



Our P.U.R.P.L.E. Curriculum Intent, Implementation and Impact Model

P.U.R.P.L.E. is an acronym that stands for the qualities that we believe all children need to possess to be successful in life. It doesn't just involve implementing a series of learning experiences, but is a complete values set that encompasses everything that we do. It shapes every minute, of every day, for every child in every class at the school. Our aim is that every single child leaves our school, equipped with a toolbox packed full of knowledge, skills and experiences that enables them to confidently shout: 'I AM P.U.R.P.L.E.' ...and that they keep shouting it for the rest of their lives! Our Curriculum Intent, Implementation, and Impact Model for 2020-2021 describes how we plan to achieve that. Staff, children, and governors at Littleton Green Community School have all contributed to this document

How do children become P.U.R.P.L.E in Geography?

PROUD: I am Proud. I am proud of my work and the effort that I have made to produce it.			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> To provide lots of opportunities to celebrate very high quality work To provide lots of opportunities to celebrate effort 	All children are taking pride in the work that they are producing and the effort that they have put into achieving it. This is being celebrated by all adults.	We will use Class Dojo, P.U.R.P.L.E. assemblies and Open Days to celebrate work and effort.	Children and adults will be proud of the work produced at LGCS and the efforts that the children have made. Work scrutinies, pupil interviews and 'Chequebook' walks will show that all children and adults demonstrate the Proud value in every lesson.
		We will hold moderation meetings once a block to ensure that high standards are maintained in Geography.	
		We will have a whole school World map and this will be added to by each year group when a country or area is taught.	

UNIQUE: I am Unique. I am an individual who offers many talents. Everybody is good at something.			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> To deliver a curriculum that offers children a chance to develop a wide range of skills in all areas of learning To devote plenty of time to all areas of learning, so children can showcase their talents 	All children are being taught a broad and balanced curriculum, which recognises and celebrates their individual strengths but also identifies and addresses any gaps that they may have.	We will use children as experts in Geography in every class.	Every class will use child experts in each subject. Work scrutinies, pupil interviews, and 'Chequebook' walks will show that all children and adults demonstrate the Unique value in every lesson. All children, who are working below age related expectations, will diminish the difference or have support altered. Parents and pupils of SEND children at LGCS will feel that they are fully supported.
		We will deliver a Geography curriculum that provides enough time for knowledge and skills to be developed in Geography.	
		We will provide interventions to ensure that all children become the best that they can be.	



REFLECTIVE: I am Reflective. I learn from my mistakes and get better at things as a result.			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> To provide opportunities for children and adults to reflect on learning and then provide opportunities to act upon it 	All children are reflecting on their learning and benefitting from high quality adult pupil dialogue, which is based on accurate AFL.	We will train all teachers and Learning Support Assistants to provide high quality feedback.	Work scrutinies, pupil interviews, and 'Chequebook' walks will show that all children and adults demonstrate the Reflective value in every lesson.
		We will recap learning to ensure that knowledge is remembered and skills applied.	
		We will teach children to peer and group mark work successfully and reflect on their work.	

POSITIVE: I am Positive. I always try my hardest. If at first I don't succeed, I try, try, and try again.			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> To provide lessons which really challenge a child's understanding by delivering an age related curriculum to all children all day, every day To teach higher order thinking skills and an "it's good to be stuck" ethos To provide praise, praise and more praise! 	All children using appropriate strategies to achieve learning objectives, which challenge them.	We will plan, deliver, and assess using Cornerstones to ensure that the level of challenge is appropriate for all children in in all lessons.	Work scrutinies, pupil interviews, and 'Chequebook' walks show that all children and adults demonstrate the Positive value in every lesson.
		We will hold regular staff meetings to understand how children approach challenges that they are stuck on.	
		We will have geographical vocabulary displayed in the classroom so the children can access these.	

LOVING: I Love. I respect and love the world that I live in. I respect and love other people. I respect and love myself.			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> To provide a curriculum that places a high degree of emphasis on building mutual respect To provide a curriculum that enables a child to recognise that they can influence local, national and international communities To have high expectations about the quality of the learning environment and of the 	All children are profiting from a climate of mutual respect in which Positive Behaviour Intervention Strategies are applied at all times. They feel seen, safe, soothed and secure.	We will follow a Behaviour Policy which encourages Positive Behaviour Intervention Strategies for all.	In Interviews children and staff can demonstrate that they feel seen, safe, soothed and secure at school.
		We will love all our different environments.	Pupil Interviews and Ambassador led learning walks indicate that the children are 'loving'.
		We will teach children how to support one another by working in mixed ability pairs and take care of the school.	In pupil interviews, children enjoy working in mixed ability pairs and have the skills to support each other successfully.



child's actions and attitudes within it			
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EMPOWERED: I am Empowered. I can overcome any challenge that comes my way because I own a toolkit packed full of skills and knowledge that I will use for the rest of my life.			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> To equip children with a wide range of skills that they can use throughout their life To ensure that every single stakeholder at the school's sole focus is making sure that every single child leaves our school being 'the best that they can be' 	All children are fully focused on their learning and either acquiring new knowledge/skills or applying knowledge/skills that have been previously taught.	We will monitor Geography to ensure that the development of knowledge and skills is progressive.	Knowledge and skills are progressive, demanding and match the aims of the P.U.R.P.L.E. curriculum for all pupils in all classes.
		We will hold regular Subject Leader, R.A.P And Link Governor Meetings to ensure that high standards are maintained and to ensure that the development of knowledge and skills is progressive in all subjects.	Children make good progress in all subjects.
		We will ensure that every child in the school completes a P.U.R.P.L.E. Passport.	Children increase the range of P.U.R.P.L.E. experiences that they have had.
		We will teach children how to be P.U.R.P.L.E.	In pupil interviews, children can talk with confidence about being P.U.R.P.L.E.

How do we teach Geography?

Geography is part of Connected Learning at LGCS for children in years 1-6. The key features of this are:

- The school year is split into six blocks. If a school holiday falls in the middle of a block of work, teacher set holiday homework challenges to maintain pupil interest.
- Children complete 6 projects connected under an umbrella theme.
- These projects are based around a cross-curricular theme and have a main driver subject such as history, geography or science. Each project will provide coverage for several other subjects as well as focussing on the main driver subject.
- During the Geography sessions, children are referred to as Geographers and are taught the knowledge and skills identified in Cornerstones Curriculum.
- At the end of each project, children produce a product which demonstrates their learning.



What is Cornerstones Curriculum?

We use Cornerstones to support our teaching of Geography.

Cornerstones is broken down into four stages: Engage, Develop, Innovate, Express.

ENGAGE

- Each project begins with 'Hook': a memorable experience either within school or a trip which sets the scene and provides the context for future learning. Teachers then ask questions to find out the children's interests and spark children's curiosity.

DEVELOP

- Children explore themes, concepts and subjects in greater depth. Teachers provide the opportunities for children to gain new skills and knowledge through a range of challenging activities. This enables children to make progress and develop confidence across a range of subjects.

INNOVATE

- Children are offered a range of rich and stimulating scenarios. These scenarios act as provocations encouraging children to think creatively. During this stage children have the opportunity to work both independently and with different groups.

EXPRESS

- Children reflect on their learning through talk and opportunities for shared evaluations. Children are provided with the opportunity to explain their learning in different ways and identify next steps. The involvement of parents and carers at this stage of learning enables a shared understanding of progress and achievement.



Geography at Littleton Green Community School

<u>Progression of knowledge and skills</u>						
Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
World	Name and locate the world's seven continents and five oceans on a world map. A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.	Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.	Locate countries and major cities in Europe (including Russia) on a world map. Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia.	Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.	Name, locate and describe major world cities. Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia.	Explain interconnections between two areas of the world. Geographical interconnections are the ways in which people and things are connected.
UK	Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.	Identify characteristics of the four countries and major cities of the UK. The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom.	Name, locate and describe some major counties and cities in the UK. Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.	Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines. Identify the topography of an area of the UK using contour lines on a map. Topography is the arrangement of the natural and artificial physical features of an area.	Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features. Relative location is where something is found in comparison with other features.	Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world. A geographical pattern is the arrangement of objects on the Earth's surface in relation to one another.
Location	Locate hot and cold areas of the world in relation to the equator. Warmer areas of the world are closer to the equator and colder	Locate the equator and the North and South Poles on a world map or globe. The equator is an imaginary line that divides the	Locate significant places using latitude and longitude. Latitude is the distance north or south of the equator and longitude is the	Identify the location of the Tropics of Cancer and Capricorn on a world map. The Tropic of Cancer is 23.4 degrees north of	Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including	Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern



Geography at Littleton Green Community School

	<p>areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there.</p>	<p>world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p>	<p>distance east or west of the Prime Meridian.</p>	<p>the equator and Tropic of Capricorn is 23.4 degrees south of the equator.</p>	<p>day and night). The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.</p>	<p>Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.</p>
Position	<p>Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.</p>	<p>Use simple compass directions to describe the location of features or a route on a map. The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.</p>	<p>Use the eight points of a compass to locate a geographical feature or place on a map. The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map. The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW).</p>	<p>Use compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy. Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features.</p>	<p>Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.</p>
Maps	<p>Draw or read a simple picture map. A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.</p>	<p>Draw or read a range of simple maps that use symbols and a key. A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p>	<p>Use four-figure grid references to describe the location of objects and places on a simple map. A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure</p>	<p>Use four or six-figure grid references and keys to describe the location of objects and places on a map. A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called</p>	<p>Identify elevated areas, depressions and river basins on a relief map. The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level.</p>	<p>Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map</p>



Geography at Littleton Green Community School

			grid references give specific information about locations on a map.	the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map.	They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat.	symbols to identify physical and human features.
Compare and contrast	Identify the similarities and differences between two places. Places can be compared by size, amenities, transport, location, weather and climate.	Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.	Classify, compare and contrast different types of geographical feature. Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations.	Describe and compare aspects of physical features. A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved.	Identify and describe the similarities and differences in physical and human geography between continents. The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate.	Describe the climatic similarities and differences between two regions. Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.
Climate and weather	Identify patterns in daily and seasonal weather. There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather.	Describe simple weather patterns of hot and cold places. A weather pattern is a type of weather that is repeated.	Explain how the weather affects the use of urban and rural environments. Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms.	Explain climatic variations of a country or continent. Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent.	Explain how the climate affects land use. Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.	Evaluate the extent to which climate and extreme weather affect how people live. Climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources.
Physical processes	Describe in simple terms how a physical process has affected an area, place or human activity. Weather is a physical process.	Describe, in simple terms, the effects of erosion. Erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused	Explain the physical processes that cause earthquakes and volcanic eruptions. Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart	Use specific geographical vocabulary and diagrams to explain the water cycle. Water cannot be made. It is constantly recycled through a process called the water cycle. The four stages	Describe how soil fertility, drainage and climate affect agricultural land use. Soil fertility, drainage and climate influence the placement and success of agricultural land.	Describe the physical processes, including weather, that affect two different locations. Physical processes that can affect a landscape include erosion by wind, water or ice; the



Geography at Littleton Green Community School

		by wind and water, including waves, floods, rivers and rainfall.	from one another or slide alongside each other. The centre of an earthquake is called the epicentre.	of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling.		deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions.
Physical features	Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. Physical features are naturally-created features of the Earth.	Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. A physical feature is one that forms naturally, and can change over time due to weather and other forces.	Describe the parts of a volcano or earthquake. A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage. Name and describe properties of the Earth's four layers. The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.	Identify, describe and explain the formation of different mountain types. Mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.	Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands.	Compare and describe physical features of polar landscapes. The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice.
Environment	Describe how pollution and litter affect the local environment and school grounds. Litter and pollution have a harmful effect on the areas where we live, work	Describe ways to improve the local environment. The local environment can be improved by picking up litter, planting flowers and improving amenities.	Identify the five major climate zones on Earth. The Earth has five climate zones: desert, equatorial, polar, temperate and tropical.	Describe altitudinal zonation on mountains. Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples	Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics. The Earth has five climate zones:	Explain how climate change affects climate zones and biomes across the world. Climate change is the long-term change in expected patterns of weather



Geography at Littleton Green Community School

	and play.			include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life.	desert, equatorial, polar, temperate and tropical. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.	that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.
Human features and landmarks	Name and describe the purpose of human features and landmarks. Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.	Use geographical vocabulary to describe how and why people use a range of human features. Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.	Describe the type and purpose of different buildings, monuments, services and land, and identify reasons for their location. Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.	Describe a range of human features and their location and explain how they are interconnected. Human features can be interconnected by function, type and transport links.	Describe and explain the location and purpose of transport networks across the UK and other parts of the world. Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations.	Explain how humans function in the place they live. The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.
Settlements and land use	Identify the characteristics of a settlement. A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.	Describe the size, location and function of a local industry. Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these.	Describe the type and characteristics of settlement or land use in an area or region. Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.	Explain ways that settlements, land use or water systems are used in different parts of the world. Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power.	Describe in detail the different types of agricultural land use in the UK. Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes,	Describe the distribution of natural resources in an area or country. Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.



Geography at Littleton Green Community School

					other vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs.	
Geographical resources	Identify features and landmarks on an aerial photograph or plan perspective. An aerial photograph or plan perspective shows an area of land from above.	Study aerial photographs to describe the features and characteristics of an area of land. An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).	Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. Maps, globes and digital mapping tools can help to locate and describe significant geographical features.	Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.	Analyse and compare a place, or places, using aerial photographs, atlases and maps. Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.	Use satellite imaging and maps of different scales to find out geographical information about a place. Satellite images are photographs of Earth taken by imaging satellites.
Data analysis	Collect simple data during fieldwork activities. Data is information that can be collected and used to answer a geographical question.	Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). Data can be recorded in different ways, including tables, charts and pictograms.	Analyse primary data, identifying any patterns observed. Primary data includes information gathered by observation and investigation.	Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet.	Summarise geographical data to draw conclusions. Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions.	Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary. Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).
Fieldwork	Carry out fieldwork tasks to identify characteristics of the school grounds or locality. Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.	Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.	Gather evidence to answer a geographical question or enquiry. The term geographical evidence relates to facts, information and numerical data.	Investigate a geographical hypothesis using a range of fieldwork techniques. Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis.	Construct or carry out a geographical enquiry by gathering and analysing a range of sources. A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an	Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions.



Geography at Littleton Green Community School

					area and the impacts on the surrounding environment.	
Natural and man-made materials	Identify natural and man-made materials in the environment. A material is something used to build or make something else. Natural materials are dug out of the ground, grown or taken from a living thing. Man-made materials are often made from natural materials but have been changed to have different properties.	Describe the properties of natural and man-made materials and where they are found in the environment. Materials found in the environment can be natural (rock, stone, water, sand, soil, water and clay) and man-made (brick, glass, plastic and concrete). Natural and man-made materials are used to make human features.	Name and describe the types, appearance and properties of rocks. There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny.	Describe and explain the transportation of materials by rivers. Rivers transport materials in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed. Describe the properties of different types of soil. Different types of soil include clay, sandy, silty and loamy.	Explain how the topography and soil type affect the location of different agricultural regions. The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion.	Explain how the presence of ice makes the polar oceans different to other oceans on Earth. The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs.
Significant places	Name important buildings and places and explain their importance. A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past.	Name, locate and explain the significance of a place. A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.	Name and locate significant volcanoes and plate boundaries and explain why they are important. Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire.	Name, locate and explain the importance of significant mountains or rivers. Significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze.	Identify some of the problems of farming in a developing country and report on ways in which these can be supported. Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced.	Name, locate and explain the distribution of significant industrial regions around the world. North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).



Geography at Littleton Green Community School

Geographical change	Describe how a place or geographical feature has changed over time. Geographical features can change over time.	Describe how an environment has or might change over time. An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.	Describe how a significant geographical activity has changed a landscape in the short or long term. Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage. Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift). The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes.	Explain how the physical processes of a river, sea or ocean have changed a landscape over time. Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.	Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy). Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city.	Present a detailed account of how an industry, including tourism, has changed a place or landscape over time. Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.
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