



# Geography



## Knowledge Building

### Processes and Changes

**Change** happens as a result of different **geographical processes**. These **processes** can be split into two distinct groups: - human and physical. Human processes involve human activity, whereas physical processes are naturally occurring. An example of a human process would be urbanisation; an example of a physical process would be flooding. The impact of a human process can be a catalyst for a natural process e.g. deforestation has resulted in the physical process known as climate change. Both human and physical processes lead to **change** and children should be able to recognise and understand this, giving examples.

### Human Geography

**Human geography** relates to man-made features and human activity. Human geography includes characteristics like houses, roads and bridges; in other words, things that have been built by people. Children should learn about, identify and explain patterns in human geography e.g. houses are often built along a road (linear settlement).

### Physical Geography

**Physical geography** also relates to features. Physical geography includes natural characteristics like mountains, rivers and trees; in other words, anything that is naturally occurring. Children should learn about how physical geography influences and impacts on the lives of people.

### Geographical Vocabulary

**Geographical vocabulary** can be placed into several categories, such as: - language related to **place, space and location** e.g. Equator, hill; language related to **movement and change** e.g. migration, flooding; language related to **interdependence** e.g. trade.

### Location and Environments

**Location** is integral to the framework of geography because it helps us to know and express where things are. Within location we include space and place, which connects with physical and human geography in terms of the characteristics that make places identifiable, and how one place is different from another. **Environment** can be defined as surroundings, which includes all the living and non-living elements and their effects, that influence human life in any given place.

### Similarities and Differences

Comparison is a tool used by geographers to analyse locations, features and environments in order to discover things of geographical importance or interest e.g. common causes, geographical patterns. By looking for **similarities and differences**, children are then able to identify, analyse and evaluate findings, giving reasons for their conclusions.

## EXPLORERS

### Knowledge Building

Processes and Changes	Human Geography	Physical Geography	Geographical Vocabulary	Location and Environments	Similarities and Differences
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# Geography



Identify simple changes in their environment, giving reasons for these, where possible	Know that human geographical features are man-made	Know that physical geographical features are natural	Know and understand simple prepositional and directional language	Know the names of places in their immediate locality and say what those places are like	Name some similarities and differences between places that are familiar to them
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## Learning Progression

3 – 4 years	Reception
<p>In F1, children will be covering the following Understanding of the world and mathematics objectives, which will provide them with a curiosity and understanding of their own and other environments, ready to be explored in more depth and built upon in F2:</p> <ul style="list-style-type: none"> <li>• Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<p>Understanding of the World objectives are visited and recapped throughout the year across the whole curriculum. An emphasis is placed on the immediate environment, ready to branch out further to the local area and beyond in KS1. By the end of F2, children will have been taught the following objectives ensuring readiness for the demands of the KS1 Geography curriculum:</p> <ul style="list-style-type: none"> <li>• To draw and follow simple maps (Outside area, classroom, library).</li> <li>• To look at aerial photographs of the outside area and recognise features.</li> <li>• To explore the natural world around us (including immediate environment, local area and beach).</li> <li>• To begin to recognise seasonal changes.</li> <li>• To begin to recognise some human and physical features of the immediate environment and local area, including the beach.</li> <li>• To recognise similarities and differences between contrasting environments and life in this country and another (using texts Storm Whale and Coming to England).</li> <li>• To use simple fieldwork to study our immediate environment, local area and beach.</li> </ul> <p>These will be covered across the following topics:</p> <p>Autumn1 - All about me, Autumn            Autumn 2 – Celebrations, Day and Night            Spring 1 – Winter, People Who help us, Friendships, Chinese New Year            Spring 2 – Growing, Life cycles, Minibeasts, Easter            Summer 1 - Contrasting locations and environments, Similarities and differences, Seaside, Summer            Summer 2 – Dinosaurs, Transition</p>





# Geography



## PATHFINDERS – KS1

### Knowledge Building

Processes and Changes	Human Geography	Physical Geography	Geographical Vocabulary	Location and Environments	Similarities and Differences
Know that places change over time and that there is often a range of evidence to show this	Know some basic human geographical features in the focus area and describe them	Know some basic physical geographical features in the focus area and describe them	Know and understand simple vocabulary related to place	Name and locate some key places in their own country and countries in the wider world	Identify basic similarities and differences between a range of locations

### Skills Progression

Geography Skills Pathfinders 1 / Y1	Geography Skills Pathfinders 2 / Y2
<p>Ge1 Explore and discover the interesting features of the local environment</p> <p>Ge2 Explore and discover where different foods come from</p> <p>Ge3 Recognise and observe main human and physical features</p> <p>Ge4 Recognise different types of weather and climate</p> <p>Ge6 Communicate in different ways using simple geographical information and vocabulary</p> <p>Ge8 Use globes, maps and plans</p> <p>Ge9 Make simple plans and maps</p>	<p>Ge10 Ask and respond to geographical questions about people, places and environment</p> <p>Ge11 Investigate, measure and record changes in the weather</p> <p>Ge12 Recognise, observe, describe and record physical and human features</p> <p>Ge13 Identify links between their locality and other places in the UK and beyond</p> <p>Ge14 Discuss how weather affects our lives</p> <p>Ge15 Locate key features on globes, maps and plans</p> <p>Ge16 Make simple comparisons between features of different places and say how these features influence life there</p> <p>Ge17 Use simple compass directions</p> <p>Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language</p> <p>Ge20 Use aerial photographs and plan perspectives to identify landmarks and features</p> <p>Ge21 Make simple maps and plans</p>





# Geography



## Knowledge Progression

Pathfinders 1 / Year 1	Pathfinders 2 / Year 2
<p style="text-align: center;"><b>Never Eat Shredded Wheat</b></p> <p><b>NC Objectives and Key Concepts</b></p> <p>A. To know and use simple compass directions (North, South, East and West) and directional language (e.g. near/far, left/right).</p> <p>B. To name and locate the four countries and capital cities of the United Kingdom.</p> <p>C. To name and locate the world's seven continents.</p> <p>D. To know, understand and apply basic geographical vocabulary to refer to key physical features, including valley and coast (NC).</p> <p>E. To know, understand and apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm (NC)</p> <p>F. To know how to recognise landmarks and basic physical features from aerial photos. Construct simple maps (no key).</p> <p>Field work opportunity – investigation of the school outdoor environment including compass directions, simple sketch maps, photographs.</p>	<p style="text-align: center;"><b>Paddington's Passport</b></p> <p><b>NC Objectives and Key Concepts</b></p> <p>A. To understand geographical similarities and differences through studying the human and physical geography of London and Peru</p> <p>B. To locate London and Peru on a maps and globes. To know continents they are in and capital city of Peru.</p> <p>C. To name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas, plus some famous landmarks/characteristics.</p>
<p style="text-align: center;"><b>Come Fly With Me! Arctic Circle</b></p> <p><b>NC objectives and Key Concepts</b></p> <p>A. To know what the Arctic Circle is and be able to locate the Arctic Circle on a map in relation.</p> <p>B. To understand about the weather and climate in the Arctic Circle and why it is so cold in relation to the equator.</p> <p>C. To look at the key physical and human features and how these are effected by the weather.</p> <p>D. To learn about the Inuit people and their traditions and customs including: food, clothing, shelter.</p>	<p style="text-align: center;"><b>Local study - Birkenhead</b></p> <p><b>NC objectives and Key Concepts</b></p> <p>A. To name and locate the world's continents and oceans (NC)</p> <p>B. To name and identify key human and physical features of Birkenhead park. Compare and contrast these to the features of Central Park in New York.</p> <p>C. To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>E. To use maps and aerial photos to identify key features and basic symbols.</p> <p>F. Devise simple maps using basic symbols and key.</p> <p>Fieldwork opportunity – Visit to Birkenhead Park – use mapping skills to locate human/physical features</p>

## Knowledge Progression

Pathfinders 1 / Year 1	Pathfinders 2 / Year 2
<p style="text-align: center;"><b>Unity in the Community</b></p>	<p style="text-align: center;"><b>Four Seasons Project</b></p> <p>Pupils will, across the four seasons, investigate and identify seasonal weather patterns in the United Kingdom.</p>



# Geography



## NC objectives and Key Concepts

- A. To learn about the geography of the school and the key human and physical features of its grounds and immediately surrounding environment.
- B. Use aerial photographs and plan perspectives to recognise landmarks and basic physical features of the local area.
- C. To know the key human features of the local area, including appropriate vocabulary such as city, town, village, factory, farm, house, office and shop (NC)
- D. To know the key physical features of the local area, including appropriate vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation (NC)
- E. To know how to locate the school on a map
- F. To learn about how places have become the way they are and how they are changing

Fieldwork opportunity – explore land use in the local area and how this has changed over time.

## NC objectives and Key Concepts

- A. Identify seasonal and daily weather patterns in the United Kingdom
- B. To name the seasons and know the weather changes in those seasons
- C. To know there are twelve months in the year and be able to name them
- D. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  
To know that the hottest countries in the world are nearest to the Equator  
To know that the top and bottom of the Earth are called poles and to be able to find the North Pole and the South Pole on a globe  
To know that the coldest countries in the world are nearest to the North Pole or the South Pole

## Key Vocabulary

Pathfinders 1 / Year 1				Pathfinders 2 / Year 2		
Never Eat Shredded Wheat				Paddington's Passport		
aerial view	continent	north	flag	aerial view	Indian Ocean	Wales
Africa	country	North America		Africa	Lima	Europe
Antarctica	Edinburgh	Northern Ireland		amazon	London	globe
Arctic Ocean	England	Pacific Ocean		Antarctica	map	
Asia	Europe	physical features		Arctic Ocean	North America	
Atlantic Ocean	globe	Scotland		Asia	Northern Ireland	
Australasia	human features	south		Atlantic Ocean	ocean	
beach	itinerary	South America		Australasia	Pacific Ocean	
Belfast	Indian Ocean	Southern Ocean		Belfast	Peru	
capital city	landmark	United Kingdom		capital city	rainforest	



# Geography



Cardiff	locality	valley	Cardiff	route
climate	location	vegetation	climate	Scotland
coast	London	village	continent	South America
compass	map	Wales	country	Southern Ocean
direction	mountain	West	Edinburgh	survival
east	nationality	national anthem	England	United Kingdom

## Key Vocabulary

Pathfinders 1 / Year 1			Pathfinders 2 / Year 2	
<b>Come Fly With Me! Arctic Circle</b>			<b>Birkenhead</b>	
Alaska	Greenland	North Pole		Peninsular
Arctic Circle	igloo	Northern Lights		
Aurora Borealis	Inuit	permafrost		landscape
Canada	latitudinal lines	polar		
climate	locality	Scandinavia		locate
Finland	midnight sun	Siberia		
globe	north	tundra		Dock
				aerial
				Position

## Key Vocabulary

Pathfinders 1 / Year 1				Pathfinders 2 / Year 2			
<b>Unity in the Community</b>				<b>Four Seasons Project</b>			
aerial view	countryside	landscape	physical features	Autmn	Spring	Summer	Winter



# Geography



beach	factory	local	shops	Seasons	Equator	Climate	temperature
bird's eye view	farm	locality	soil				
boundary	forest	map	town				
city	google earth	mountain	valley				
coast	hill	offices	vegetation				
country	human features	perspective	village				
	landmark						

## ADVENTURERS – LKS2

Knowledge Building					
Processes and Changes	Human Geography	Physical Geography	Geographical Vocabulary	Location and Environments	Similarities and Differences
Know that both primary and secondary sources of evidence show process and change	Know, compare and describe some human geographical features in the wider world	Know, compare and describe some physical geographical features in the wider world	Know and understand key vocabulary related to geographical processes	Know and understand the interrelationship between location and environment	Understand how and why some places and features are similar or different, giving reasons
Skills Progression					
Geography Skills Adventurers 1 / Y3			Geography Skills Adventurers 2 / Y4		
Ge22 Ask and respond to questions to develop a sense of place Ge23 Collect and record evidence and begin to offer explanations Ge24 Investigate key aspects of human and physical geography Ge25 Explore places with different climate zones Ge26 Identify where significant places are located in the UK, Europe and the wider world Ge27 Identify similarities and differences between places and environments and understand how they are linked Ge28 Identify how the ways in which people live sometimes have consequences for the environment Ge29 Use appropriate geographical vocabulary to communicate their findings Ge30 Collect and analyse a range of data from simple fieldwork experiences. Present their findings using simple tables and pictograms/simple bar charts. Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans Ge32 Use ICT to help in geographical investigation			Ge33 Ask and respond to geographical questions and offer their own ideas Ge34 Explore places with different climate zones and compare and describe how climate affects living things Ge35 Identify where significant places are located in the UK, Europe and the wider world Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales Ge38 Use appropriate geographical vocabulary in communicating findings Ge39 Employ a wider range of field work techniques to collect and analyse a range of data. Ge40 Describe, compare and offer reasons for their views Ge41 Interpret information from different types of atlases, globes, maps and plans at a range of scales Ge42 Use secondary sources of information and ICT as part of investigations		





# Geography



## Knowledge Progression

### Adventurers 1 / Year 3

#### Out and About

##### NC Objectives and Key Concepts

- A. To name and locate counties and cities of the United Kingdom - identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers), and understand how some of these aspects have changed over time.
  - B. To know and use the eight points of a compass.
  - C. To look at and draw map of Leasowe including simple symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (lighthouse, church, hospital, beach, river, view point, car park)
- To use fieldwork to observe, measure and record human and physical features in the local area using graphs e.g. favourite facility in the area.

#### Europe

##### NC Objectives and Key Concepts

- A. To know some of the countries that make up Europe.
- B. To locate Europe and its surrounding seas on a map.
- C. To know the capital cities of Germany and Italy and locate.
- D. To know some key human and physical features of Italy and Germany.

### Adventurers 2 / Year 4

#### Window on the World

##### NC Objectives and Key Concepts

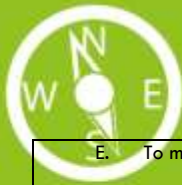
- A. To know the key features of a village, town and city.
- B. To recognise human/physical features that attract settlers to an area and how these have changed over time.
- C. Design and draw a sketch map of an ideal town – use symbols of key features that make it a good settlement.
- D. To know some of the food import/exports from UK and other European countries.
- E. To understand the importance of the Suez canal to economic activity and trade.  
(If time allows) To locate and study an environmental problem faced by different continents, concentrating on their location, environmental regions, key physical and human characteristics, and countries.

#### Rivers

##### NC objectives and Key Concepts

- A. To understand the water cycle.
- B. To explain the journey of a river and be able to identify the different parts of a river.
- C. To understand the importance of rivers and how this has changed over time.
- D. To know and locate some of the worlds longest rivers.





# Geography



E. To make comparisons between the two European countries and UK.

Fieldwork opportunity – Investigation of local river to investigate river use and water speed including sketch maps, tables and graphs.

### Under the Canopy

#### NC Objectives and Key Concepts

- A. Locate the world's rainforests
- B. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and how this effects climate and environmental conditions.
- C. To know the layers of the rainforest and learn about the tropical rainforest biome as an ecosystem.
- D. To learn about some of the foods/products that come from the rainforest and the importance of conservation and sustainability.

### Picture Our Planet

#### NC Objectives and Key Concepts

- E. To locate Brazil and some other South American countries on a map.
- F. To continue to understand and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn
- G. To know some physical features of Brazil (Sugar Loaf Mountain) and Scotland (Loch Ness)
- H. To know some human features of Brazil (Christ the Redeemer) and Scotland (Edinburgh castle)
- I. To make geographical comparisons between Brazil and Scotland.
- J. To understand some of the traditions and customs of Brazil / Scotland.
- K. To understand how Brazil / Scotland is tackling conservation issues.

## Key Vocabulary

### Adventurers 1 / Year 3

#### Europe

Russia

Borders

Amphitheatre

Evergreen

### Adventurers 2 / Year 4

#### Window on the World

settlement

trade

import

export

extinction

captive



# Geography



Mediterranean

habitation

Temperate

Euro

## Key Vocabulary

### Adventurers 1 / Year 3

### Adventurers 2 / Year 4

#### Out and About

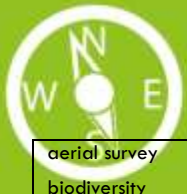
#### Picture Our Planet

city	location	settlement	survey	archipelago	coral reef	locality	Sao Paulo
compass	mountain	southeast	symbol	Brazil	country	loch	Scotland
country	navigation	southwest	topography	Christ the Redeemer	deforestation	mangrove	South America
county	glacier	northeast	valley	climate	endangered species	monolith	Sugar Loaf Mountain
fieldwork	GPS	northwest	weather	coastal plain	Europe	Oceania	tourism
key	grid reference	Ordnance Survey map		colonial	grassland	plateau	urbanisation
lake	human feature	physical feature		colony	inhabited	pollution	conservation
landscape	industrialisation	region		continent	Levuka	River Tiete	volcanic rock
							water cycle

### Under the Canopy

### Rivers





# Geography



aerial survey	equatorial	originate	Source
biodiversity	fair trade	plaza	
canopy layer	forest floor	satellite images	Delta
cocoa	fungi	sustainability	
coffee	hemisphere	trees	Meander
conservation	humidity	Tropic of Cancer	
deforestation	Mayan	Tropic of Capricorn	Mouth
emergent layer	Mexico	tropical	Tributary
equator		understory layer	Floodplain





# Geography



## NAVIGATORS – UKS2

### Knowledge Building

Processes and Changes	Human Geography	Physical Geography	Geographical Vocabulary	Location and Environments	Similarities and Differences
Understand the reasons for different processes and resulting changes in a range of locations	Recognise, understand and explain patterns in human geography	Understand how the physical geography of a place influences the lives of its inhabitants	Know and understand more technical vocabulary e.g. biome, climate zone	Compare and contrast diverse locations and environments	Understand why different places employ different strategies for solving similar problems

### Skills Progression

Geography Skills Navigators 1 / Y5	Geography Skills Navigators 2 / Y6
<p>Ge43 Ask suitable geographical questions leading to investigation</p> <p>Ge44 Investigate ways in which environments can be improved</p> <p>Ge45 Investigate using an increasing range of primary and secondary sources of information</p> <p>Ge46 Analyse evidence and draw conclusions</p> <p>Ge47 Identify a range of geographical processes that cause change in the physical and human world in different places</p> <p>Ge48 Use appropriate geographical vocabulary to communicate in a variety of ways</p> <p>Ge49 Use atlases, globes, maps and digital /computer mapping at a range of scales</p> <p>Ge50 Draw plans and maps at a variety of scales</p> <p>Ge51 Use the eight points of the compass</p> <p>Ge52 Use appropriate field work techniques and instruments to observe, measure and record human and physical features in the local area</p>	<p>Ge53 Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes</p> <p>Ge54 Collect and record evidence independently</p> <p>Ge56 Identify and explain different views that people, including themselves, hold about topical geographical issues</p> <p>Ge57 Observe and explain how human patterns are influenced by both human and physical features</p> <p>Ge58 Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways</p> <p>Ge59 Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six-figure grid references</p> <p>Ge60 Draw plans and maps at a variety of scales</p> <p>Ge61 Use and select appropriate ICT to help in geographical investigations</p> <p>Ge62 Use symbols and keys when sketching maps, plans and graphs</p>





# Geography



Knowledge Progression	
Navigators 1 / Year 5	Navigators 2 / Year 6
<p align="center"><b>Come Fly With Me! America</b></p> <p><b>NC objectives and Key Concepts</b></p> <ul style="list-style-type: none"> <li>A. To be able to locate North and Central America, including some of the different countries and states – Use 8 compass points and 4 figure grid references.</li> <li>B. To know about the weather and varied climate over North America: Tundra, deciduous forest, coniferous forest, rainforest, desert, alpine / mountain, Mediterranean and grassland.</li> <li>C. To identify the famous landmarks of North America, both physical and human.</li> <li>D. To look at time zones by identifying the different time zones across America.</li> <li>E. To research the life, traditions and customs of a Native American tribe.</li> </ul>	<p align="center"><b>Time Team</b></p> <p>This is a multi-disciplinary study of the local area. The geography aspect includes a focus on geographical processes and changes, linking with a historical disciplinary focus on continuity and change and helps pupils understand how the events of history help shape a locality. They also further develop their mapping skills as part of this project.</p> <p><b>NC Objectives and Key Concepts</b></p> <ul style="list-style-type: none"> <li>A. To use fieldwork to observe, measure transport and locality of visitors to New Brighton. Record using graphs.</li> <li>B. To use 6 grid figure reference, symbols and keys including the use of OS maps to locate key features and landmarks of New Brighton. Look at how these have changed over time.</li> <li>C. Use symbols to draw own sketch map of New Brighton including key human and physical features.</li> </ul> <p>Plan a guided tour of the area using geographical and historical knowledge.</p> <p>Field work – visit to New Brighton to investigate land use, including data collection to inform a letter to the council proposing new facilities.</p>
<p align="center"><b>In Your Element</b></p> <p><b>NC objectives and Key Concepts</b></p> <p><b>Earth</b></p> <ul style="list-style-type: none"> <li>A. To name and locate main UK and world mountains</li> <li>B. To learn about different types of rocks, soils and minerals</li> <li>C. To learn about earthquakes</li> </ul> <p><b>Fire</b></p> <ul style="list-style-type: none"> <li>D. To name and locate famous volcanoes, studying different types of volcanic material e.g. lava</li> </ul> <p><b>Water</b></p> <ul style="list-style-type: none"> <li>E. To learn about tsunamis and their link with earthquakes</li> <li>F. To name and locate main UK and world rivers and seas</li> <li>G. Revisit water cycle</li> </ul> <ul style="list-style-type: none"> <li>H. To learn about the use of water in trade links</li> <li>I. To learn about the distribution of water and water supplies e.g. drought, flooding</li> </ul> <p><b>Air</b></p> <ul style="list-style-type: none"> <li>J. To learn about climate zones</li> </ul>	<p align="center"><b>Trade</b></p> <ul style="list-style-type: none"> <li>A. To understand the importance of global trade and how it has changed over time.</li> <li>B. To know some of the main import and export countries of the UK.</li> <li>C. To know some of the main import and export products of the UK.</li> <li>D. To understand Fairtrade and why it is important.</li> <li>E. To locate El Salvador and explore its trade links with UK.</li> </ul> <p>Fieldwork – Trip to Maritime museum to look at the history of trade from the Port of Liverpool.</p>



# Geography



To know the difference between a tornado, hurricane and cyclone

## Global Warming

### NC objectives and Key Concepts

- A. To understand the meaning of climate change and global warming.
- B. To know some of the main causes of global warming.
- C. To understand the impact of global warming globally – focus on Arctic.
- D. To explore some of the ways we can help including: renewable energy, reducing food miles, recycling.
- E. Conduct fieldwork to explore recycling habits in school. Use tables and graphs to present findings.
- F. Write a letter to local MP to persuade her to introduce food waste recycling in our area.

## Our Changing World

- A. To understand the processes of weathering and erosion and to understand how these processes change our landscape.
- B. To know the features of a coastline.
- C. To use fieldwork to explore the local coastline and how it has changed over time.
- D. To understand the concept of boundaries and the reasons that these can change.
- E. To understand that there are various human and physical reasons for changing landscape.

## Key Vocabulary

### Navigators 1 / Year 5

#### Come Fly With Me! America

alpine	continent	Mediterranean	Sioux
apache	country	Mexico	state
Canada	deciduous	migrate	Statue of Liberty
Caribbean	desert	Native American	tribe
Central America	grassland	Navajo	tundra
Cherokee	Greenland	rainforest	unfertile land
climate zone	hurricanes	region	
coniferous	indigenous	settlement	

### Navigators 2 / Year 6

#### Trade

Trade
Economy
Import
Export
Global
Fair trade

## Key Vocabulary

### Navigators 1 / Year 5

#### Global Warming

air pollution

### Navigators 2 / Year 6

#### Time Team

compass points      ordnance survey maps



# Geography



biodegradable	grid reference	property developer
cultivation	human geography	road layout
environment	industrialisation	southeast
gyre	locality	southwest
manufacturing	northeast	
methane	northwest	
nurdles pollutants		
pollution levels		
recycle		
reusable		
smog		
sustainability		
waste		
water pollution		

## End Goals

### Explorers / EYFS

Our aim in teaching geography in Explorers is to tap into pupils' natural curiosity and develop in them a fascination with the world, its places and people. By the end of this phase, pupils should be able to make sense of their physical world and environment. They should be familiar with their immediate locality through exploring and observing, and be able to name some key features e.g. houses, trees. They should begin to understand that some are man-made (human geography) and some are natural (physical geography). Pupils should also be able to use simple directional language accurately. Pupils should also know that the world is made up of different countries and that there are similarities and differences between them e.g. climate, buildings. They should know what a map is and that we use them to gain information about a place.

### Pathfinders / KS1

Our aim in teaching geography in Pathfinders is to expand pupils' horizons by learning more about their own locality and country, as well as investigating interesting locations in the wider world. The geography that children learn is brought 'alive' for them through investigating and asking questions about the world. By the end of this phase, they should have a clear understanding of the differences between human and physical geography, including weather and climate. They should be able to name the continents and oceans and know which continent their home country belongs to. Basic geographical vocabulary should be embedded so that pupils are able to ask and answer simple geographical questions and explain their thinking. They should be familiar with compass directions and be able to use those in context e.g. North Pole, South America. They should also begin to understand how and why changes to places and the environment happen, both as a result of natural processes and through human activity.

### Adventurers / LKS2



# Geography



Our aim in teaching geography in Adventurers is to equip pupils with knowledge of diverse places, people, resources, and natural and human environments. By the end of this phase, they should have an understanding of a wide range of physical and human features and processes, as well as being able to recognise and explain the interrelationship between location and environment. They should understand the difference between primary and secondary sources of evidence and recognise the role that fieldwork plays in contributing to the collection of primary evidence. Geographical vocabulary should include more specific and complex language which pupils are able to use appropriately and in context. Pupils should recognise and value interdependence through themes such as food, tourism and trade.

## Navigators / UKS2

Our aim in teaching geography in Navigators is to deepen pupils' understanding and appreciation of places and their importance to us, of our impact on them and how we can manage and develop them sustainably. By the end of the phase, pupils' growing knowledge about the world they share with all life forms should help them to consolidate their understanding of interdependence, and the interaction between physical and human geography, landscapes, and environments. Pupils' geographical knowledge, understanding and skills should provide a framework in explaining how the Earth's features are shaped, interconnected and change over time, identifying and explaining patterns. They should also understand how the physical geography of a place influences the lives of its inhabitants.

