



# GEOGRAPHY



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**"I aim to inspire pupils to develop a curiosity and fascination about the world, immersing them in a variety of diverse countries and cultures and enabling them to think about their own place in the world, their values and their rights and responsibilities to others, people and the environment."**

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Geography Subject Lead*

## Geography Curriculum Aims

- To develop **contextual knowledge of the location of globally significant places** – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key **physical and human geographical features** of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To be competent in the **geographical skills** needed to:
  - collect, analyze and communicate with a range of data gathered through experiences of **fieldwork** that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
  - communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length.

## EYFS and Geography

### *Understanding of the world educational programme (taken from the EYFS Framework 2020)*

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.

### EYFS Understanding the world

#### ELG People, culture and communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.



# What does geography look like at Littleton Green Community School?

## ENDPOINT ASSESSMENT



- \* This is a product to showcase the learning which has taken place and the knowledge learnt. It can involve a prior session to create success criteria based on the concepts and a critical evaluation lesson.

## THE LEARNING JOURNEY



- \* A series of learning opportunities where concepts are built on. Here the meaning is made and connections are formed.

## KNOWLEDGE ORGANISERS



- \* A resource which is available to children for them to learn the 'sticky knowledge' to master the learning. These are working documents that the children refer to and add their new learning to.

- \* Each topic begins with sharing a 'Big Question'. This enables the pupils to see the bigger picture and gives purpose to what they are learning.

## BIG QUESTION



## ENDPOINT EXPLORATION



- \* At the beginning of the topic, teachers share a WAGOLL (What a Good One Looks Like). Here the learning process is explored and the children have the opportunity to input to their journey to the endpoint.

## ACTIVATING PRIOR KNOWLEDGE



- \* Throughout the topic, there are built in opportunities for children to access their prior knowledge to help them make connections and make the learning stick. This may be through key vocabulary, knowledge organisers, carefully thought out questioning and more.

## KEY VOCABULARY

- \* At the start and throughout the learning journey, children will be taught key vocabulary need to access the learning and secure the key knowledge .

# GEOGRAPHY


 START


 EYFS

**Year 1**

- Where in the World do I live? 
- What seasonal changes happen in our school environment?
- Where is our school and how do I get there?


 1

**Year 2**

- Is our world connected?
- Where would you rather live: Tulum, Mexico or Cannock, England?
- Is the local park for all of our community?


 2

**Year 3**
**Year 3**

- Do all cities have famous monuments?
- Where would you rather live: Cannock, England or Campania, Italy?
- Is a compass an effective navigation tool?


 3

**Year 4**

- Can you locate the key features of the world?
- Do all rivers rage?
- Is the motorway the best way to get from Cannock to \_\_\_\_\_?


 4

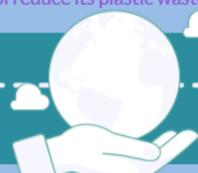
**Year 5**

- Is North America a better road trip destination than Staffordshire?
- Where would you rather live: Staffordshire or the Western United States?
- How can we measure and record weather phenomena?


 5

**Year 6**

- What are time zones and how do they affect me?
- Is the economic activity of the UK, and how sustainable is it?
- How can our school reduce its plastic waste?


 6


WHOLE SCHOOL OVERVIEW OF CONCEPTS			
EYFS			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>
Key Stage 1			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Name and locate the world's seven continents and five oceans</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes</li> <li>Use simple compass directions</li> <li>Use aerial photos, construct simple maps</li> <li>Undertake simple fieldwork within the school locality</li> </ul>
Key Stage 2			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime/Greenwich Meridian and time zones (including day and night)</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>

## Year group Coverage and Progression of Knowledge

EYFS				
Key Concepts	Locational and Place Knowledge		Human and Physical Geography	Skills and Fieldwork
 <b>Understanding the World:</b>	<ul style="list-style-type: none"> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>	

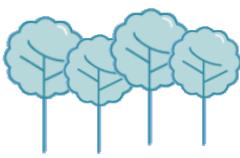
	Block 1	Block 2			Block 3
<b>Preschool/ Nursery</b>	 <b>Changes in Autumn</b>	 <b>Changes</b>	 <b>Dinosaur Island</b>	 <b>Fantastic Journeys</b>	
<b>PRODUCT</b>	<i>Notice and talk about how things have changed in the local environment.</i>	<i>Talk about things they can do on winter evenings and things they can do on summer evenings and begin to notice the difference in day length. Explore and talk about the ways that the weather, plants and animals of places can be different through pictures and stories.</i>	<i>Make and use simple maps in their play to represent places and journeys, real and imagined.</i>	<i>Take part in simple fieldwork activities, such as helping to take photographs or recording simple data</i> <i>Notice and begin to name different man-made features in the immediate environment, including the school grounds, local streets and the place they live.</i> <i>Name some physical features in the immediate environment.</i>	
<b>Reception</b>	 <b>Let's Explore</b>	<b>Clean up</b>	 <b>Rosie's Walk</b>	 <b>School Safari</b>	 <b>What can you do at the beach?</b>
<b>PRODUCT</b>	<i>Take photographs, draw simple picture maps and collect simple data during fieldwork activities.</i>	<i>Describe ways to look after the immediate environment.</i>	<i>Make and use simple maps in their play to represent places and journeys, real and imagined.</i>	<i>Begin to collect simple geographical data during fieldwork activities.</i>	<i>Begin to collect simple geographical data during fieldwork activities.</i>

<b>Transition to KS1</b>	<i>Through our bespoke curriculum, Reception children are introduced to the basics of geography, helping them understand their place in the world and how they fit into it. They begin by exploring their immediate surroundings, using their school as a starting point to learn about location and direction. By using key vocabulary like left, right, up, and down, children practice planning routes and designing simple maps, which helps develop their spatial awareness and understanding of directions. They also compare contrasting locations, looking at differences between places and developing their observation skills. In addition, children explore the four seasons, learning to recognise the different weather patterns associated with each one, and how these affect the environment. This foundational geography knowledge prepares them for deeper exploration of the world in later stages of learning.</i>
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**YEAR 1**

Key Concepts	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
 <b>Our Local Area</b> <i>Where in the world do I live?</i>	<ul style="list-style-type: none"> <li>Know the names of the four countries that make up the UK and name the three main seas that surround the UK</li> </ul>			<ul style="list-style-type: none"> <li>Know my address, including the postcode</li> <li>Know and use the terminologies left and right; below, next to</li> </ul>
	<b>PRODUCT</b> <i>Generate a map of the United Kingdom</i>	<b>CULTURAL CAPITAL</b> <i>Gerardus Mercator</i>	<b>KEY VOCABULARY</b> <i>Countries, United Kingdom, oceans, sea, England, Scotland, Northern Ireland, Wales, North Sea, Atlantic Sea, Irish Sea, English Channel, address, postcode</i>	
 <b>Our School Environment</b> <i>What seasonal changes happen in our school environment?</i>		<ul style="list-style-type: none"> <li>Know the human and physical geography of Cannock</li> </ul>	<ul style="list-style-type: none"> <li>Know which is the hottest and coldest season in the UK</li> <li>Know and recognise main weather symbols</li> </ul>	
	<b>PRODUCT</b> <i>Present a simple weather report for the local area</i>	<b>CULTURAL CAPITAL</b> <i>Steve Hopley - Cannock Chase Weather Man - visit to school</i>	<b>KEY VOCABULARY</b> <i>Season, observations, record, temperature, thermometer, United Kingdom, symbol, weather, hottest, coldest,</i>	
 <b>Our School</b> <i>Where is our school and how do I get there?</i>	<b>PRODUCT</b> <i>Use a simple picture map to direct a peer to school</i>	<b>CULTURAL CAPITAL</b> <i>Local area map walk</i>	<b>KEY VOCABULARY</b> <i>Map, ariel view, fieldwork, route, local area, observe, distance</i>	<ul style="list-style-type: none"> <li>Know and use the terminologies left and right; below, next to</li> </ul>

YEAR 2

Key Concepts	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
 <p><b>Our World</b> Is our world connected?</p>	<ul style="list-style-type: none"> <li>Know the names of and locate the seven continents of the world</li> <li>Know the names of and locate the five oceans of the world</li> <li>Know the name of and locate the four capital cities of England, Wales, Scotland, and Northern Ireland</li> </ul>			<ul style="list-style-type: none"> <li>Know where the equator, North Pole and South Pole are on a globe</li> </ul>
	<b>PRODUCT</b> <i>Present a Vlog explaining locational knowledge of the world.</i>	<b>CULTURAL CAPITAL</b> <i>Use of iPads to create a Vlog Ellie Harrison (Country File)</i>	<b>KEY VOCABULARY</b> <i>Continent, ocean, capital cities, locate, Atlantic Ocean, North Sea, English Channel, Irish Sea, Indian Ocean, Pacific Ocean, Southern Ocean, Africa, Antarctica, Asia, Oceania (Australia) Europe, North America, South America, north pole, south pole, equator</i>	
		<ul style="list-style-type: none"> <li>Know the main differences between a place in England and a small place in a non-European country</li> </ul>	<ul style="list-style-type: none"> <li>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</li> <li>Know the main differences between city, town, and village</li> <li>Explain some of the advantages and disadvantages of living in a city or village.</li> </ul>	
 <p><b>Mexico</b> Where would you rather live: Tulum, Mexico or Cannock, England?</p>		<b>PRODUCT</b> <i>Convince your audience to live in your chosen location</i>	<b>CULTURAL CAPITAL</b> <i>Photographs and videos of Mexico and Cannock Google Earth</i>	<b>KEY VOCABULARY</b> <i>Human, physical, feature, tourist, city, village, town, mountain, lake, island, valley, river, cliff, forest and beach, compare, contrast, population, country, advantage, disadvantage</i>
 <p><b>Our Park</b> Is the local park for all of our community?</p>		<b>PRODUCT</b> <i>Construct a simple map and use it to direct a peer to the park Survey – park use</i>	<b>CULTURAL CAPITAL</b> <i>Visit to local park.</i>	<b>KEY VOCABULARY</b> <i>Compass, direction, North pole, South pole, Equator, globe, North, South, East, West, route, travel, fieldwork, observe, landmark, symbol, picture map, aerial view, location</i> <ul style="list-style-type: none"> <li>Know which is N, E, S and W on a compass</li> </ul>

YEAR 3

Key Concepts	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
 <p><b>Our World</b> Do all cities have famous monuments?</p>	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight European countries</li> <li>Know the names of and locate at least eight counties and at least six cities in England</li> <li>Know the names of four countries from the southern and four from the northern hemisphere</li> </ul>			<ul style="list-style-type: none"> <li>Use maps to locate European countries and capitals.</li> </ul>
	<b>PRODUCT</b> <i>Generate a map of the world</i>	<b>CULTURAL CAPITAL</b> <i>Visit Garden of remembrance memorial – Lichfield</i>	<b>KEY VOCABULARY</b> <i>Northern Hemisphere, Southern Hemisphere, Equator, countries, cities, European, England, Monuments</i>	
 <p><b>Italy</b> Where would you rather live: Cannock, England or Campania, Italy?</p>	<ul style="list-style-type: none"> <li>Know at least five differences between living in the UK and a Mediterranean country</li> </ul>	<ul style="list-style-type: none"> <li>Know what causes an earthquake</li> <li>Label the different parts of a volcano</li> </ul>		
	<b>PRODUCT</b> <i>Justify why you would prefer to live in your chosen location.</i>	<b>CULTURAL CAPITAL</b> <i>Photographs and videos of Italy and Cannock Google Earth</i>	<b>KEY VOCABULARY</b> <i>Earth's crust, earthquake, volcano, volcanic eruption, tectonic plate, core, Use crust, equator, compare, Mediterranean country, Ring of Fire</i>	
 <p><b>Navigation</b> Is a compass an effective navigation tool?</p>				<ul style="list-style-type: none"> <li>Know and name the eight points of a compass</li> </ul>
	<b>PRODUCT</b> <i>Illustrate how to get from one place to another using a compass.</i>	<b>CULTURAL CAPITAL</b> <i>Use of a compass Use of Atlases and maps</i>	<b>KEY VOCABULARY</b> <i>Compass, co-ordinate, direction, east, four-figure grid reference,</i>	

YEAR 4

Key Concepts	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
 <b>Our World</b> Can you locate the key features of the world?	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight major capital cities across the world</li> <li>Know where the main mountain regions are in the UK</li> <li>Know, name and locate the main rivers in the UK</li> <li>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</li> <li>Know what is meant by the term 'tropics'</li> </ul>			<ul style="list-style-type: none"> <li>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</li> </ul>
<b>PRODUCT</b>		<b>CULTURAL CAPITAL</b>	<b>KEY VOCABULARY</b>	
<i>Demonstrate your locational knowledge of the World</i>		<i>Michael Palin Use of Atlases and maps</i>	<i>Equator, Tropic of Capricorn, Tropic of Cancer, Greenwich Meridian, map, globe, mountains, rivers</i>	
 <b>Rivers</b> Do all rivers rage?			<ul style="list-style-type: none"> <li>Know and label the main features of a river</li> <li>Know the name of and locate a number of the world's longest rivers</li> <li>Know the names of a number of the world's highest mountains</li> <li>Explain the features of a water cycle</li> <li>Know why most cities are located by a river</li> </ul>	
<b>PRODUCT/Cultural Capital</b>		<b>CULTURAL CAPITAL</b>	<b>KEY VOCABULARY</b>	
<i>Illustrate the journey of water.</i>		<i>Stepping Stones - Cannock Chase Carding Mill Valley</i>	<i>cloud, change of state, cool, downstream, evaporation, estuary, mountain, precipitation, riverbed, source, water cycle</i>	
 <b>Navigation</b> Is the motorway the best way to get from Cannock to _____?				<ul style="list-style-type: none"> <li>Know how to plan a journey within the UK, using a road map</li> <li>Know how to use four-figure grid reference</li> </ul>
<b>PRODUCT/Cultural Capital</b>		<b>CULTURAL CAPITAL</b>	<b>KEY VOCABULARY</b>	
<i>Create a map with their chosen journey on.</i>		<i>To direct the minibus driver to a destination Use of OS maps Orienteering – using a compass</i>	<i>Map, four-figure grid reference, six-figure grid reference</i>	

YEAR 5				
Key Concepts	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
 <b>Our World</b> Is North America a better road trip destination than Staffordshire?	<ul style="list-style-type: none"> <li>Know the names of a number of European capitals</li> <li>Know the names of the eight districts in Staffordshire</li> <li>Know the names of, and locate, a number of North American countries</li> </ul>			
	<b>PRODUCT</b> <i>Create a road map showing the journey between two chosen locations.</i>	<b>CULTURAL CAPITAL</b> <i>Visitor who has been on a road trip Photographs and videos of North America and Staffordshire SUAT Jigsaw Google Earth</i>	<b>KEY VOCABULARY</b> <i>Locality, map, North America, South America, road, country, Staffordshire, world, districts</i>	
 <b>The United States</b> Where would you rather live: Staffordshire or the Western United States?	<ul style="list-style-type: none"> <li>Know the key differences between living in the UK and in a country in either North or South America</li> </ul>	<ul style="list-style-type: none"> <li>Know what is meant by biomes and what are the features of a specific biome</li> <li>Label layers of a rainforest and know what deforestation is</li> </ul>		
	<b>PRODUCT</b> <i>Defend your chosen location.</i>	<b>CULTURAL CAPITAL</b> <i>School links in USA Photographs and videos of Western United States and Staffordshire Google Earth</i>	<b>KEY VOCABULARY</b> <i>Biome, ecosystem, forest, humidity, temperature, tropical, vegetation,</i>	
 <b>Weather and Climate</b> How can we measure and record weather phenomena?				<ul style="list-style-type: none"> <li>Know how to use graphs to record features such as temperature or rainfall across the world – <i>Tornadoes to link with prior knowledge of USA</i></li> </ul>
	<b>PRODUCT</b> <i>Live Broadcast to present information about weather phenomena with graphs and data.</i>	<b>CULTURAL CAPITAL</b> <i>Des – ITV Midlands Weather – Visit Storm Chasers - <a href="https://severestudios.com/live-storm-chasing-map/">https://severestudios.com/live-storm-chasing-map/</a> Using a weather station</i>	<b>KEY VOCABULARY</b> <i>Data, change over time, temperature, rainfall, observation, measurement</i>	

**YEAR 6**

Key Concepts	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork	
 <b>Our World</b> What are time zones and how do they affect me?	<ul style="list-style-type: none"> <li>Know about time zones and work out differences</li> </ul>				
<b>PRODUCT</b>		<b>CULTURAL CAPITAL</b>		<b>KEY VOCABULARY</b>	
<i>Summarise the effect of time zones.</i>		<i>Sir Sandford Flemming</i>		<i>Atlas, longitude, latitude, polar day, polar night,</i>	
 <b>Depth Study</b> What is the economic activity of the UK, and how sustainable is it?			<ul style="list-style-type: none"> <li>Know the names of and locate some of the world's deserts</li> <li>Know why industrial areas and ports are important</li> <li>Know the main human and physical differences between developed and third-world countries</li> </ul>	<ul style="list-style-type: none"> <li>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</li> <li>Know what most of the ordnance survey symbols stand for</li> <li>Know how to use six and eight-figure grid reference</li> </ul>	
<b>PRODUCT</b>		<b>CULTURAL CAPITAL</b>		<b>KEY VOCABULARY</b>	
<i>Present a news interview on their data set.</i>		<i>Faisal Islam</i> <a href="https://www.bbc.co.uk/bitesize/articles/z7dnrd#zbnmf82">https://www.bbc.co.uk/bitesize/articles/z7dnrd#zbnmf82</a>		<i>Industry, human feature, developing country, physical feature, Six and eight-figure grid reference, ordinance survey map,</i>	
 <b>Sustainability</b> How can our school reduce its plastic waste?	<ul style="list-style-type: none"> <li>Know the impact on the environment in an area influences the people who live there and their feelings about their local area.</li> </ul>		<ul style="list-style-type: none"> <li>Know that human actions can disrupt the natural Physical processes on Earth</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use graphs to record data from fieldwork and observational skills</li> </ul>	
<b>PRODUCT</b>		<b>CULTURAL CAPITAL</b>		<b>KEY VOCABULARY</b>	
<i>Create and present a new school recycling system</i>		<i>Visit to recycling plant</i> <i>ICT for data collection</i>	<i>Reducing plastic waste: biodegradable, carbon emissions, durability, extracted, fossil fuel, incinerate, microplastics, pelletise, raw materials, refinery, synthetic Audit, database, formulate, graph, implement, innovative, survey</i>		