

Nursted Community Primary School

Geography: Knowledge, Concepts and Skills – Medium Term Planning

Progression in geography is characterised by children developing their understanding of **knowledge, concepts and skills**.

Substantive and Disciplinary Knowledge:

Substantive knowledge

Locational knowledge

For example: name and locate locations; positioning systems

Place knowledge

The connection of location and physical and/or human geography processes with personal experience

Environmental, physical and human geography

For example: migration; glaciation; climate change

Geographical skills and fieldwork

For example: using maps and globes; collecting first-hand evidence

Disciplinary knowledge
Insight into the ways geography experts think

Substantive Concepts:

As children progress, they should develop and apply their understanding of different geographical concepts including:

- Place and Space
- Scale
- Interdependence
- Physical and human processes
- Environmental Impact
- Sustainable development
- Cultural awareness and diversity

Disciplinary Skills: as children progress, they should develop and apply their geographical skills across different geography topics to

- Collect and analyse data
- Interpret a range of sources of geographical information
- Communicate geographical information

Nursteed Geography Curriculum Coverage Overview

Key: **Knowledge Concepts**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>My Local Area</u> Local town, school, aerial maps, weather, fieldwork comparison of two settings.</p>	<p><u>My Local Area</u> Human and physical features of school and local area including homes, jobs etc. Mapping, Fieldwork</p>	<p><u>World and the UK</u> Name and locate all 4 countries/capital cities of the UK and its surrounding seas Name all 5 oceans of the world.</p>	<p><u>Geography of Egypt</u> River Nile and Egypt. Physical and human geography, land use.</p>	<p><u>Rivers</u> Rivers and seas of the UK, famous rivers, formation, processes and similarities and differences (Thames and Amazon).</p>	<p><u>Lines on the Globe</u> Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p>	<p><u>North America</u> - Physical geography Place Knowledge and Locational Knowledge</p>
<p><u>Life in Kenya</u> Comparison of life in different countries – Kenya and the UK.</p>	<p><u>Continents</u> Naming and locating the world's continents and surrounding seas and name 2 oceans.</p>	<p><u>Comparative study of Kenya</u> Human and physical features of Kenya, cultural diversity, weather, comparison with the UK.</p>	<p><u>Cities of the UK</u> Counties and capital cities and atlas work.</p>	<p><u>Types of Settlements</u> Human and physical features of settlements, land use, economic activity, trade and transport.</p>	<p><u>Mountains</u> Longitude and latitude, types of mountains, formation, physical and human features, volcanoes.</p>	<p><u>South America</u> - Human geography Place knowledge and locational knowledge</p>
		<p><u>My Local Area</u> Using and navigating maps, atlases, Birdseye view and mapping our seas and oceans.</p>	<p><u>Natural Disasters</u> Volcanoes, tsunamis, earthquakes, tornadoes.</p>	<p><u>My Local Area</u> Naming and locating the countries, counties and regions of the UK. Study of a region, land use patterns, hills and mountains and immigration. Prime/Greenwich Meridian.</p>	<p><u>Europe</u> Locational knowledge, climate, hemispheres and culture.</p>	<p><u>Local Study</u> <i>Residential trip to be confirmed</i></p>

Nursted Geography Key Vocabulary Overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>My Local Area</u> Town Devizes Forest	<u>My Local Area</u> Town House Devizes Job	<u>World and the UK</u> Oceans Country Capital city United Kingdom	<u>Geography of Egypt</u> Continent Desert Irrigation Agriculture	<u>Rivers</u> Tributary Delta Meander Mouth	<u>Lines on the Globe</u> Equator Longitude Latitude Hemisphere	<u>North America</u> North America Country Capital city
<u>Life in Kenya</u> Kenya Africa England	<u>Continents</u> Continent Pacific Ocean Atlantic Ocean	<u>My Local Area</u> Atlas Sketch map Birds' eye view Map symbol	<u>Cities of the UK</u> City Urban Rural Population	<u>Types of Settlements</u> Agriculture Early Settlers Retail Settlement	<u>Mountains</u> Summit Slope Valley Ridge	<u>South America</u> South America Tourism Similarities and differences
		<u>Comparative study of Kenya</u> Africa National Park Climate	<u>Natural Disasters</u> Tectonic Main vent Lava flow Ash cloud	<u>My Local Area</u> Urban Rural Immigration Region	<u>Europe</u> Capital city Human geography Physical geography	<u>Residential trip</u> <i>To be confirmed for 2024-2025.</i>

Key Stage 1 Key Knowledge Overview		
EYFS	Year 1	Year 2
<p style="text-align: center;"><u>My Local Area</u></p> <ol style="list-style-type: none"> To name the town our school in in (Devizes). To name <i>one</i> similarity between a town and a forest – trees or grass. To name <i>one</i> difference between a town and a forest – buildings or roads. 	<p style="text-align: center;"><u>My Local Area</u></p> <ol style="list-style-type: none"> To name and locate local town (Devizes). To name <i>three or more</i> different types of housing - detached, semi-detached and house boat. To name <i>three or more</i> local jobs - brewer, farmer and shop worker. 	<p style="text-align: center;"><u>World and UK Knowledge</u></p> <ol style="list-style-type: none"> To locate and name <i>all</i> four countries and the surrounding seas. To name the four capital cities of the UK To name all five oceans of the world
<p style="text-align: center;"><u>Life in Kenya</u></p> <ol style="list-style-type: none"> To name <i>one</i> similarity between life in England and Kenya e.g. animal or landscape. To name <i>one</i> difference between life in Kenya e.g. climate or landscape. <ol style="list-style-type: none"> To name the country I live in - England. 	<p style="text-align: center;"><u>The Seven Continents of the World</u></p> <ol style="list-style-type: none"> Name the 7 continents of the world Locate the 7 continents of the world Name and locate <i>two</i> oceans of the world namely the Atlantic and Pacific Ocean. 	<p style="text-align: center;"><u>My Local Area</u></p> <ol style="list-style-type: none"> To plan and devise a simple map of the school. To explain what a 'Birdseye view' is. To identify <i>three or more</i> landmarks in our local area on a map including duck pond, brewery and shops.
		<p style="text-align: center;"><u>Comparative study of Kenya</u></p> <ol style="list-style-type: none"> To name the continent that Kenya is in. To compare and explain two differences between Kenya's weather and UK weather. To name Nairobi as the capital city of Kenya.

Key Stage 2 Key Knowledge Overview

Year 3	Year 4	Year 5	Year 6
<u>Egypt</u>	<u>Rivers</u>	<u>Lines on the Globe</u>	<u>North America</u>
<ol style="list-style-type: none"> To name and locate Africa and Egypt on a map of the world. To recall land uses of the Nile including crops and food, transport, trade, building and papyrus. To identify changes in land use (at the Nile) in the past and present, specifically crops and transport. 	<ol style="list-style-type: none"> To identify <i>most</i> features of a river including mouth, source, meander, delta and ox bow lake. To describe erosion and deposition. To name human and physical similarities and differences between The Nile and The Thames, including land use, length and pollution. 	<ol style="list-style-type: none"> To name most lines on the globe including the equator, Northern and Southern hemisphere, tropic of Cancer and Capricorn, Arctic Circle and Antarctic Circle. Lines of latitude and longitude help locate where a place is in the world. Time in countries to the East of the Prime Meridian are in front of the UK and countries to the west are behind. 	<ol style="list-style-type: none"> To name some countries of North America – USA, Canada, Mexico and Cuba. To name some capital cities of North America – Washington D.C, Ottawa, Mexico City, Havana. To identify physical similarities between the UK and North America including climate, terrain and geographical features.
<u>Cities of the United Kingdom</u>	<u>Types of Settlements</u>	<u>Europe</u>	<u>South America</u>
<ol style="list-style-type: none"> To name and locate 3 cities of the United Kingdom. To name three differences between two cities in the United Kingdom. To name 4 features of a city. 	<ol style="list-style-type: none"> To explain that a settlement is a place where people live e.g. a village, town or city. To recall what features settlements need including water, food and shelter. To name some early settlers including Romans, Vikings and Anglo Saxons. 	<ol style="list-style-type: none"> To name some countries of Europe – France, Greece, Germany, Denmark, Russia. To name some capital cities of Europe – Paris, Athens, Berlin and Moscow. To identify human and physical similarities and differences between the UK and Greece including climate, tourism and land use. 	<ol style="list-style-type: none"> To name some countries of South America – Brazil, Peru, Argentina. To name some capital cities of South America – Brasilia, Lima, Buenos Aires. To identify human similarities and differences between the UK and North America including tourism and land use.
<u>Natural Disasters</u>	<u>My Local Area</u>	<u>Mountains</u>	<u>Local Study</u>
<ol style="list-style-type: none"> To explain how tectonic plates work. To name the key parts of a volcano including magma chamber, main vent, lava flow and ash cloud. To understand that tectonic plate movement causes volcanoes, earthquakes and tsunamis. 	<ol style="list-style-type: none"> Name <i>some</i> counties of the UK including Wiltshire, Hampshire and Somerset. To name <i>some</i> rural and urban land uses – agriculture, housing and retail. To explain how a region may change over time – land use, population and immigration. 	<ol style="list-style-type: none"> To name features of mountains including slope, ridge, summit, foot, outcrop and valley. To name some types of mountain including fold, fault block, volcanic, dome, plateau and how they are formed. To explain how tourism effects mountain regions including economic activity, environmental impact and social impact. 	<p><i>Geography linked to Residential trip to be confirmed for 2024/25</i></p>

Geography Medium Term Planning	Unit Title: My Local Area
Year Group: EYFS	Term 1/3/5
Early Learning Goals: 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	
Enquiry Question: Where do I live?	How this will be answered: Children will discuss their local area and will be able to make comparisons between a town and a forest.
Substantive Concepts: <ul style="list-style-type: none"> Place and Space 	Disciplinary Knowledge / Skills: <ul style="list-style-type: none"> Communicate geographical information
Substantive Key Knowledge <ul style="list-style-type: none"> To name the town our school in in (Devizes). To name <i>one</i> similarity between a town and a forest – trees or grass. To name <i>one</i> difference between a town and a forest – buildings or roads. 	Key Vocabulary: <ol style="list-style-type: none"> Town Devizes Forest

Geography Medium Term Planning	Unit Title: Life in Kenya
Year Group: EYFS	Term 1/3/5
Early Learning Goals: 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. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	
Enquiry Question: What is life like in Kenya?	How this will be answered: Children will identify the country they live in. They will discuss the similarities and differences between England and Kenya.
Substantive Concepts: <ul style="list-style-type: none"> Place and Space Cultural awareness and diversity 	Disciplinary Knowledge <ul style="list-style-type: none"> Communicate geographical information
Substantive Key Knowledge <ul style="list-style-type: none"> To name <i>one</i> similarity between life in England and Kenya e.g. animal or landscape. To name <i>one</i> difference between life in Kenya e.g. climate or landscape. To name the country I live in 	Key Vocabulary: <ol style="list-style-type: none"> Kenya Africa England

Geography Medium Term Planning	Unit Title: My Local Area
Year Group: Year 1	Term 1/3/5
<p>National Curriculum: Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	
Enquiry Question: Where do I live and what is it like?	How this will be answered: Children will name and locate the town Devizes, they will be able to name 3 types of houses and 3 local jobs.
<p>Substantive Concepts:</p> <ul style="list-style-type: none"> • Place and Space • Physical and human processes • Environmental Impact • Sustainable development 	<p>Disciplinary skills</p> <ul style="list-style-type: none"> • Interpret a range of sources of geographical information • Communicate geographical information
<p>Substantive Key Knowledge</p> <ul style="list-style-type: none"> • To name and locate local town (Devizes). • To name three or more different types of housing - detached, semi-detached and house boat. • To name three or more local jobs - brewer, farmer and shop worker. 	<p>Key Vocabulary:</p> <ol style="list-style-type: none"> 1. Town 2. House 3. Devizes 4. Job

Geography Medium Term Planning	Unit Title: Continents
Year Group: Year 1	Term 1/3/5
National Curriculum: Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans .	
Enquiry Question: What are the 7 continents of the world?	How this will be answered: Children name and locate 7 continents. They name and locate the Atlantic and Pacific Ocean
Substantive Concepts: Place and Space	Disciplinary skills <ul style="list-style-type: none"> • Interpret a range of sources of geographical information • Communicate geographical information
Substantive Key Knowledge <ul style="list-style-type: none"> • Name the 7 continents of the world • Locate the 7 continents of the world • Name and locate <i>two</i> oceans of the world namely the Atlantic and Pacific Ocean. 	Key Vocabulary: <ol style="list-style-type: none"> 1. Continent 2. Atlantic Ocean 3. Pacific Ocean

Geography Medium Term Planning	Unit Title: World and UK Mapping
Year Group: Year 2	Term 1/3/5
National Curriculum: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Name and locate the world's [seven continents and] five oceans.	
Enquiry Question: Where in the world is Branston Bear?	How this will be answered: Children will complete a map of the UK with capital cities.
Substantive Concepts: <ul style="list-style-type: none"> • Place and Space • Physical and human processes • Environmental Impact • Sustainable development 	Disciplinary Knowledge/skills <ul style="list-style-type: none"> • Interpret a range of sources of geographical information • Communicate geographical information
Substantive Key Knowledge <ul style="list-style-type: none"> • To locate and name ALL four countries of the UK and the surrounding seas. • To name the four capital cities of the UK. • To name all five oceans on the world (building on Y1). 	Key Vocabulary: <ol style="list-style-type: none"> 1. Oceans 2. Country 3. Capital city 4. United Kingdom

Geography Medium Term Planning	Unit Title: My Local Area
Year Group: Year 2	Term 1/3/5
<p>National Curriculum: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	
Enquiry Question: What do we know about our local area?	How this will be answered: Children will be able to devise a simple map of their school. They will explain what a 'Birdseye' view is and they will be able to identify three or more landmarks in their local area from first-hand experience and explicit teaching of their local area.
Substantive Concepts: Place and Space	Disciplinary skills <ul style="list-style-type: none"> • Interpret a range of sources of geographical information • Communicate geographical information
Substantive Key Knowledge <ol style="list-style-type: none"> 4. To plan and devise a simple map of the school. 5. To explain what a 'Birdseye view' is. 6. To identify <i>three or more</i> landmarks in our local area on a map including duck pond, woodland area and school. 	Key Vocabulary: <ol style="list-style-type: none"> 1. Atlas 2. Sketch map 3. Birds' eye view 4. Map symbol

Geography Medium Term Planning	Unit Title: Comparative Study of Kenya
Year Group: Year 2	Term 1/3/5
National Curriculum: 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. 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.	
Enquiry Question: Where is Kenya and how is it different to the UK?	How this will be answered: Children will be able to use prior knowledge of continents to identify the continent of Africa that Kenya is located in. Children will be able to explain what climate means and compare its climate to the UKs. They will also be able to identify Nairobi as the Capital city of Kenya.
Substantive Concepts: Place and Space	Disciplinary skills <ul style="list-style-type: none"> • Interpret a range of sources of geographical information • Communicate geographical information
Substantive Key Knowledge <ul style="list-style-type: none"> • To name the continent that Kenya is in. • To understand what climate means and compare Kenya's climate to that of the UK. • To know Nairobi is the capital city of Kenya. 	Key Vocabulary: <ol style="list-style-type: none"> 1. Africa 2. National Park 3. Climate

Geography Medium Term Planning	Unit Title: Geography of Egypt
Year Group: Year 3	Term 1/3/5
National Curriculum: 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	
Enquiry Question: Where is Egypt located?	How this will be answered: Children will be able to use map skills to locate Africa and Egypt on a world map. Children will be able to recall at least three land uses of the Nile and they will identify changes in land use in the past and present.
Substantive Concepts: Place and Space	Disciplinary skills <ul style="list-style-type: none"> • Interpret a range of sources of geographical information • Communicate geographical information
Substantive Key Knowledge <ul style="list-style-type: none"> • To name and locate Africa and Egypt on a map of the world. • To recall land uses of the Nile including crops, food, transport, trade, buildings and papyrus. • To identify changes in land use (at the Nile) in the past and present, specifically crops and transport. 	Key Vocabulary: <ol style="list-style-type: none"> 1. Continent 2. Irrigation 3. Desert 4. Agriculture

Geography Medium Term Planning	Unit Title: Cities of the UK
Year Group: Year 3	Term 1/3/5
National Curriculum: 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.	
Enquiry Question: What is a city?	How this will be answered: A short essay explaining what they know about cities of the UK.
Substantive Concepts: Place and Space	Disciplinary skills <ul style="list-style-type: none"> • Interpret a range of sources of geographical information • Communicate geographical information
Substantive Key Knowledge <ul style="list-style-type: none"> • To name and locate 3 cities of the United Kingdom. • To name three differences between two cities in the United Kingdom. • To name 4 features of a city. 	Key Vocabulary: <ol style="list-style-type: none"> 1. City 2. Urban 3. Rural 4. Population

Geography Medium Term Planning	Unit Title: Natural Disasters
Year Group: Year 3	Term 1/3/5
National Curriculum: Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	
Enquiry Question: What is a volcano and how does it work?	How this will be answered: Children will be able to verbally explain how tectonic plates work. They will use diagrams from their explicit teaching to verbally name and show their understanding of how tectonic plates cause a range of natural disasters.
Substantive Concepts: Place and Space	Disciplinary skills <ul style="list-style-type: none"> • Interpret a range of sources of geographical information • Communicate geographical information
Substantive Key Knowledge <ol style="list-style-type: none"> 1. To explain how tectonic plates work. 2. To name the key parts of a volcano including magma chamber, main vent, lava flow and ash cloud. 3. To understand that tectonic plate movement causes volcanoes, earthquakes and tsunamis. 	Key Vocabulary: <ol style="list-style-type: none"> 1. Tectonic 2. Main vent 3. Lava flow 4. Ash cloud

Geography Medium Term Planning	Unit Title: Rivers
Year Group: 4	Term: 1/3/5
National Curriculum: Pupils should be taught to describe and understand key aspects of physical geography including rivers, human geography, including: types of settlement and land use	
Enquiry Question: what journey does a river take and how are they formed?	How this will be answered: a poster including each part of the key knowledge
Substantive Concepts: <ul style="list-style-type: none"> • Place and Space • Physical and human processes • Environmental Impact 	Disciplinary knowledge/skills: <ul style="list-style-type: none"> • Interpret a range of sources of geographical information • Communicate geographical information
Substantive Key Knowledge: <ol style="list-style-type: none"> 1. Identify most features of a river including mouth, source, meander, delta and tributary 2. Describe erosion and deposition 3. Name human and physical similarities and differences between the River Nile and River Thames including land use, length and pollution 	Key Vocabulary: <ul style="list-style-type: none"> • Tributary • Delta • Meander • Mouth

Geography Medium Term Planning	Unit Title: Settlements
Year Group: 4	Term: 1/3/5
<p>National Curriculum: Pupils should be taught to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. 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. 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.</p>	
<p>Enquiry Question: Where is a good place to settle?</p>	<p>How this will be answered: Short essay to answer the enquiry question.</p>
<p>Substantive Concepts:</p> <ul style="list-style-type: none"> • Place and Space • Scale • Physical and human processes • Environmental Impact • Sustainable development • Cultural awareness and diversity 	<p>Disciplinary Knowledge/skills</p> <ul style="list-style-type: none"> • Collect and analyse data • Interpret a range of sources of geographical information • Communicate geographical information
<p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> 1. To explain that a settlement is a place where people live e.g. a village, town or city. 2. To recall what features settlements need including water, food and shelter. 3. To name some early settlers including Romans, Vikings and Anglo Saxons. 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Early settlers • Settlement • Agriculture • Retail

Geography Medium Term Planning	Unit Title: Our local area
Year Group: 4	Term:1/3/5
<p>National Curriculum: Pupils should be taught to 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. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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.</p>	
<p>Enquiry Question: What do we know about where we live?</p>	<p>How this will be answered: Double page spread in geography books.</p>
<p>Substantive Concepts:</p> <ul style="list-style-type: none"> • Place and Space • Scale • Interdependence • Physical and human processes • Environmental Impact • Sustainable development • Cultural awareness and diversity 	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Collect and analyse data • Interpret a range of sources of geographical information • Communicate geographical information
<p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> 1. Name some counties of the UK including Wiltshire, Hampshire and Somerset. 2. To name some rural and urban land uses – agriculture, housing and retail. 3. To explain how a region may change over time – land use, population and immigration. 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Great Britain • UK • County • Urban • Rural

Geography Medium Term Planning	Unit Title: Lines on the Globe
Year Group: 5	Term: 1/3/5
National Curriculum: Pupils should be taught to 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).	
Enquiry Question: How do I locate places on a globe?	How this will be answered: Written answer in Geography books
Substantive Concepts: <ul style="list-style-type: none"> • Place and Space • Scale • Interdependence • Physical and human processes • Environmental Impact 	Disciplinary Knowledge/Skills: As children progress, they should develop and apply their geographical skills across different geography topics to: <ul style="list-style-type: none"> • Interpret a range of sources of geographical information • Communicate geographical information
Substantive Key Knowledge: <ol style="list-style-type: none"> 4. To name most lines on the globe including the equator, Northern and Southern hemisphere, tropic of Cancer and Capricorn, Arctic Circle and Antarctic Circle. 5. Lines of latitude and longitude help locate where a place is in the world. 6. Time in countries to the East of the Prime Meridian are in front of the UK and countries to the west are behind. 	Key Vocabulary: <ul style="list-style-type: none"> • Equator • Longitude • Latitude • Hemisphere

Geography Medium Term Planning	Unit Title: Mountains
Year Group: 5	Term: 1/3/5
<p>National Curriculum: Pupils should be taught to 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. Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	
Enquiry Question: Can I name some features of mountains?	How this will be answered: Written answer in Geography books
<p>Substantive Concepts:</p> <ul style="list-style-type: none"> • Place and Space • Scale • Interdependence • Physical and human processes • Environmental Impact 	<p>Disciplinary Knowledge/Skills: As children progress, they should develop and apply their geographical skills across different geography topics to:</p> <ul style="list-style-type: none"> • Interpret a range of sources of geographical information • Communicate geographical information
<p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> 1. To name features of mountains including slope, ridge, summit, foot and outcrop. 2. To name some types of mountain including fold, fault block, volcanic, dome, plateau and how they are formed. 3. To explain how tourism effects mountain regions including economic activity, environmental impact and social impact. 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Summit • Slope • Valley • Ridge

Geography Medium Term Planning	Unit Title: Europe
Year Group: 5	Term: 1/3/5
National Curriculum: Pupils should be taught to 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.	
Enquiry Question: Can I name and locate some European capital cities and countries?	How this will be answered: Double page spread in Geography books
Substantive Concepts: <ul style="list-style-type: none"> • Place and Space • Scale • Physical and human processes • Environmental Impact • Cultural awareness and diversity 	Disciplinary Knowledge/Skills: As children progress, they should develop and apply their geographical skills across different geography topics to: <ul style="list-style-type: none"> • Interpret a range of sources of geographical information • Communicate geographical information
Substantive Key Knowledge: <ol style="list-style-type: none"> 4. To name some countries of Europe – France, Greece, Germany, Denmark, Russia. 5. To name some capital cities of Europe – Paris, Athens, Berlin and Moscow. 6. To identify human and physical similarities and differences between the UK and Greece including climate, tourism and land use. 	Key Vocabulary: <ul style="list-style-type: none"> • Capital city • Human and physical geography • Compare • Contrast

Geography Medium Term Planning	Unit Title: Mountains
Year Group: 5	Term: 1/3/5
<p>National Curriculum: Pupils should be taught to 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. Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	
Enquiry Question: Can I name some features of mountains?	How this will be answered: Written answer in Geography books
<p>Substantive Concepts:</p> <ul style="list-style-type: none"> • Place and Space • Scale • Interdependence • Physical and human processes • Environmental Impact 	<p>Disciplinary Knowledge/Skills: As children progress, they should develop and apply their geographical skills across different geography topics to:</p> <ul style="list-style-type: none"> • Interpret a range of sources of geographical information • Communicate geographical information
<p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> 4. To name features of mountains including slope, ridge, summit, foot and outcrop. 5. To name some types of mountain including fold, fault block, volcanic, dome, plateau and how they are formed. 6. To explain how tourism effects mountain regions including economic activity, environmental impact and social impact. 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Summit • Slope • Valley • Ridge • Foot

Geography Medium Term Planning	Unit Title North America
Year Group: 6	Term: 1/3/5
National Curriculum: Pupils should be taught to - 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. - 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 in North or South America. - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
Enquiry Question: What countries are in North America?	How this will be answered: Written answer in Geography books.
Substantive Concepts: <ul style="list-style-type: none"> • Place and Space • Physical and human processes • Interdependence • Environmental Impact • Sustainable development 	Disciplinary Knowledge/Skills: As children progress, they should develop and apply their geographical skills across different geography topics to: <ul style="list-style-type: none"> • Interpret a range of sources of geographical information • Communicate geographical information
Substantive Key Knowledge: <ol style="list-style-type: none"> 1. To name some countries of North America – USA, Canada, Mexico, Cuba. 2. To name some capital cities of North America – Washington, D.C., Ottawa, Mexico City, Havana. 3. To identify physical similarities and differences between the UK and North America including climate, tourism and land use. 	Key Vocabulary: <ul style="list-style-type: none"> • North America • Coastline • Climate • Agriculture • Tourism

Geography Medium Term Planning	Unit Title: South America
Year Group: 6	Term: 1/3/5
National Curriculum: Pupils should be taught to - 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. - 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 in North or South America. - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
Enquiry Question: What countries are in South America?	How this will be answered: Write a short essay on some of the countries in South America and what they know about them.
Substantive Concepts: <ul style="list-style-type: none"> • Place and Space • Physical and human processes • Cultural awareness and diversity 	Disciplinary Knowledge/Skills: As children progress, they should develop and apply their geographical skills across different geography topics to: <ul style="list-style-type: none"> • Interpret a range of sources of geographical information • Communicate geographical information
Substantive Key Knowledge: <ol style="list-style-type: none"> 1. To name some countries of South America – Brazil, Peru, Argentina. 2. To name some capital cities of South America – Brasilia, Lima, Buenos Aires. 3. To identify human similarities and differences between the UK and North America including tourism and land use. 	Key Vocabulary: <ul style="list-style-type: none"> • South America • Tourism • Similarities and differences

Geography Medium Term Planning	Unit Title: Local Study
Year Group: 6	Term: 1/3/5
National Curriculum: <i>Residential study to be confirmed for 2024/25.</i>	
Enquiry Question:	How this will be answered:
Substantive Concepts: <ul style="list-style-type: none"> • Place and Space • Physical and human processes • Cultural awareness and diversity 	Disciplinary Knowledge/Skills: As children progress, they should develop and apply their geographical skills across different geography topics to: <ul style="list-style-type: none"> • Interpret a range of sources of geographical information • Communicate geographical information
Substantive Key Knowledge:	Key Vocabulary:

Geographical Skills Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To describe own environment using knowledge from maps. To use and draw information from a simple map. To draw simple maps of immediate environment and imaginary settings. To look at aerial views of the local area.</p> <p>To know some similarities and differences between the natural world around them. To describe own immediate environment using observations. To observe and identify similarities and differences between life in this country and other countries.</p>	<p>To use maps, atlases and globes to identify the continents and oceans. To devise simple picture maps.</p> <p>To use locational and directional language. To describe the location of features and routes on maps.</p> <p>To use fieldwork studies to observational skills to study the geography of their local area of Devizes.</p>	<p>To use world maps, atlases and globes to identify the United Kingdom and its countries. To devise a simple map.</p> <p>Use and construct basic symbols in a key.</p> <p>To use simple compass directions (North, East, South and West).</p> <p>To use observational skills to study the key human and physical features of the schools surrounding areas. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>To use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p> <p>To use the eight points of a compass. To use four figure grid references.</p>	<p>To use sketch maps, plans and graphs, and digital technologies. To use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p> <p>To use the eight points of a compass. To use four and six figure grid references.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use symbols and key (including the use of Ordnance Survey maps from the past and present).</p> <p>To use the eight points of a compass. To use four and six – figure grid references.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use symbols and key (including the use of Ordnance Survey maps from the past and present).</p> <p>To use the eight points of a compass. To use four and six – figure grid references and longitude and latitude.</p>

Geographical Fieldwork Progression

<p>Young pupils should be provided with opportunities to:</p> <ul style="list-style-type: none"> • Explore their setting's outdoor area, noticing and naming its features. • Experience different weather conditions. • Examine and discuss natural objects. • Explore the immediate local area through walks and visits. 	<p>Pupils in key stage 1 should be provided with opportunities to:</p> <ul style="list-style-type: none"> • Investigate the physical and human features of the school and school grounds: naming and describing what they see. • Investigate different weather conditions through observation and by making and using simple measurement devices • Observe and record seasonal changes in the school grounds and local area • Explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features • Take a short journey by bus, tram or train to investigate a slightly more distant site that contrasts with the immediate local area. 	<p>Pupils in lower key stage 2 should be provided with opportunities to:</p> <ul style="list-style-type: none"> • To use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'Where does the water go when it rains?', 'How do we travel to school' and 'Where does the food for school dinners come from?' <p>Year 3</p> <ul style="list-style-type: none"> • When learning about land use, to investigate local buildings, land use, and local facilities and explore issues of environmental quality and value. <p>Year 4</p> <ul style="list-style-type: none"> • When learning about the water cycle, weather and climate, to investigate and record different weather phenomena through observation and by using standard measurement devices. • When learning about rivers, to visit a local stream or river to investigate its physical features. 	<p>Pupils in upper key stage 2 should be provided with opportunities to:</p> <ul style="list-style-type: none"> • To use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'How can our school reduce its plastic waste?' and 'How can we make our school grounds more bee friendly?' <p>Year 5</p> <ul style="list-style-type: none"> • When learning about settlements, to investigate how buildings, land use and local facilities have changed over time; and investigate local development plans. <p>Year 6</p> <ul style="list-style-type: none"> • When learning about biomes and vegetation belt, to visit a woodland to study the trees, plants and animals, as an ecosystem • When learning about economic activities, to investigate the range and location of primary, secondary and tertiary businesses in the local area.
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