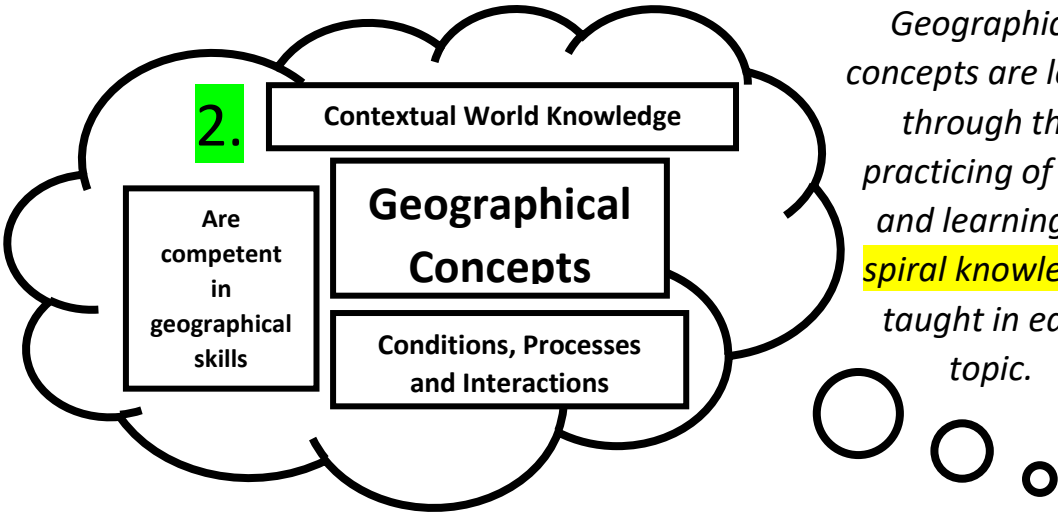




# Brede Primary School

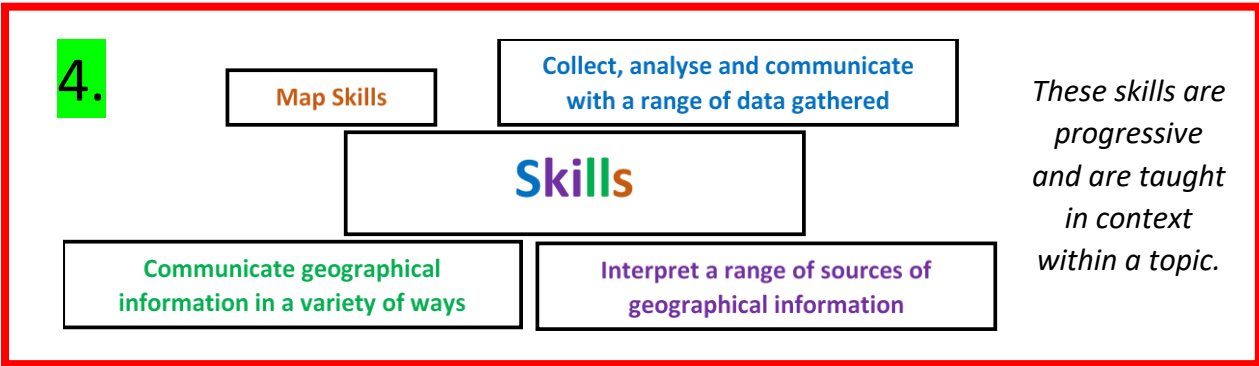
GEOGRAPHY CURRICULUM

**1.** All teachers are familiar with the National Curriculum. This document lists geographical concepts, skills and knowledge that each key stage is required to learn.



**3.** **Pick a topic**  
(Link to previous topic taught)

# How to use this document...



**6.** By the end of a topic, pupils will display an understanding of stantive and disciplinary knowledge, geographical concepts and skills.

# Geography

## Intent Statement:

The geography curriculum at Brede Primary School will provide an outstanding Geography curriculum that cultivates a deep understanding and appreciation of the world around us. We strive to inspire and engage our pupils, igniting their curiosity about the natural and human environments, fostering a sense of place, and promoting cultural empathy.

We believe that a high-quality Geography education equips our pupils with the knowledge and skills necessary to become active global citizens who can understand, analyze, and respond to various geographical issues. By developing a strong foundation in Geography, we aim to instill a lifelong love for exploring, investigating, and protecting our planet. We wish to empower our pupils to re-imagine the future of the world and consider how they can impact this. Below explains how this document supports teachers to achieve this:

Outlined in this document are the **geographical concepts** that pupils will explore throughout each topic. To enable pupils to understand these philosophies, we have generated **Spiral Knowledge** and considered a variety of **skills** that are necessary to gain geographical confidence. These will be taught progressively across every geography topic in every year group and revisited regularly to ensure pupils have both the skills and knowledge to become geographer.

## National Curriculum Aims:

The national curriculum for geography aims to ensure that all pupils:

- 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
- 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
- are competent in the geographical skills needed to: **collect, analyse 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, aerial photographs and Geographical Information Systems (GIS)
- **communicate geographical information** in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## Geography – Age related Statutory Coverage

EYFS	Key Stage One Learning	Key Stage Two Learning
<p><b>Understanding of the world:</b> 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.</p> <p><b>ELG: People, Culture and Communities.</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>Know some similarities and differences between different religious and cultural</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world’s 7 continents and 5 oceans</li> <li>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <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> <p><b>Human and physical geography</b></p> <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: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Locational knowledge</b></p> <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> <p><b>Place knowledge</b></p> <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 in North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers,</li> </ul> </li> </ul>

<p>communities in this country, drawing on their experiences and what has been read in class;</p> <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> <p><b>ELG: The Natural World.</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <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>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</li> <li>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</li> <li>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</li> </ul>	<p>mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>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> <p><b>Geographical skills and fieldwork</b></p> <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 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</li> <li>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</li> </ul>
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Geographical concepts and skills progression		
EYFS		
Contextual World Knowledge of locations, places and geographical features	Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time.	Geographical Enquiry
<i>Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments</i>	<i>Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment</i>	<i>Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information</i>
<b>Collect, analyse and communicate with a range of data gathered</b>	<ul style="list-style-type: none"> <li>Experience fieldwork by formulating an enquiry question, gathering data, analysing the results and reaching conclusions alongside adults and peers.</li> </ul>	

	<ul style="list-style-type: none"> <li>To investigate their surroundings by asking simple questions and making observations about where things are.</li> </ul>
<b>Interpret a range of sources of geographical information</b>	<ul style="list-style-type: none"> <li>Making greater sense of the world by discussing people, places, processes and environments.</li> <li>Explore a variety of different geographical sources e.g. an Aerial map to locate their classroom.</li> <li>Study sources to identify some similarities and differences between locations.</li> </ul>
<b>Communicate geographical information in a variety of ways</b>	<ul style="list-style-type: none"> <li>Describe the immediate environment using knowledge from observations, discussions, fiction and non-fiction texts, maps and images.</li> <li>Find out about places linked to stories using maps, an atlas and globes and discuss.</li> <li>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</li> </ul>
<b>Map Skills</b>	<ul style="list-style-type: none"> <li>Understand what a map is and communicate their understanding by drawing one of the local area.</li> <li>Use maps both fictional and non-fictional to locate different areas they have learnt/ read about.</li> <li>Use OS maps to familiarise themselves with the appearance of them.</li> <li>Use directional language.</li> </ul>

KS1		
Contextual World Knowledge of locations, places and geographical features	Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time.	Geographical Enquiry
<i>Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments</i>	<i>Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment</i>	<i>Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information</i>
<b>Collect, analyse and communicate with a range of data gathered</b>	<ul style="list-style-type: none"> <li>Increased independence choosing geographical enquiries.</li> <li>Experience of fieldwork that deepens understanding of geographical processes.</li> <li>Increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these.</li> </ul>	
<b>Interpret a range of sources of geographical information</b>	<ul style="list-style-type: none"> <li>Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps and images.</li> <li>Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts</li> </ul>	

<p><b>Communicate geographical information in a variety of ways/ Map skills</b></p>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to: Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features.</li> </ul>
<p><b>Map Skills</b></p>	<ul style="list-style-type: none"> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> <li>• 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.</li> <li>• Use simple compass directions and directional language to describe the location of features and routes on a map.</li> <li>• Use aerial photographs and devise a simple map; and use and construct basic symbols in a key.</li> </ul>

<p style="text-align: center;"><b>Lower KS2</b></p>		
<p><b>Contextual World Knowledge of locations, places and geographical features</b></p>	<p><b>Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time.</b></p>	<p><b>Geographical Enquiry</b></p>
<p><i>Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments</i></p>	<p><i>Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment</i></p>	<p><i>Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information</i></p>
<p><b>Collect, analyse and communicate with a range of data gathered</b></p>	<ul style="list-style-type: none"> <li>• Undertake a range of geographical enquiries to practice and refine investigative skills.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Demonstrate knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments.</li> <li>• Collect information to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.</li> </ul>	
<p><b>Interpret a range of sources of geographical information</b></p>	<ul style="list-style-type: none"> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• To interpret sources to become more adept at comparing places, and understand some reasons for similarities and differences.</li> <li>• To work with more complex information about the world, including the relevance of people’s attitudes, values and beliefs</li> </ul>	

<p><b>Communicate geographical information in a variety of ways</b></p>	<ul style="list-style-type: none"> <li>• Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle and human geography, including: settlements and land use.</li> <li>• Present enquiries and fieldwork in a variety of ways.</li> <li>• To express opinions and recognise that others may think differently.</li> </ul>
<p><b>Map Skills</b></p>	<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> <li>• Use maps, atlases, globes and digital computer mapping (Digimaps) to locate countries and describe features studied.</li> <li>• Use the 8 points of a compass, 4-figure grid references, symbols and a key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>• Use symbols and keys when using maps to identify human and physical features in their local area and beyond</li> </ul>



**Upper KS2**

<b>Contextual World Knowledge of locations, places and geographical features</b>	<b>Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time.</b>	<b>Geographical Enquiry</b>
<i>Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments</i>	<i>Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment</i>	<i>Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information</i>
<b>Collect, analyse and communicate with a range of data gathered</b>	<ul style="list-style-type: none"> <li>• Increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• To be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can discuss their findings, express and explain their opinions, and recognise why others may have different points of view.</li> <li>• Work with more complex information about the world, including the relevance of people's attitudes, values and beliefs.</li> <li>• Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing.</li> <li>• They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments extending from the familiar and concrete to the unfamiliar and abstract.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> </ul>	
<b>Interpret a range of sources of geographical information</b>	<ul style="list-style-type: none"> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations. Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>• Use a variety of sources to understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul>	

<p><b>Communicate geographical information in a variety of ways</b></p>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of: Key physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Key human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>• Have a more detailed and extensive framework of knowledge of the world to aid discussions, including globally significant physical and human features and places in the news.</li> <li>•</li> </ul>
<p><b>Map Skills</b></p>	<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> <li>• Use maps, atlases, globes and digital computer mapping (Digimaps) to locate countries and describe features studied.</li>   <li>• Use the 8 points of a compass, 4- and 6-figure grid references, symbols and a key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>

## Spiral Knowledge

Our **Spiral Knowledge** is information that we want all geographical topics to cover to ensure our pupils can make connections between different topics across year groups.

Later in this document, within each topic, the **Spiral Knowledge** will combine with relevant **skills** to ensure pupils are building their understanding of **geographical concepts**. These will be taught in every year group and will progress as stated below.

Year group	Locational and Place knowledge		Society and Community		Links and Patterns
	UK and Wider World	Human and Physical Features	Environmental Impact and Sustainability	Cultural Awareness and Diversity	Interconnections
<b>EYFS</b>	<p>To identify where the classroom is located on the map of their school.</p> <p>Identify where our school is located in the local area.</p> <p>Describe their immediate environment using knowledge learnt.</p> <p>Explore what makes their local area significant.</p> <p>Begin to understand that there are other countries in the world.</p>	<p>Name and describe landmarks both human and physical in the school.</p> <p>Identify different types of houses found in the local area.</p> <p>Discuss physical and human features found in different places e.g. the beach.</p>	<p>Discuss how we can look after our surroundings at school and home.</p> <p>To explain what 'littering' is and explain why this is harmful.</p>	<p>Discuss our school community and key adults within this.</p> <p>List our school values and link these to society and rules followed.</p>	<p>Compare their local area to another location.</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>

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Year group	Locational and Place knowledge		Society and Community		Links and Patterns
	UK and Wider World	Human and Physical Features	Environmental Impact and Sustainability	Cultural Awareness and Diversity	Interconnections
<b>KS1</b>	<p>Revise EYFS and locate the UK on a map.</p> <p>Identify England, Northern Ireland, Scotland and Wales as well as several cities and surrounding seas.</p> <p>Locate their own village within the UK.</p> <p>Discuss the terms ‘countries’ and ‘continents’.</p> <p>Name and locate the world’s seven continents and five oceans.</p>	<p>Discuss characteristics of the UK, continents and oceans learnt so far, connecting this to our locational and place knowledge.</p> <p>Use basic geographical vocabulary to refer to: key physical features and key human features (see communicating geographically-skills).</p> <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.</p>	<p>Explain how litter and pollution have a harmful effect on the areas where we live, work and play.</p> <p>Explain how the local environment can be improved by picking up litter, planting flowers and improving amenities.</p>	<p>Define the terms ‘diversity’ and ‘culture’.</p> <p>List our school values and link these to how societies and our country is run.</p> <p>Discuss diversity and the different cultures present in our local area.</p>	<p>Understand geographical similarities and differences comparing a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Compare different countries and oceans using locational and place knowledge.</p> <p>Consider whether other countries are facing the same environmental issues, are these countries making changes?</p>

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Year group	Locational and Place knowledge		Society and Community		Links and Patterns
	UK and Wider World	Human and Physical Features	Environmental Impact and Sustainability	Cultural Awareness and Diversity	Interconnections
<b>LKS2</b>	<p>To understand the term ‘county’.</p> <p>To name and locate several counties and the cities within them in the United Kingdom.</p> <p>Locate countries in Europe (including the location of Russia) and North and South America.</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, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Explain what physical and human features are and list some examples in the UK/ in the wider world.</p> <p>Name and locate some of the key human and physical features that surround the UK including seas, coasts and rivers.</p> <p>Understand the similarities and differences between hamlets, villages, towns and cities.</p>	<p>Understand that the Earth has different climate zones depending on distance to the equator.</p> <p>Describe the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in</p>	<p>Understand what a settlement is and that settlements can be urban, rural or coastal and compare these.</p> <p>Identify how the land-use patterns are different across the UK depending on societal needs and how this changes the land use.</p> <p>Discuss diversity and cultures in the local area and explore how these may differ from other villages and cities in England.</p>	<p>Describe the similarities and differences between the human features of different areas of the UK including land use and natural resources.</p> <p>Describe the similarities and differences between the physical features of different areas of the UK including climate, rivers and mountains.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United</p>

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Year group	Locational and Place knowledge		Society and Community		Links and Patterns
	UK and Wider World	Human and Physical Features	Environmental Impact and Sustainability	Cultural Awareness and Diversity	Interconnections
			ice and snow and don't support any life.		Kingdom, a region in a European country.
<b>UKS2</b>	<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, coasts and rivers), and land-use patterns; and 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) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>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</p> <p>Explain that biomes are often defined by a range</p>	<p>Identify how the position of a climate zone can be affected by its position in relation to the Equator, Northern and Southern Hemisphere and Arctic and Antarctic Circle.</p> <p>Explain what climate change is and how humans have impacted this by burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock etc.</p> <p>Explain that climate change leads to long-term change in expected patterns of weather that contributes to</p>	<p>Name several settlements and explore how diverse they are and learn about their culture.</p> <p>Understand why there may be a lack of diversity/ more diversity in specific areas.</p> <p>Explore whether geographical location contributes towards similarities and differences between different settlements.</p>	<p>Understand the similarities and differences between the different climates zones across the world</p> <p>Study a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>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.</p>

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Year group	Locational and Place knowledge		Society and Community		Links and Patterns
	UK and Wider World	Human and Physical Features	Environmental Impact and Sustainability	Cultural Awareness and Diversity	Interconnections
		of factors, such as temperature, climate, relief, geology, soils and vegetation.	the melting of polar ice caps, rising sea levels and extreme weather (global warming).		

## Key vocabulary

EYFS	KS1	Lower KS2	Upper KS2
<p><b>Locational and Place</b> Environment, place, home, world, town, local area, earth, journey.</p> <p><b>Human Geography</b> Road, school, house, shop, hospital, church, library.</p> <p><b>Physical Geography</b> Weather – rainy, sunny, cloudy, storm, snowy, windy, hot, cold, Seasons – summer, spring, autumn, winter</p> <p>Mountain, sea, beach, cliff</p> <p><b>Geographical Enquiry Skills and Field Work</b> Map, atlas, globe, photographs, exploring school grounds, observe, exploring local area, draw and label simple map Directions – forwards, backwards, up, down, compare.</p>	<p><b>Locational and Place</b> Similarities, differences, compare, explore, photographs, maps, newspaper articles, railway, factory, shopping centre, Kenya, Africa, continent, globe, atlas, equator, human and physical features, weather, lifestyles.</p> <p>North Pole, South Pole, Asia, Africa, North America, South America, Antarctica, Europe, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, affect, season, United Kingdom, UK, England, Ireland, Scotland, Wales, Capital City, Edinburgh, Cardiff, Belfast, London, North Sea, English Channel, Bristol Channel, Irish Sea.</p> <p><b>Human Geography</b> City, town, village, factory, farm, house, office, port, harbour, shop.</p> <p><b>Physical Geography</b> Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather, vegetation, summer, autumn, winter, spring, wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold.</p> <p><b>Geographical Enquiry Skills and Field Work</b> Map, sketch map, plan, birds eye view, position, location, direction, route,</p>	<p><b>Locational and Place</b> River, waterway, source, tributary, watershed, floodplain, channel, oxbow lake, riverbank, estuary, confluence, flow, mouth, silt, River Nile, flow, River Amazon, atlas, climate change, continent, course, current, delta, deposition, erosion, estuary, lake, meander, pollution, sedimentary, spring, stream, water cycle, waterfall, vegetation.</p> <p>Italy, Europe, Mediterranean, Rome, Roman, Vatican City, Sicily, Sardinia, Mount Etna, Mount Vesuvius, Mount Blanc, erupt, volcano, lava, Mediterranean Sea, Adriatic Sea, Ionian Sea, Tyrrhenian Sea, Ligurian Sea, Milan, Pisa, Florence, Rome, Venice, culture, tradition, Alps, Apennine, mountain, River Po, River Tiber, River Adige, River Arno.</p> <p>Bath, South West, UK, Somerset, Mendip Hills, Bath Abbey, Roman Baths, limestone, River Avon, landmark, population, architecture, Georgian, World Heritage, tourism, culture, transport, settlement, community, landscape, urban, rural.</p> <p><b>Human Geography</b> Region, settlement, community, population, government, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion.</p>	<p><b>Locational and Place</b> Biome, climate de-forestation, equator, vegetation, global, natural resources, pollution, tropics, tropical climate, climate change.</p> <p>Arctic circle, biome, climate, climate zone, continent, degrees, equator, human geography, humid, Greenwich, latitude, longitude, Northern Hemisphere, ocean, physical geography, prime meridian, Southern Hemisphere, temperate, time zone, tropics.</p> <p>Atlas, confluence, continent, course, current, delta, deposition, erosion, estuary, lake, meander, mouth, ocean, pollution, sedimentary, source, spring, stream, tributary, water cycle, waterfall, vegetation.</p> <p><b>Human Geography</b> Region, settlement, community, population, government, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion.</p> <p><b>Physical Geography</b> Coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, water cycle, evaporation, transpiration, condensation, precipitation, run-off, river, tidal river, estuary, stream, lake, tributary, current, bank, delta, mouth, source, fresh water, saltwater, mountain, mountain range, tectonic plates, force, contour, altitude, elevation, erosion, summit, peak, ascent, descent, vegetation, biome</p>



	<p>path, direction, navigate, symbol, key, coordinates, north, south, east, west, forwards, backwards, left, right, near, far, pattern, characteristics.</p>	<p><b>Physical Geography</b>  Ocean, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, northern hemisphere, southern hemisphere, climate, water cycle, evaporation, transpiration, condensation, precipitation, run-off, river, tidal river, estuary, stream, lake, tributary, current, bank, delta, mouth, source, fresh water.</p> <p><b>Geographical Enquiry Skills and Field Work</b>  Atlas, map, aerial photograph, birds eye view, scale, key, symbols, equator, northern hemisphere, southern hemisphere, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), thermometers, temperature, degrees, rain gauge, rain fall, centimetres (cm), millimetres (mm) lowest, highest, average</p>	<p><b>Geographical Enquiry Skills and Field Work</b>  Aerial map, ordinance survey maps, google map, political map, topographic map, physical map, economic/ resource map, scale, key, symbols, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), six figure grid reference, grid box, equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, longitude and latitude, degrees, colour layering, contour, contour interval, cross section height above sea level, distance, kilometres (km).</p>
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Location Knowledge	KS1	KS2	GA Resources
<b>General geographical knowledge, position and significance</b>	North and South Poles Equator 4 Compass points N,S,E,W Locational language	Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones. 8 Compass points, 4 & 6 figure grid references	<a href="#">Geography Plus: Little Blue Planet</a> <a href="#">Geography Plus: Living in the Freezer</a> <a href="#">Inflatable globe</a> <a href="#">GA member base maps / map outlines</a> <a href="#">Range of Collins atlases</a>
<b>Global:</b>	name and locate: Seven continents & five oceans	Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities.	<a href="#">Geography Plus: Little Blue Planet KS1</a> <a href="#">Inflatable globe and activities to download</a> <a href="#">Range of Collins atlases</a> <a href="#">SuperScheme Basics Our World (KS1)</a> <a href="#">Isle of Coll SuperScheme and map</a> <a href="#">Looking at Europe SuperScheme</a>
<b>UK:</b>	Name, locate, identify: four countries and capitals of UK & surrounding seas.	Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time	<a href="#">Geography Plus: The UK</a> <a href="#">Fieldwork file</a> SuperScheme Basics <a href="#">Our Farms</a> , <a href="#">Our Journeys</a> , <a href="#">Our shops</a> (KS1)
<b>Place knowledge</b>	<b>KS1</b>	<b>KS2</b>	
<b>Compare and contrast</b>	<i>Local scale</i> study UK & Non - European country	<i>Regional comparison</i> UK, European country, North or South America	<a href="#">Geography Plus: Australia here we come KS1</a> <a href="#">Tocuaro, St Lucia, Chembakolli</a> existing resources KS1
<b>Human and physical geography</b>	<b>KS1</b>	<b>KS2</b>	
<b>Global</b>	Identify hot and cold areas of the world in relation to equator and North and South Poles	Describe and understand key aspects of : Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.	<a href="#">Geography Plus: Living in the Freezer (KS2)</a> <a href="#">Geography Plus: Little Blue Planet (KS1)</a> <a href="#">Geography Plus: Food for thought (KS2)</a> <a href="#">SuperSchemes: Investigating rivers</a>
<b>UK</b>	Identify seasonal and daily weather patterns		
<b>SKILLS</b>	<b>KS1</b>	<b>KS2</b>	
	Identify places using maps, atlases, globes <sup>2</sup> , aerial images and plan perspectives, make maps, devise basic	Fieldwork, locate and describe using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using	<a href="#">Fieldwork file</a> <a href="#">Atlases and wall maps</a>

	symbols, Fieldwork, geographical vocabulary.	a range of methods including maps, plans, graphs, writing at length.	
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