Heene Church of England (Aided) Primary School

'Learning together, loving others, guided by God'

Geography

National Curriculum Requirement

Early Years

Statutory Framework

People Culture and Communities ELG

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.

The Natural World ELG

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Development Matters Document-Non-Stat

Add in the type rather than screen shots of the DM document.

Key Stage 1

Locational knowledge

- 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

Place knowledge

- 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

Human and physical geography

- 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:
- 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

Geographical skills and fieldwork

- 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

Key Stage 2

Locational knowledge

- Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time.
- 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.
- Identify the position and significance of latitude, longitude, the equator, the northern hemisphere, the southern hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).

Place knowledge

- Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.
- Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.

Human and physical geography

- Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.
- Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Deepen an understanding of the interaction between physical and human processes.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four/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 a range of methods including sketch maps, plans and graphs, and digital technologies.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area.

PROGRESSION							
	EYFS	**Year One**	**Year Two**	**Year Three**	**Year Four**	**Year Five**	**Year Six**
Autumn Term 2021	What is around my school?	Is Heene a good place to live?	What actually is West Sussex?	Where might a journey from Worthing take us?	Is all land the same?	What makes up our Earth?	Would you want to live in Canada?
N.C	Children will be able to: -look at different maps including floor maps, globes and street plans -Look at the map of the school and become familiar with Norfolk Street and its surroundings -Identify the school and the local environment frm an aerial view - learn how to look for buildings (eg the pier) and roads, large open spaces (Victoria Park), and the beach: -where does the beach meet the sea? -Plan routes from one room to another. Create a map of their own from a story Eg On the Way Home by Jill Murphy -Create their own map of their classroom.	-Devise a journey in the school grounds for Barnaby Bear using simple compass directions and directional language - Create a map with symbols and a simple key of this journey and use it to describe the physical features of the school -Look at aerial photographs and digital maps of the local area and identify different human and physical features in the Heene locality - Look at the human and physical featuresof our local area which are special to us e.g beach, coast, pier, South Downs	- Develop mapping skills and digital maps to identify the physical and human features of West Sussex – focus on the South Downs area - ancient woodland eg Kingley Vale - Seven Sisters CountryPark – Beechy Head -Selsey Bill -Pagham harbour Rivers – Adur, Arun, Rother - Use chromebooks and digimaps to identify key physical and human features on edge of Worthing Cissbury Ring Highdown Hill Fieldwork visit to Highdown to • Use a map • Follow a route on a map • Identify physical features • Create observational drawings Investi	-Identify the name of county, district and local area (West Sussex- Adur and Worthing – Heene) Locate the region the South East of England on a map of the UK. -use maps to identify the principal towns, cities and landmarks of the South East -identify key physical features: North Downs South Downs River Thames - Compare Worthing with another part of the SE - compare and contrast geographical similarities and differences between Worthing and Slough, Berkshire -Know about different types of farming (agriculture/rural) -Compare farming on South Downs with another area such as Berkshire	Children will be able to: -Name and locate the counties in our region -Name and locate major cities in the UK (more than just capitals). -Use four and six figure grid references on a map to locate different cities within a county and region. -Use digital maps to locate different cities in the UK. -know what a settlement is -learn about different types of settlements - discover what can be found in different types of settlements - Investigate how cities are organised – commercial, residential - Using OS keys and symbols, identify how land is used in a major city such as London -learn how contours show the height and scale of land -compare the height of land in Worthing with South Downs NP -Compare and Contrast settlement use on the coast with the South Downs - build a model of a high point in the locality such as Highdown Hill or Cissbury Rinng -Give their opinion about where they would choose	Use the **eight points of a compass** to describe the locations of countries **in relation** to one another **Compare** climate zones **using coordinates** of longitude and latitude **to locate** major cities around the world. **Approximate** coordinates of other major cities Locate two different places; describe their locations, their human and physical geographical features, their climate **describe their similarities and differences.** **Research** the average temperature or rainfall at different lines of latitude	Use paper and digital maps to identify the major regions, provinces and territories of Canada Identify the human and physical features of Canada including topographical features Use different scales to locate key physical features Be able to identify, map and locate the major centres Investigate the population distribution of Canada Identify, map and locate the major centres of population of Canada Analyse the distribution of the population of Canada Use GIS mapping and NASA visible light map to explain how land is used in Canada and why 80% of Canada has little or no population Use population data and graphs to explain how the population is distributed and how it might change in the future **Canada's natural resources** – distribution and use Climate change investigation: Investigate links between energy use around the

					to live and give reasons why.		world eg fossil fuels, deforestation and climate change **Use climate data to compare and contrast weather patterns** over the last 50 years **in** West Sussex and a region of Canada How climate change is affecting Canada – 2021 heatwave Predict how climate change might impact Canada in the future
Spring Term 2022	Is it getting warmer? Feed into Science Unit in Year 1 – Seasons.	Do people go to the beach all year round?	Where do we fit into the world?	Are the Americas the same?	What is in Brazil?	How do our coast and rivers live? Link to Worthing/Sussex coastal strip	How would I survive an earthquake
N.C	Children will be able to: **-**Understand the effect of changing seasons on the natural world around them. -share non-fiction texts on the environment	Children will be able to: - Identify seasonal and daily weather patterns in the UK and the Worthing are - How do these compare? - Look at physical features of Worthing and how that can attract tourists e.g. beach. - Look at human featues and how tourism and weather can affect those. - Create a map to the beach with basic symbols in a key.	Children will be able to: - Name and locate the seven continents and the five oceans. - Locate the equator in relation to hot and cold areas of the world. -Locate the North and South Poles. -Use world maps to locate different continents and oceans. -Use simple compass directions (N, S, E, W) There are different **climate zones** (e.g. polar regions), and that some zones are hot and dry, some are cold, some are **temperate** and some are **tropical.** -How magnets work and that compasses point north.	Children will be able to: **Locate North and South America on a world map.** **Latitude runs parallel to the equator** **Longitude runs from the top of the Earth to the bottom** **How to find out how far north or south a place is using lines of latitude** **How to find out how far east or west a place is using lines of longitude** **Locate the Northern and Southern Hemisphere** **Locate the tropics of Cancer and Capricorn** **Be able to use mapping skills and a wide variety of maps to locate countries and capitals of North America as well as their key human and physical characteristics** **What climate is and the differences between weather and climate**	Children will be able to: -Map the countries in South America. Map the regions of the Amazon and the countries within it -Locate Brazil on a world map. -Identify human features in Brazil. -Identify physical features in Brazil. -The climate zones in Brazil -The variety of biomes in Brazil with a focus on Tropical Rainforest -The climate and weather in the Tropical Rainforest - The differences between climates in Brazil -Locate the Amazon rainforest on a map of Brazil using six figure grid references. - Focus on the Amazon asa region – locate Manaus and map the	Children will be able to: -Locate the River Adur on a West Sussex map using a six figure grid reference.. -Explain how a river is made. -Explain terms such as meander (see vocab). -Explain the process of the water cycle and how it links to rivers. -Use field work to observe and record the river through sketch maps/digimapos Compare River Adur with River Thames Features Human features Coastal erosion - Seven Sisters Learn how **contours**	Children will be able to: Describe what an earthquake is and how it occurs. -Locate major areas where earthquakes occur. -Describe how countries have developed way to predict, prevent and prepare for earthquakes

				What climate zones are and how the climate differs in the Americas **How climate differs in the Americas** **How to investigate the differences in climate and be able to explain the differences between them** **How climate impacts the human and physical features of the Americas**	impacts of farming on the rainforest - find out how deforestation and farming is changing the world's climate	show the **height and scale of land** Map the **height of land in the local area**	
Summer Term 2022	Environments	Where do I fit into the World?	How are we the same and different?	What is the journey of water?	Would I live by a volcano?	Would you like to live in Greece?	Is the world fair?
N.C	Children will be able to: -Compare Worthing to an environment different to where they live in another country. -recognise some environments that are different to the one in which they live Compare Worthing's seaside location with Amberley in theSouth Downs -	Children will be able to: -Name and locate the four countries of the UK and their capital cities. -Name the surrounding seas. -Use maps to identify the UK and it's countries. -Name and locate the world's seven continents and five oceans	Children will be able to: -State similarities and differences between Kenya and the Worthing (These should include human and physical geographical similarities and differences). - Use a world map to find Africa and then focus in on Kenya.	Children will be able to: - know and understand how the water cycle works - understand what evaporation and precipitation is - draw and describe how rain is formed and where rainfall mostly occurs - draw and describe the journey of a river and locate some of its key features -Name and locate some mountains and rivers of the UK. -Name and locate major world mountains using a world map. - Explain how a mountain is formed.	Explain how a volcano is formed. -Find volcanoes on a map of Europe. -Identify the tectonic plates and explain how these move. -Explain how an earthquake is formed. -Identify if there is a connection between volcanic areas and areas with an earthquake risk. -Explain how countries protect themselves from volcanoes and earchquakes. -Explain the positives and negatives of living in these areas. -Use area maps to locate voclaoes using 6 figure grid references. -contours	Children will be able to: -Identify the boundaries of Europe. -Name some countries in Europe and major cities. -Identify where Greece is in Europe on a world map. -Name human features in Greece. Name physical features in Greece (discuss volcanoes and earthquakes) -Compare similarities and differences with humand and physical features between Athens and Worthing.	Children will be able to: Children will be able to: -Locate LEDCs and MEDCs on a world map. -Explain how natural resources are distributed in an LEDC. -Explain how natural resources are distributed in an MEDC. -Give their viewpoint on how to make distribution fairer. Identify what exports the UK has. -Identify what imports the UK has. -Find countries that we trade with on a world map and whether they are less economically developed countries (LEDCs) or more ecomically developed

VOCABULARY							
	EYFS	**Year One**	**Year Two**	**Year Three**	**Year Four**	**Year Five**	**Year Six**

Autumn	Map Road Route	Physical geography Human geography Aerial Map Route Town	Physical geography Human geography Map County Town Country Route Observational drawing	County Human geography Physical geography Region Map North South East West Town Urban Coastal Industrial	City Capital city Grid reference County Country United Kingdom Region	Land use Commercial Agricultural Recreational Transport Residential County Map Town Source	Natural resources Trade Import Export Economy Land use
Spring	Seasons Summer Autumn Winter Spring Weather Change	Seasons Observations Record Temperature Thermometer United Kingdom Waterproof Weather forecast Symbols Extreme Climate Tourism Beach Physical features Human features Key Map Route Birds eye view	Continent Ocean Population Landmark Compass Climate Desert Raindforest Equator Tropical Temperate Capital city Aerial North South East West	Altitude Gorges Summit Fold mountain Fault block mountain Volcanic mountain Dome mountain Plateau mountain Contour lines Tectonic plate	Climate Continent Country Human Geogrpahy Physical geography Landscapes Population Weather Volcanoes Earthquakes Tectonic plate City	Biomes Climate Continent Country Flora Fauna Latitude Longitude Weather Rainforest Climate change Economy	Biome Rainfall Temperature Climate Time zones Flora Fauna Arctic Alpine Coniferous forest Grassland Deciduous forest Desert
Summer	Location Country Same Different Buildings Weather	Country United Kingdom Sea Channel Capital city Landmark	Country Continent Physical geography Human geography Map Capital city Landmark Tourism	Continent Climate Country Latitude Longitude Time zone Equator Tropics North South	Tectonic plates Magma Erupt Mountain Dormant Active Extinct Crust Lava Grid reference	Map Grid reference River Meander Mouth Source Channel Deposition/deposit Discharge Erosion	Tectonic plates Magma Erupt Mountain Dormant Active Extinct Crust Lava Grid reference

				East West Southern hemisphere Northern hemisphere	Continent	Tributaries Valley Oxbow Sketch map Water cycle Evaporation Condensation Precipitation	Continent

KEY LINKS (narrative/people/music/video/visit)							
	EYFS	**Year One**	**Year Two**	**Year Three**	**Year Four**	**Year Five**	**Year Six**
Spring	Trip to the park	Trip to the beach	Continents song: https://www.youtube.com/watch?v=K6DSMZ8b3LE				
Summer			School link with Kenya (TBC with church) Mama Mati and the trees of Kenya: https://www.amightygirl.com/mama-miti		**Climate change:** https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources The Great Kapok Tree: https://www.youtube.com/watch?v=J1Teb-_jTyI		
Autumn	Trip to the park to see the street we are on. ***Shh we have a plan by Chris Haughton*** ***On the Way Home by Jill Murphy***	Walk around the town to spot the features.	Visit to Highdown Hill.	Local area fieldwork to investigate patterns of land use in our local area. – visit to Cissbury Ring/Worthing centre/pier to see how land is used pf tourism Digimaps for maps of the South East.	Digimaps for maps of different cities. https://www.adur-worthing.gov.uk/	Digimaps to see maps from the past and present. https://www.scribblemaps.com/ https://mapmaker.nationalgeographic.org/	NASA: Visible lght map https://visibleearth.nasa.gov/collection/1484/blue-marble

						map of natural resources around the world: https://www.mapsofworld.com/thematic-maps/natural-resources-maps/ visit/zoom talk from Rampion Wind Farm	

This above section is ongoing as knowledge organisers are being populated.

SEQUENCE OF LEARNING			
Review Look at previous term/year linked to upcoming objectives. What do you remember?	Explore Sessions spent on looking at the different aspects of this terms geography topic. Make sure it flows eg. General coverage to smaller sections.	Refine Choose one aspect learnt about and create a piece of writing about it. Link to previously taught English genres.	Reflect Children share their work with others. What can you teach me? Buddy teachers.

MODIFICATION	**CHALLENGE**
Geography is a subject that taught well can reach every child in the classroom regardless of their ability. It is a subject that needs to be tactile, interesting and gives the children ownership of their learning. By equipping children with cultural capital through different means we aim for the children to be better prepared as a global citizen in a ever increasingly connected world. To give our SEND children the best chance at success we plan to do the following: • **Real life experiences-**Children going on trips to see physical processes and witness human geography as it is happening. • **Videos-**For those processes and places that we cannot go and see videos will serve as a visual for children instead of still pictures and an explanation. • **Models-**Making 3D models of what the children are learning about will not only give the children that tactile response that may help them learn but will most probably be a more enjoyable learning experience. Children explaining what they have made can reinforce the vocabulary they have learnt as they use it in their explanations.	In geography it is important to develop that curiousity in children but also be able to feed that curiousity and give the children the tools to satisfy it independently. We need to challenge these children not only to help them reach their potential but to keep them motivated and enjoying the subject. We aim to do this by: • **Deeper questioning**-Instead of closed questions or stopping when the child has given an answer probe into how they know that or why they think that to gauge the child's true understanding. • **Encourage making links and compare-**When exploring in a lesson encourage those children to make connections to other learning. How does this link? What have we learnt before that can help us going forward? • **Promoting a wider world knowledge-**This is not purely for our exceeding children but the depth at which their knowledge goes is where the difference between expected and exceeding lies. Exceeding children will be encouraged to apply their knowledge to a wide range of situations.

• **Word banks-**Providing children will word maps containing key words for that lesson means that they have less to remember in the moment and will encourage them to use the words as they do not have to worry about spelling. **It is crucial the meaning of these words are discussed in the lesson input.** • **Peer to peer talk-**Talk between children with them hearing about processes and places in child friendly language will be important for everyone's understanding as it will be pitched exactly to their level. • **Work on Chromebooks-**Giving the children the chance to explore and present their findings using technology can help those whose writing is not at the expected level and can help them focus on the content of the lesson rather than just their spelling and handwriting. The above will not only benefit our SEND children but will benefit others in the class as well so these methods will not be solely for our SEND children but they are methods that are aims to help them access the learning successfully.	• **Linking to topical issues-**It is important that the children's learning is relavent. In order to do this learning will be linked to current news stories and current events where possible. The children will be encouraged to make their own links and be aware of what is occurring in the world linked to their learning.