activity observed - Use systematic sampling and data collecting as part of a fieldwork activity	Disciplinary Knowledge Year 4 Explain what a place is like and why Make a model to show part of the local area	Disciplinary Knowledge Year 3 Understand what is meant by being environmentally friendly Use maps to locate world countries and capitals	Disciplinary Knowledge Year 4 Understand some of the arguments put forward in relation to green energy Distinguish between the Northern and Southern Hemisphere on both a world map and a globe	Disciplinary Knowledge Year 3 Use a globe to gain a better understanding about a country's location	Disciplinary Knowledge Year 4 Use maps and globes to locate the equator, tropics and the Greenwich Meridian
	Substantive Knowledge - I know where the River Stour is in Kent - I know what happens in the water cycle		Substantive Knowledge - I know Brazil is in South America - I know where Brazil is on the map		Substantive Knowledge I know where the equator is	

	- I know what evaporation, condensation and precipitation are - I know what a water network is - I know the benefits of water networks - I know the drawbacks of water networks - I know how they test and measure rivers from fieldwork	- I know that the Amazon Rainforest is in Brazil - I know it is hot, humid and rainy in the rainforest - I know the animals (fauna) that live in the rainforest - I know the plants (flora) in the rainforest - I know what deforestation is - I know the effects of deforestation on people and places	- I know that the Earth is split into the Northern and Southern Hemisphere - I know where the Tropics are - I know that longitude and latitude help to show where somewhere is in the world - I know some changes in the world that are caused by humans e.g. climate change - I know some changes in the world that are caused by physical changes - I know how the world is changing and can give my opinion on this.
	NC Links - Describe and understand physical geography including rivers and the water cycle - Name and locate key topographical features including rivers - Understand the geographical similarities and differences through the study of a region of the UK	NC Links - Understand geographical similarities and differences through the study of human and physical geography of a region of South America - Locate South America specifically Brazil on a map, including environmental regions, key physical and human characteristics and cities - Describe and understand key aspects of human geography including land use and economic activity	NC Links - Identify the position and significance of latitude, longitude, Equator, Hemispheres, Tropics and time zones - Understand geographical similarities and differences through the study of human and physical geography of a region of North America (Greenland), a country on the Equator (Maldives) and a European Country (linked to school language)
	Vocabulary Water Cycle, Water Networks, topographical, digital technologies, methods, benefits, drawbacks	Vocabulary Land use, economic activity, natural resources, deforestation, human geography, physical geography,	Vocabulary Arctic, Equator, Northern Hemisphere, Southern Hemisphere, Tropics, latitude, longitude
Year 5 & 6	Key Question: What is the impact of Climate Change on Antarctica? 	Key Question: Is all Trade Fair? 	Key Question: Why are we proud of where we live? 
	Learning Objectives 1. I can identify the position, significance and key features of the Antarctic Circle.	Learning Objectives 1. I can explain what and who we trade with. 2. I can explore trade links between Peru and the UK.	Learning Objectives 1. I can use and recognise OS map and atlas symbols.

2. I can begin to use six figure grid references using latitude and longitude on atlas maps. 3. I can describe and understand climate zones and biomes. 4. I can understand some of the impact of climate change in Antarctica.		3. I can describe and understand key aspects of fair and unfair trade. 4. I can describe the changes to trade over time.		2. I can describe and understand key aspects of the distribution of local natural resources 3. I can understand some of the reasons for the similarities and difference between our locality, Peru and Antarctica 4. I can use fieldwork to observe, measure and record the human and physical features in the local area (e.g. sketch maps, plans or graphs)	
Disciplinary Knowledge Year 5 - Use atlases and globes to locate the Antarctic Circle. - Identify lines of latitude and longitude. - Compare Antarctica's climate with the UK. - Ask geographical questions such as: Why is Antarctica so cold? How does melting ice affect other countries? - Use geographical vocabulary accurately: - o latitude - o hemisphere - o biome - o climate zone	Disciplinary Knowledge Year 6 - To confidently use atlases and globes to locate geographic areas. - To explore using 6-figure grid references. - Interpret satellite imagery of ice loss. - Construct geographical explanations using cause and effect: "Because sea ice is melting, penguin populations are..." - To make connections between Antarctica and global systems. - Begin to understand and debate	Disciplinary Knowledge Year 5 - To use atlases and digital maps to locate Peru and the UK. - To identify continents and trade routes. - To read simple trade graphs and charts. - To identify physical reasons for trade like climate and resources. - To recognise that trade links create interdependence between countries. - To discuss whether trade	Disciplinary Knowledge Year 6 - To use atlases and digital maps to locate continents and trade routes between countries. - To read trade graphs and charts. - Begin to explore patterns and reasons for trade between countries. - To construct critical thinking by exploring questions like: is Fairtrade effective?	Disciplinary Knowledge Year 5 - Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features. - Understand why their town or village exists and what brought people to live there - Recognise OS symbols and know what they stand for.	Disciplinary Knowledge Year 6 - Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features that do not make it easy to live with. - To read OS symbols and locate key places within our locality. - Create journey booklets to include maps, sketches and

	ice sheet	environmental responsibility and global citizenship. - Use complex vocabulary confidently: - o glacier retreat - o Biomes carbon emissions	seems fair or unfair.	To consider sustainability and recognise global consumption.	To identify patterns on maps.	samples to gather what a place is like - To understand maps are evidence and use them to identify patterns on maps.
	Substantive Knowledge - I know Antarctica is the coldest, driest and windiest continent. - I know that Antarctica lies within the polar climate zone. - I know that a biome is a large region with similar climate, plants and animals. - I know that climate change means long-term changes in global temperatures. - I know that melting-ice contributes to rising sea levels.		Substantive Knowledge - I know that trade is the buying and selling of goods and services between people, businesses and countries. - I know the UK trades because we cannot grow all foods. - I know Peru has a warm climate ideal for growing crops like cocoa and coffee. - I know the difference between Fairtrade and unfair trade. - I know how trade has changed because we know have better transport links.		Substantive Knowledge - I know that an Ordnance Survey (OS) map shows detailed information about the UK. - I know that a natural resource is something found in nature that people use. - I know natural resources are not evenly distributed. - I know the main natural resource in Stelling Minnis is soil for farming. - I know the physical environment in Stelling Minnis influences our lifestyle.	
	NC Links - Locate the world's countries using maps to focus on their environmental regions, key physical and human characteristics - Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.		NC Links - Know about changes to world environments over time - 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 - Locate countries and describe features studied		NC Links - Identify human and physical characteristics of the locality including key topographical features - Identify land use patterns and how some of these aspects have changed over time - Understand geographical similarities and differences between Peru and Antarctica - Use fieldwork to observe, measure, record and present the human and	

			physical features in the local area using a range of methods Use symbols and keys including OS maps to build knowledge on our locality and the wider world
	Vocabulary Biomes, climate zone, latitude and longitude, locational awareness, processes, climate change, region	Vocabulary Trade, fair trade, unfair trade, economic activity, settlements, import, export	Vocabulary Topographical, human geography, physical geography, characteristics, land-use patterns, fieldwork, local area,

Scheme of Learning & Progression: Year B

Whole School Core Concepts

EYFS- Understanding the World- Geography						
	Responsibility & Risk (Term 1 and 2)		Culture & Diversity (Term 3 and 4)		Reflection & Legacy (Term 5 &6)	
Key Questions	Where will our adventures take us?	How can we take care of living things?	What is life like around the world?	What makes us wonderfully different?	What is beyond our world?	How can we make our world better?
	Talk about ourselves and our own families. Simple maps and routes Features of the natural world Keeping ourselves safe	Celebrate and value cultural differences- Diwali Seasonal Change Understand that living things have different needs Animal habitats Christmas	Similarities and differences between life in this country and life in other countries: Climate, food, animals, homes and landscapes	Differences between people, families and communities. Cultures, family traditions, diversity. Seasonal Change Easter	Understand that Earth is the planet on which we live and the sun is a star. Living things needs the sun and water to survive. Exploring other planets within our solar system. To know that humans have travelled into space to learn about it. Growing Life cycles Seasonal change	Respect and care for the natural environment Know that our actions have an impact on the natural world: Recycling Reusing Saving water Caring for plants and animals Growing Life cycles
Vocabulary	map, route, journey, direction, path, place, near, far, over, under, through, river, woodland, field natural, environment , safe	Habitat, environment, woodland, pond, tree, natural, living, shelter, home, season, autumn, winter,	country, continent world, Africa, map, globe, climate, weather landscape, village, same, different	community, place, country, world, culture, home, local, same, different, season, spring, change	Earth, world, planet, space, globe, land, sea, environment, place, season, summer weather, change	environment, Earth, natural, protect, recycle, reuse, waste, water, pollution, habitat, resources, change

		weather, change, protect, care				
Age & Stage	3-4 Year Olds		Reception		Early Learning Goal	
Development Matters Statements	• Use all their senses in hands-on exploration of natural materials • Talk about what they see, using a wide vocabulary • Begin to understand the need to respect and care for the natural environment and all living things • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos		• Draw information from a simple map • Recognise some similarities and differences between life in this country and life in other countries • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Recognise some environments that are different from the one in which they live • Understand the effect of changing seasons on the natural world around them		<u>Past and Present</u> • Know about similarities and differences between things in the past and now <u>People, Culture and Communities</u> • Describe their immediate environment, using knowledge from observation, discussion, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps <u>The Natural World</u> • Explore the natural world around them • Know some similarities and differences between the natural world and contrasting environments • Understand some important processes and changes in the natural world	

Year Group	Responsibility & Risk (Term 1 and 2)	Culture & Diversity (Term 3 and 4)	Reflection & Legacy (Term 5 &6)
Year 1 & 2	Key Question: Why is London important?	Key Question: What is it like in China?	Key Question: Why do we need to look after the seaside?
	Learning Objectives 1. To locate London and understand why it is important. 2. To identify the human and physical features of London. 3. To understand the responsibilities people have in London. 4. To understand why people visit London and how to stay safe.	Learning Objectives 1. To locate China and compare it with the United Kingdom. 2. To identify the human and physical features of China. 3. To compare everyday life in China with life in the United Kingdom. 4. To explore how Chinese New Year is celebrated.	Learning Objectives 1. To identify the human and physical features of the seaside. 2. To explore how people use the seaside. 3. To investigate how people can affect the seaside. 4. To explore how we can protect the seaside.

Disciplinary Knowledge Year 1 - Understand that maps and a globe are used to locate key places in the world - Be able to follow a simple road map and recognise key road marks - Take photos of locally interesting geographical features Make a simple map.	Disciplinary Knowledge Year 2 - Know and use the terminologies left, right, below and next to - Talk about the features in the local environment - Locate the nearest town or city on the map of the UK - Make a model Use the school grounds to create an initial sketch of what they may see	Disciplinary Knowledge Year 1 - Understand that maps and a globe are used to locate key places in the world - Talk about the main differences between a map and a globe	Disciplinary Knowledge Year 1 - Understand that maps and a globe are used to locate key places in the world - Be able to follow a simple road map and recognise key road marks - Take photos of locally interesting geographical features - Make a simple map.	Disciplinary Knowledge Year 2 - Know and use the terminologies left, right, below and next to - Talk about the features in the local environment - Locate the nearest town or city on the map of the UK - Make a model - Use the school grounds to create an initial sketch of what they may see	Disciplinary Knowledge Year 1 - Understand that maps and a globe are used to locate key places in the world - Talk about the main differences between a map and a globe
Substantive Knowledge • I know London is the capital city of England. • I know London is an important city because many people live and work there. • I know important decisions affecting the country are made in London. • I know the King has responsibilities in London.		Substantive Knowledge • I know China is a country in Asia. • I know China has a range of landscapes including mountains, rivers, forests and farmland. • I know many people celebrate Chinese New Year. I know everyday life in China includes schools, homes, transport and communities		Substantive Knowledge • I know the seaside is where the land meets the sea. • I know coasts have physical and human features. • I know wildlife lives at the seaside. I know litter and pollution can harm animals and habitats.	
NC Links - Understand geographical similarities and differences - Devise and use simple maps - Use aerial photographs - Use basic geographical vocabulary when referring too key physical and human features.		NC Links - Identify simple human and physical geographical features. - Name and locate the world's seven continents and five oceans. - Observe photographs to describe places. - Use world maps, atlases and globes.		NC Links - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. - Use basic geographical vocabulary. - Use simple fieldwork to study the local environment.	
Vocabulary		Vocabulary		Vocabulary	

	London, England, United Kingdom, capital city, country, city, village, town, map, atlas, location, safety,		China, Asia, continent, country, map, globe, location, Great Wall, tradition, festival, school, Yangtze River, mountains, forest, vegetation, community.		Cliff, sand, pebble, wave, rock pool, dune, habitat, pier, harbour, lighthouse, promenade, pollution, recycle, wildlife.	
Year 3 & 4	Key Question: Where is a risky place to live on Earth?		Key Question: How different is UK farming to EU farming?		Key Question: How are our coasts changing?	
	Learning Objectives 1. What is a mountain and where are they found in the UK? 2. Why and where do we get volcanoes? 3. What are the effects of natural disasters and why do they happen? 4. Can we prepare for a natural disaster?		Learning Objectives 1. How do climate and landscape dictate what crops are grown in the UK compared to Europe? (South East England Vs Andalusia) 2. Why are farms in the EU larger and structured differently to those in the UK? 3. How has the UK's departure from the EU changed where our food comes from and how British farmers sell their produce? 4. How do UK rules for protecting nature and wildlife on farms compare to the EU?		Learning Objectives 1. What is a biome? How do biomes change across the world? 2. What oceans and seas make up our world? 3. What is climate change and how has it impacted our oceans and seas? 4. How are our coasts changing and what is our role in making a difference?	
	Disciplinary Knowledge Year 3 - Use a globe to gain a better understanding about a country's location. Identify the location of the Tropics of Cancer and Capricorn on a world map in relation to the equator.	Disciplinary Knowledge Year 4 - Explain what a place is like and why. - Make a model to show part of the area	Disciplinary Knowledge Year 3 - Understand what is meant by being environmentally friendly Use maps to locate world countries and capitals	Disciplinary Knowledge Year 3 - Use a globe to gain a better understanding about a country's location. Identify the location of the Tropics of Cancer and Capricorn on a world map in relation to the equator.	Disciplinary Knowledge Year 4 - Explain what a place is like and why. - Make a model to show part of the area	Disciplinary Knowledge Year 3 - Understand what is meant by being environmentally friendly Use maps to locate world countries and capitals
	Substantive Knowledge I know where mountains are in the UK and around the world and how they are formed. I know the types of volcano, how they are formed and why they can erupt.		Substantive Knowledge I know what crops are grown in the UK and the EU according to climate. I can describe land use for farming and make comparisons.		Substantive Knowledge I know the different biomes of the world – The marine biome is the biggest in the world. I know the oceans and seas around the world and how our coasts are changing	

Year 5 & 6	I know why natural disasters happen and can explain the effects and impact of a natural disaster. I know where risky places to live on earth are and how countries and people prepare for and respond to natural disasters.	I know about trade, food miles and interdependence. I know how farmers are helping to look after the environment.	I know the causes of climate change and describe ways we can make positive changes to reduce the impact of climate change.
	NC Links - Describe and understand physical geography including rivers and the water cycle - Name and locate key topographical features (including hills, mountains, coasts and rivers) - Understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.	NC Links - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and Europe. - Describe and understand key aspects of human geography including land use and economic activity and understand how some of these aspects have changed over time. -	NC Links - 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. - -Understand geographical similarities and differences through the study of human and physical geography of a coastal region. Understand 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.
	Vocabulary Volcano, Earthquake, Tsunami, Stratovolcano, Shield Volcano, Cinder cone Volcano, Pyroclastic flow, magma, lava, fissures, igneous rock, Tectonic plates, Seismic waves, Richter scale.	Vocabulary Land use, farming, economic activity, trade, interdependence, natural resources, human geography, physical geography, agriculture, regulations, crops, food miles, EU.	Vocabulary Coast, erosion, weathering, biome, oceans, climate change, pollution, impact, inhabit, reefs, tourism, fishing, weather, sea, coastal defences.
	Key Question: What is it like to navigate Nepal?	Key Question: How do the Americas compare to Kent?	Key Question: How sustainable are we?
	Learning Objectives 1. I can identify the physical features of Nepal. 2. I can describe how people navigate Nepal's challenging landscape. 3. I can identify the risks people face when travelling through Nepal. 4. I can explain how people navigate Nepal responsibly and safely.	Learning Objectives 1. I can describe and compare the landscapes of Kent and the Amazon. 2. I can explain how physical and human geography affects where and how people live in Kent and the Amazon. 3. I can compare the culture and daily lives of people living in the Amazon and Kent.	Learning Objectives 1. I can explain what it means to leave a sustainable legacy. 2. I can identify how sustainable we are in our local area? 3. I can describe the impact our school is having on the environment.

			I can explain how different environments can influence people's lives, choices and identities.		4. I can describe the sustainable legacy we need for our local area.	
	Disciplinary Knowledge Year 5 - Use atlases and globes to locate the Nepal and the Himalayas. - Identify lines of latitude and longitude. - Compare Nepal's climate and landscape with the UK. - Ask geographical questions such as: What are the main physical features of Nepal? Why are some parts of Nepal more difficult to travel through than others? How do mountains and rivers affect the routes people can take? Use geographical vocabulary accurately.	Disciplinary Knowledge Year 6 - To confidently use atlases and globes to locate geographic areas. - To explore using 6-figure grid references. - Interpret satellite imagery of Nepal and the Himalayas. - Construct geographical explanations using cause and effect: Because Nepal has steep mountainous terrain, this means some communities are difficult to reach by road... - Use complex vocabulary confidently: altitude, terrain and topography	Disciplinary Knowledge Year 5 - To use atlases and digital maps to locate the Amazon, Brazil and Kent, the UK. - I can use geographical photographs, maps and data to describe similarities and differences between Kent and the Amazon. - To identify geographical evidence to explain how the physical environment affects where and how people live. - I can collect and present information using maps, tables, charts,	Disciplinary Knowledge Year 5 - Use atlases and globes to locate the Nepal and the Himalayas. - Identify lines of latitude and longitude. - Compare Nepal's climate and landscape with the UK. - Ask geographical questions such as: What are the main physical features of Nepal? Why are some parts of Nepal more difficult to travel through than others? How do mountains and rivers affect the routes people can take? Use geographical	Disciplinary Knowledge Year 6 - To confidently use atlases and globes to locate geographic areas. - To explore using 6-figure grid references. - Interpret satellite imagery of Nepal and the Himalayas. - Construct geographical explanations using cause and effect: Because Nepal has steep mountainous terrain, this means some communities are difficult to reach by road...	Disciplinary Knowledge Year 5 - To use atlases and digital maps to locate the Amazon, Brazil and Kent, the UK. - I can use geographical photographs, maps and data to describe similarities and differences between Kent and the Amazon. - To identify geographical evidence to explain how the physical environment affects where and how people live. - I can collect and present information using maps, tables, charts,

			graphs and photographs.	vocabulary accurately.	- Use complex vocabulary confidently: altitude, terrain and topography	graphs and photographs. -
Substantive Knowledge - I know that Nepal has a varied landscape, including the Himalayan mountains, valleys, rivers and high-altitude areas, which can make travel difficult. - I know that people use different forms of transport and routes to navigate Nepal, including roads, footpaths, bridges and aircraft. - I know that Nepal is affected by natural hazards such as earthquakes, landslides, avalanches and extreme weather, which can make travelling dangerous. I know that altitude and changing weather conditions can create risks for people travelling in the Himalayas, including altitude sickness and exposure to extreme cold.			Substantive Knowledge - I know that Kent and the Amazon have very different climates, landscapes and biomes. - I know that the Amazon region has a tropical climate and contains the Amazon rainforest and the Amazon River, while Kent has a temperate climate and a landscape shaped by its coast, rivers, countryside and settlements. - I know that the physical geography of Kent and the Amazon influences where people live, how they travel and how they use the land. I know that people living in the Amazon have diverse cultures and ways of life.		Substantive Knowledge - I know that sustainability means looking after resources so there are enough for the future. - I know that human activities such as transport, farming, energy use and waste can have positive and negative impacts on the local environment. - I know that Stelling Minnis and the surrounding area have natural resources, habitats and community spaces that need to be managed responsibly. - I know that sustainable choices can help protect the environment, wildlife and natural resources.	
NC Links - Locate the world's countries using maps to focus on their environmental regions, key physical and human characteristics - Describe and understand key aspects of physical geography including, mountains, rivers, earthquakes. - Locate countries and describe features studied - Identify the position and significance of latitude and longitude, including the Equator and Northern/Southern Hemispheres. Use maps, atlases, globes and digital/computer mapping to locate countries and describe geographical features.			NC Links - Understand geographical similarities and differences through the study of the human and physical geography of: South America-Amazon. - Describe and understand key aspects of physical geography including, biomes and climate zones. - Use maps, atlases, globes and digital mapping to locate countries and describe geographical features. - Use fieldwork to observe, measure, record and present human and physical		NC Links - Identify human and physical characteristics of the locality including key topographical features - Identify land use patterns and how some of these aspects have changed over time - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods Use symbols and keys including OS maps to build knowledge on our locality and the wider world	

		features using sketch maps, plans, graphs and digital technologies.	
	Vocabulary Himalayas, altitude, terrain, navigate, route, trekking, infrastructure, risk, hazard, avalanche, landslide, earthquake, responsible, tourism,	Vocabulary Region, climate, biome, rainforest, biodiversity, settlement, land use, livelihood, Indigenous, identity	Vocabulary Sustainable, resource, conservation, environment, rural, community, biodiversity, pollution, renewable,