

Comberton Primary School

Geography

Our Vision

Our role at Comberton is to spark curiosity, creating a world of opportunity, awe and wonder for our children and staff. We aim to equip our children with the knowledge, skills and values to lead productive, healthy and inspired lives in modern day Britain.

Subject Intent

Our geography teaching should:

- inspire children's curiosity to discover more about the world and their place within it
- enable them to reflect, evaluate and think critically about real world issues

Children should leave our school with:

- An understanding of the world they inhabit, both locally and globally.
- An understanding of the impact people have on the planet and the part they play in taking care of the world for future generations.
- Knowledge of the worlds' continents and oceans, countries and cities.
- The ability to interpret information from a range of sources of geographical information, including maps, globes and aerial photographs etc.
- An understanding of how a location is shaped by its human and physical features.
- An understanding of how places and their human and physical features can change over time.
- An awareness of the diversity of people, places, processes and climates.

EYFS

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills & Fieldwork
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(Nursery, Reception)

<p>Know that there are different countries in the world.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>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.</p> <p>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.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p>
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Essential Vocabulary:

house, road, town, country, earth, world, map, globe, weather, hot, cold, ice, season, spring, summer, autumn, winter

National Curriculum

Key Stage 1	Key Stage 2
<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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 use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> 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 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><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> 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 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 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) <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> 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 <p><u>Human and Physical Geography</u></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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 <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-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

Geography Long Term Plan

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Kidderminster	Geographical skills	Geographical skills	Geographical skills	Geographical skills	Geographical skills
Spring	The United Kingdom	The Seven Continents	The United Kingdom	Volcanoes and earthquakes	South America	North America
Summer	The Caribbean	Comparison Study: Africa	Rivers Local Study: The Severn	Europe	Mountains	British Geographical Issues

Progression of Knowledge and Skills (Nursery, Reception)

Concept/Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Know that there are different countries in the world.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coast and rivers) and land use patterns.</p> <p>Understand how some of these aspects have changed over time.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Prime/Greenwich Meridian.</p>	<p>Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Prime/Greenwich Meridian.</p>	<p>Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of the Prime/Greenwich Meridian, lines of longitude and time zones (including day and night).</p>

Concept/Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>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.</p> <p>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.</p>		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Worcestershire), and of a small area in a contrasting non-European country (Rift Valley province in Tanzania).</p>		<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Birmingham, West Midlands) and a region in a European country (Bologna, Italy).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (London, England), and a region within South America (Brasilia, Brazil).</p>	

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<p>Location and Place Vocabulary</p>	<p>House, road, town, country, earth, world</p> <p>map, globe</p> <p>weather, hot, cold, ice,</p> <p>season, spring, summer, autumn, winter</p>	<p>Map, atlas, globe</p> <p>Country, capital city, United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast</p> <p>Union Jack, thistle, daffodil, shamrock, coastline, rose</p>	<p>Globe, Earth, Continent, Asia, Europe, Africa, North America, South America, Australia, Antarctica, coastline</p> <p>Ocean, Pacific, Atlantic, Indian, Southern, Arctic,</p> <p>Desert, grassland, rainforest, diverse</p> <p>Country, capital city</p>	<p>Wolverhampton, Birmingham, Glasgow, Swansea, Bristol, Cambridge, Irish Sea, English Channel, North Sea, Atlantic Ocean, Shropshire, Staffordshire, West Midlands, Warwickshire, Gloucestershire, Herefordshire, Worcestershire, Hills, mountains, Urban, rural, town, city, countryside, farmland</p>	<p>Continent, Northern, Mediterranean, western and eastern Europe (and countries), climate, weather, land use, settlement, import, export,</p> <p>equator, northern hemisphere, southern hemisphere, longitude, latitude Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, climate zone, scale, grid reference</p>	<p>Continent, South America (and countries, physical geography, Amazon rainforest, Amazon river, Atacama Desert, Andes mountain range, Iguazu Falls and Angel Falls, salt flats, human geography, population distribution, settlements, cities, farming, energy production,</p> <p>equator, northern hemisphere, southern hemisphere, longitude, latitude Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, climate, biomes, scale</p>	<p>North America (and countries, Mississippi River, Panama Canal, Urbanisation, Mexico City, Washington DC, Ottawa</p> <p>equator, longitude, latitude, the Prime/Greenwich Meridian, time zones climate, biomes, flora, fauna, tropical rainforest, deciduous forest, coniferous forest/ taiga, tundra, grassland/ savannah, desert, climate, precipitation, migrate, deforestation, agriculture, methane, fossil fuels, global warming, renewable, urbanisation, population</p>
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Concept/Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	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	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<p>Describe and understand key aspects of physical geography, including rivers and the water cycle.</p> <p>Describe and understand human geography, including types of settlement and land use.</p>	<p>Describe and understand key aspects of physical geography, including climate zones, vegetation belts, volcanoes and earthquakes</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links.</p>	<p>Describe and understand key aspects of physical geography, including climate zones, biomes, and mountains</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, distribution of natural resources including energy, food, minerals and water.</p>
Vocabulary	<p>house, road, town, country, earth, world</p> <p>map, globe</p> <p>weather, hot, cold, ice,</p> <p>season, spring, summer, autumn, winter,</p>	<p>beach, coast, sea, river, season, weather, ocean, hill</p> <p>city, town, village, house, office, shop farm, factory</p> <p>Equator, South Pole, North Pole</p> <p>Words in bold are statutory.</p>	<p>climate, border</p> <p>cliff, coast, river, valley, vegetation, forest, soil, mountain,</p> <p>city, village,</p> <p>port, harbour</p> <p>Words in bold are statutory.</p>	<p>source, mouth, meander, estuary, mountain, highlands</p> <p>settlement, landmarks, transport, agriculture, national, rural, urban, population, migrant, refugee</p>	<p>Volcano, tectonic plates, mantle, fault, magma, vent, crater, Pacific Ring of Fire</p> <p>international, tourism, sustainable, climate, climate change</p>	<p>population density, economic activity, trade links, energy, natural resources, deforestation, ecosystem, migrate</p> <p>Elevation, contours, relief maps, topography, gradient</p>	<p>biome – aquatic, grassland, forest, desert, tundra</p> <p>vegetation belts</p> <p>desertification, polar icecaps, emissions,</p>

Concept/Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and Fieldwork	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>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</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of a location</p>	<p>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</p> <p>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</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of a location</p> <p>Devise a simple map; and use and construct basic symbols in a key</p> <p>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>	<p>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four- and six-figure grid references, symbols and key to build their knowledge of the wider world</p> <p>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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, co-ordinates, symbols and key to build their knowledge of the wider world</p> <p>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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, co-ordinates, symbols and key to build their knowledge of the wider world</p> <p>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>

Essential vocabulary	Map, globe	Map, atlas, globe, United Kingdom, England, Wales, Scotland, Northern Ireland, North, East, South, West, near, far, left, right, aerial, landmark, physical feature, human feature, location	Map, Digimaps, symbol, key, Ordnance Survey, aerial, location, zoom scale, site, compass, north, east, west, south, labels, accurate, landmarks, directions, route, navigate, destination, left, right, physical feature, human feature	Map, symbol, key, compass, North, South, East, West, North east, South east, South west, North west, Ordnance Survey, army, military, mapping, cartographer, grid reference, directions, location, map, horizontal, vertical, Eastings, Northings, landmarks, destination, navigate, route	Scale, distance, measure, large-scale, small-scale, detail, calculate, grid reference, horizontal, vertical, eastings, northings, location, locate, Land use, Transport, Business, Population, Tropic of Cancer, Tropic of Capricorn, Equator, Latitude, climate zone, equatorial, arctic and polar, tropical, desert and temperate	Scale, distance, small scale, large scale, Equator, Parallel, Prime meridian, Eastern hemisphere, Western hemisphere, Longitude, Latitude, coordinates, Biome, flora, fauna, climate, ecosystem, tropical rainforest, temperate deciduous (Broadleaf) forest, coniferous forest (Taiga), Tundra. Grasslands (Savanna), desert	Longitude, Latitude, Parallel, Prime Meridian, Coordinates, Arctic, Antarctic, Polar, Arctic Circle, Antarctic Circle, Axis, rotate, time zone, Greenwich Mean Time, British Summer Time, Co-ordinated universal time, Antimeridian, border, Eastern Hemisphere, Western Hemisphere, Daylight Saving Time
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At the end of EYFS

ELG: People, Culture and Communities

Children at the expected level of development will:

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

At the End of Year One

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Name and locate the four countries of the UK and their capital cities. Describe characteristics of the four countries of the UK. Name and locate the seas surrounding the UK.	Compare and contrast England to a non EU country (<i>topic specific – Caribbean focus on Jamaica</i>)	Identify daily weather patterns. Identify four seasons. Identify the Equator and poles. Understand how/why proximity affects temperature.	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use 4 points of a compass to describe the location of features and routes on a map. Use directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise basic human and physical features of a location.

At the End of Year Two

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Name and locate the seven continents. Name and locate the five oceans.	Compare and contrast England (Kidderminster) to a non EU country (Africa with a focus on the Rift Valley province in Tanzania).	Identify the Equator, poles and hemispheres (northern and southern). Compare location of countries to the Equator and poles.	Use world maps, atlases and globes to identify the continents and oceans. Use compass points and directional language Understand aerial photographs and plan perspectives. Identify landmarks and basic human and physical features on aerial photographs and plan perspectives. Devise a simple map using a basic 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.

At the End of Year Three

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Name and locate Worcestershire and its bordering counties.</p> <p>Name and locate cities within the UK including Worcester, Birmingham, London, Cardiff, Edinburgh, Belfast.</p> <p>Name and locate geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns.</p> <p>Understand how specific regions have changed over time.</p>	<p>Understand geographical similarities and differences of regions within the UK (topic specific – comparing Worcestershire and (Scottish) Highlands)</p>	<p>Describe and understand key aspects of rivers (physical geography).</p> <p>Describe and understand key aspects of settlement and land use in the UK (human geography).</p>	<p>Use 8 points of a compass, symbols and key (including Ordnance Survey maps)</p> <p>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>

At the End of Year Four

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Name and locate European countries and their major cities.</p> <p>Identify environmental regions of Europe and key physical and human characteristics.</p> <p>Identify the position and significance of lines of latitude and longitude.</p>	<p>Understand geographical similarities and differences of a region of the UK and with a region in Europe (topic specific – comparing West Midlands with an area of Italy - Bologna)</p>	<p>Describe and understand key aspects of mountains, volcanoes and earthquakes, and the water cycle (physical geography).</p> <p>Describe and understand key aspects of settlement and land use across European countries (human geography).</p>	<p>Use maps, atlases, globes and digital/computer mapping.</p> <p>Use four- and six-figure grid references.</p> <p>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>

At the End of Year Five

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Name and locate South American countries and their major cities.</p> <p>Identify environmental regions of South America and key physical and human characteristics.</p> <p>Identify the position and significance of latitude and longitude.</p>	<p>Understand geographical similarities and differences of a region of the UK and with a region in South America</p>	<p>Describe and understand key aspects of climate zones, biomes and vegetation belts.</p> <p>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 food, minerals and water.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location</p>	<p>Use maps, atlases, globes and digital/computer mapping.</p> <p>Use coordinates</p> <p>Create maps of locations identifying patterns (such as: land use, climate zone, population densities, height of land)</p> <p>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>

At the End of Year Six

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Name and locate North American countries and their major cities.</p> <p>Identify environmental regions of North America and key physical and human characteristics.</p> <p>Identify the position and significance of latitude and longitude, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Understand the impact that human geographical processes have had on different biomes across the globe and their contribution to climate change.</p> <p>Understand the impact that human geographical processes and features have had on physical processes and features across the globe, in different biomes</p>	<p>Describe and understand key aspects of climate zones, biomes and vegetation belts.</p> <p>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 food, minerals and water.</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>	<p>Use maps, atlases, globes and digital/computer mapping.</p> <p>Use coordinates</p> <p>Create maps of locations identifying patterns (such as: land use, climate zone, population densities, height of land)</p> <p>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>