Geography Curriculum Flow

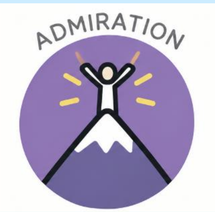
Curriculum Drivers



Curiosity



Communication



Admiration



Worldly









Geography



At Beaminster St Mary's, we want our children to understand that geography is the study of the interaction of people and communities with the physical environments at a variety of scales and locations, making diverse places in the world. This is the foundation for children beginning their journey towards becoming nurturing, global citizens. We want our children to know that geography lies at the heart of all major challenges and opportunities that the human race faces today, be it population migration, climate change or realising the potential of new energy sources and be passionate about wanting to be the change champions of tomorrow.

Our curriculum is based on the national curriculum for geography in KS1 and KS2 and builds on the curriculum for the Early Years Foundation Stage.

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

Substantive Knowledge:

- 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

Disciplinary Knowledge:

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.

Cohesive

In Geography, pupils over time need to develop their knowledge of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. To support pupils in this, the key knowledge has been organised into key concepts to support pupils to:

- Develop an extensive and connected knowledge base. When pupils learn new knowledge, it should become integrated with the knowledge they already have. This ensures that learning is meaningful.
- Break down complex concepts and procedures into meaningful 'chunks' of content. These 'chunks', or components, can then be sequenced in the curriculum over time. This allows pupils to successfully build knowledge of geographical concepts and their relationships over multiple years, without working memory being overloaded.
- Nurture and build motivation and interest in geography through developing a connected schema on which to draw, building children's confidence in geography.

Geography

Geography is the study of the interaction of earth process and environments at a variety of locations making diverse places.

Locational and Place Knowledge

Location

- countries, cities and seas
- Cities, regions and counties

- Continents and oceans
- Poles and equator
- Hemispheres, tropics and time zones

Place

- Small scale UK local and non-European
- Regional UK, European and N or S America

Earth process and Environments

Earth processes

- Identify key physical and human features and seasonal and daily weather patterns
- Describe and understand key aspects of human and physical processes

Environment

- know that natural resources are finite
- Describe and understand key aspects of the distribution of natural resources

We organise our knowledge into key concepts

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected, and change over time.

As geographers, we use these concepts to investigate.

Diversity

How are places the same and different?

Scale

What is the size of are we are investigating (small, regional, global, …)

Interconnection

How are places related to one another geographically?

Change

How do places change or stay the same?

Interpretation

How can I represent or communicate my geographical findings?

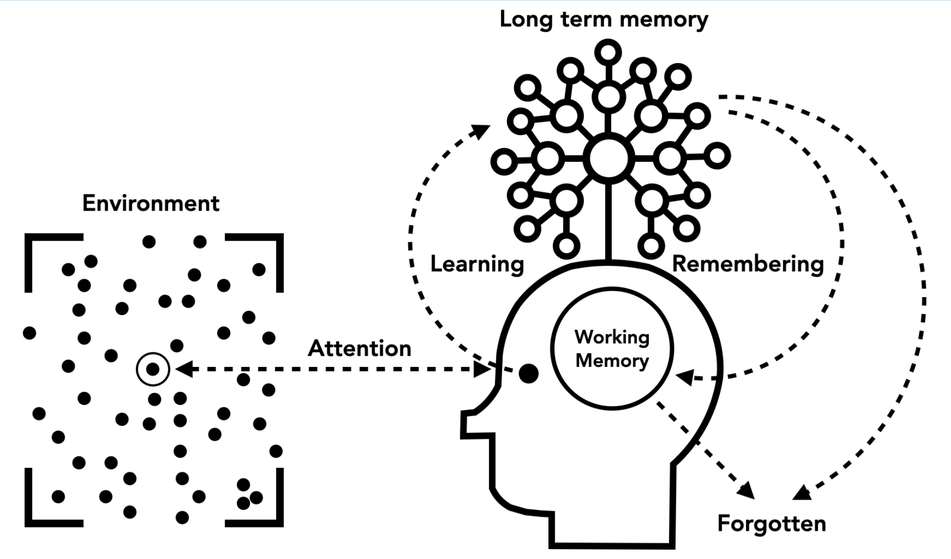
Curriculum Drivers

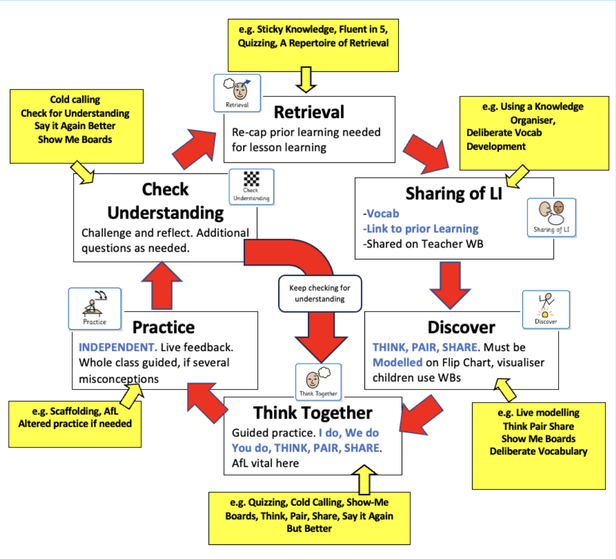
At **Beaminster St Mary's Academy**, we believe that our curriculum should provide children with more than the knowledge and skills set out in the National Curriculum. It should help them to **love each other, learn together and inspire all to succeed**, preparing them not only for the next stage of their education but for life beyond our school.

When designing and developing our curriculum, we consider the **needs of our children and families, our local community, our Christian vision and values, and the distinctive context and opportunities of living and learning in Beaminster and Dorset**. We want every child to develop a strong sense of who they are, their place within their community and their responsibility towards the wider world.

Our curriculum is underpinned by four key drivers: **Curiosity, Admiration, Communication and Worldly**. These drivers help us to identify the experiences, knowledge, skills and opportunities that we want every child to encounter during their time at Beaminster St Mary's. They are woven through our curriculum and wider school life, ensuring that our curriculum is **ambitious, enriching and purposeful**, while reflecting the needs and aspirations of our children.

Learning model and lesson design





Tom Sherrington's learning model underpins our teaching and learning by ensuring that lessons are well-sequenced and structured with clear learning intentions. We prioritise active student engagement, regular retrieval practice and high-quality feedback, allowing students to consolidate and retain knowledge effectively. The model supports teachers in assessing progress through formative assessment and adapting teaching to meet individual needs. A focus on delivering lessons with optimal cognitive load and promoting independent learning, helps students develop a deep understanding of the curriculum and the skills necessary for lifelong learning.

Curiosity



We want our children to be curious about themselves, each other and the world around them. We encourage them to ask questions, investigate, explore and develop a lifelong love of learning.

Communication



We want every child to develop the confidence and skills to express themselves, listen to others and communicate effectively. We place a strong emphasis on vocabulary, reading, speaking and listening, enabling children to participate fully in school, their community and wider society.

Admiration



We want our children to recognise and celebrate excellence, beauty, creativity, courage and achievement in themselves and others. Through our curriculum, children encounter inspiring people, ideas, places, achievements and examples of faith and character.

Worldly



We want our children to understand that they are part of a world much bigger than Beaminster. Our curriculum helps them to appreciate different cultures, communities, places, beliefs and perspectives, while understanding their own responsibilities towards others and the world we share.

Focused, Ambitious and rigorous

This curriculum document sets out what it means ‘to get better’ at geography. Children are progressing in geography if they are building their substantive and disciplinary knowledge. The essential knowledge required for children to meet the end goals of the national curriculum has been identified and organised into key concepts.

Substantive is locational, place and earth processes knowledge.

Disciplinary knowledge is knowledge of the practices of geography. This teaches pupils how geography knowledge becomes established and gets revised. This involves pupils learning about different types of geographical enquiry.

The curriculum is deigned to be rigorous through embedding the disciplinary knowledge within the substantive knowledge content. This enables pupils to use disciplinary knowledge together with substantive knowledge to ask and answer geographical questions by carrying out different types of geographical enquiry.

The focused identified knowledge can be found in the progression tables below, set against the national curriculum end goals for each year.

Relevant

This curriculum has been personalised by individual schools through identifying the specificity in the knowledge that is pertinent to their context. It has been relevant to their context through the reflection of their choices made, driven by their vision and values curriculum.

Appropriate

Our curriculum aims to create a pathway for our children to assemble small ideas together, building into concepts which link and connect creating a powerful mental framework, which enables children to become increasingly curious about the interconnection and relationship between people, places and environmental risk. It aims to expose how prior knowledge is built upon and grown leading to growing expertise over time leading to more complex abstract ideas and concepts.



Geography at Beaminster St Mary's

Early learning goals and National Curriculum

EYFS

EYFS Explore the natural world around them, making observations, Know similarities and differences between environments. Describe their immediate environment. Explore maps.

KS1

Name and locate the continents and oceans, Name, locate and identify characteristics of the countries and capital cities in the UK. Understand similarities and differences. Identify seasonal and weather patterns in relation to the equator and poles. Use a range of fieldwork techniques, including maps, atlases and compasses. Use aerial photographs and explore human and physical features. .

KS2

Locate the worlds' countries and key features and characteristics. Name and locate counties and cities in the UK and explore land use patterns. Identify the position and significance of latitude, longitude, equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn, Antarctic and Arctic circle and time zones. Understand similarities and differences. Describe and understand key human and physical aspects. Use a range of fieldwork techniques such as maps, atlases and digital mapping to locate and describe places. Use the 8 points of a compass, four and six figure grid references. To use fieldwork to explore the local area..

Our Big Ideas that link the learning: Substantive

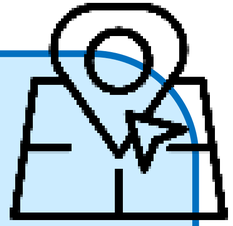
- Location
- Earth Processes
- Place
- Environment

Second Order Concepts: Disciplinary

- Diversity
- Scale
- Interpretation
- Interconnection
- Change

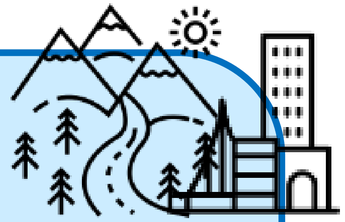
Our Big Ideas

Location



Where places and geographical features are found, how their position can be described using maps, coordinates and geographical language, and how their location influences the way people and places develop.

Earth processes



The natural processes and forces that shape and change the Earth's surface over time, including weather, erosion, the water cycle, rivers, coasts, volcanoes and earthquakes.

Place



The physical and human characteristics that make places distinctive, including their landscapes, climate, people, culture, buildings and land use, and how these features can change over time.

Environment

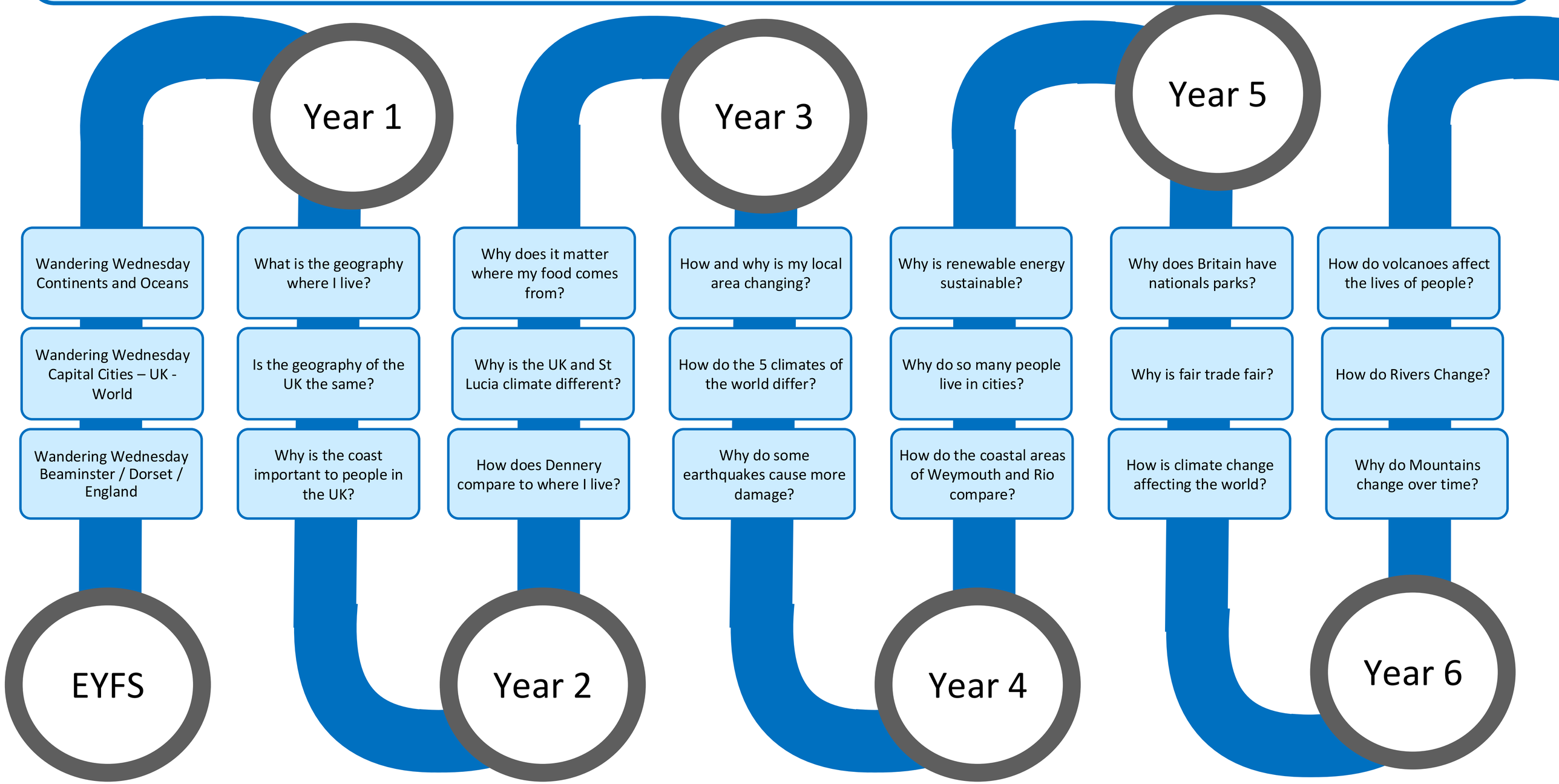


The natural and human-made world in which we live, including how living things, people and places interact, how humans use and change environments, and our responsibility to protect and sustain them.

Geography Curriculum Overview

	Autumn	Spring	Summer
EYFS	Wandering Wednesday Beaminster / Dorset / England	Wandering Wednesday Capital Cities – UK - World	Wandering Wednesday Continents and Oceans
Year 1	What is the geography of where I live? (Based on Collins – Where I Live)	Is the UK geography the same all over? (not Collins)	Why is the coast important to the people of the UK? (Based on Collins - Why do we love being beside the seaside so much?)
Year 2	How does Dennery compare to where I live? (Based on Collins – Kampong Ayer)	Why is the UK and St Lucia climate different? (Based on Collins – weather patterns and hot and cold climates)	Why does it matter where my food comes from? (Based on Collins)
Year 3	How and why is my local area changing? (based on Collins – Same title)	How do the 5 climates of the world differ? (based on Collins: Why are Jungles so Wet and Deserts so dry?)	Why do some earthquakes cause more damage? (based on Collins – why do some earthquakes cause more damage than others?)
Year 4	How do the coastal areas of Weymouth and Rio compare? – Rio (replaced Collins sunshine state)	Why do so many people live in cities? (based on Collins: Why do so many people in the world live in mega cities?)	Why is renewable energy sustainable? (Based on Collins: How can we live more sustainably?)
Year 5	Why does Britain have nationals parks? (Based on Collins)	Why is fair trade fair? (Based on Collins: Why is Fair Trade Fair?	How is climate change affecting the world? (Based on Collins)
Year 6	Why do Mountains change over time? (Based on Collins: Why are mountains so important?)	How do Rivers Change? (Based on Collins: What is a river?)	How do volcanoes affect the lives of people? (Based on Collins: How do volcanoes affect the lives of people living on Hiemaey?)

Geography at Beaminster St Mary's



Our second order concepts shape the questions we ask

Diversity

How are places, people and environments similar and different?

Why do these differences exist?

How do different people experience the same place?

Scale

Is this a local, regional, national or global issue?

How does it change when viewed at different scales?

How are local and global issues connected?

Interpretation

What does the evidence tell us?

How do we know? What can maps, photographs, data and other sources tell us?

Why might different people interpret the same evidence differently?

Interconnection

How are people, places and environments connected?

How does a change in one place or part of an environment affect another?

What might happen if one part of the system changed?

Change

What has changed and what has stayed the same?

Why has it changed?

Is the change slow or rapid?

Can it be reversed, managed or predicted?

Substantive Knowledge

Location: Where is it?

	EY	KS1	LK2	UKS2
World	Know the world / earth is the planet we live on	name and locate the world's seven continents and five oceans • Know a continent is a land mass made up of several countries • Know that there are 7 continents • Know the name and location of Europe, North and South America, Asia, Africa, Antarctica and Oceania • Know there are 5 oceans • Know the name and location of the Atlantic, pacific, Southern Ocean, Artic and Indian oceans location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Know that the north pole is located at the northern most location in the earth in the arctic • Know that the south pole is located at the southernmost end of the earth in Antarctica • Know that the equator is an imaginary circle around the earth that is halfway between the North and South Poles • Know that the Antarctic is barren as its climate is extremely cold and dry as it is far from the equator • Know that the Sahara Desert is barren as its climate is extremely hot and dry as it is near the equator	identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, • To know that hemisphere means half a sphere • To know that the northern hemisphere is the area of the earth located north of the equator and the southern hemisphere the area of the earth located south of the equator. • To know that latitude is an imaginary horizontal line which measures how far north or south a location is from the equator (0°) • To know that the tropic of cancer is a latitude mark, marking the northern edge of the surface of the earth closest to the equator. • To know the tropic of Capricorn is a latitude mark, marking the southern edge of the surface of the earth closest to the equator. • To know that the artic circle is a latitude mark, north of which is the Artic. • To know that that the Antarctic circle is a latitude mark, south of which is the Antarctic.	identify the position and significance of longitude, the Prime/Greenwich Meridian and time zones (including day and night) • To know that longitude is an imaginary vertical line (pole to pole) that measures how far east or west a place is. • To know that the prime meridian or Greenwich meridian (0°), located through London, is the line from which east and west is measured. • To know that the area of the Earth lying east of the Greenwich Meridian is in the Eastern Hemisphere and is labelled °E. • To know that the area of the Earth lying west of the Greenwich Meridian is in the Western Hemisphere and is labelled °W.
UK	Know the name of the town / village my school is in e.g. Beaminster Know that our country is England	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Know that our nation is the United Kingdom • Know the UK has four countries: England, Northern Ireland, Scotland and Wales • Know that England, Wales and Scotland are connected and form an island (Great Britain) • Know and locate the seas around the UK: North Sea, Irish Sea, English Channel, North Atlantic Ocean • Know the name and location of: Edinburgh, Cardiff, London and Belfast Locate small area of UK: Dorset • Know how to locate my school (Beaminster St Mary) location on a map of the UK • Know that Beaminster is in Dorset • To know that Bridport, Crewkerne are towns near to Beaminster. • Know that Dorset is an area in the south of England on the coast.	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 • To know the location of the 9 regions of England (London, North-East, North-West, Yorkshire & Humber, East-Mids, West-Mids, East of England, South-East, South-West) • To identify and locate the counties of the southwest on a map. • To know and locate the major towns of the southwest: Bath, Bristol, Dorchester, Bournemouth, Exeter, Plymouth and Swindon. • To know the location of Manchester, Birmingham, Sheffield, London and Cardiff • To know the location of the Jurassic coast.	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 • Know the location of the UK's main mountain ranges: Grampian Mountains (Scotland); Pennines (northwest); Cambrian Mountains (Wales) • Know the location of the tallest mountains in Scotland (Ben Nevis), Wales (Snowdonia) and England (Scafell Pike). • Know the location of the major UK cities: Sheffield, Manchester, Newcastle, Southampton, Birmingham, Swansea, Norwich, Glasgow. • To know the location of the major UK rivers and their main landmarks: Thames, Cotswolds and London; Tyne Pennines and Newcastle; Tay, Grampians and Dundee; Severn, Cambrian and Bristol
World Countries	Name some countries that they know, have visited and know these are not the country they live in.	**Locate small area of non-European country: Dennery, St Lucia** • **Know that the location of the Caribbean Islands** • **Know that St Lucia is a Caribbean Island** • To know that St Lucia is in the Caribbean Sea • **Know that Dennery is on the east coast of St Lucia** • **Know that St Lucia is much nearer the equator than the UK**	locate the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • **To know that the major river of South America is the Amazon** • **To know that the Amazon Rainforest (Jungle) is in Brazil** • **To know that the Atacama Desert is in Chile** • To know the coastal location of the major city of Rio De Janeiro. • To know the location of the mega cities of Tokyo, Sa Paolo and Mexico City.	locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • **Know the location of some of the main mountain ranges of the world: Himalayas, Andes, Urals** • **To know the main mountain ranges of Europe: Alps and Pyrenes** • To know the location of France, Germany, Spain, Italy, Switzerland, Slovenia, Austria, Netherlands and Russia • **Know the location of the highest mountain, Everest.** • To know the location of Vesuvius and Mount Etna, Heimaey • **To know the location of the major European cities of: Paris, Madrid, Roma, Moscow, Berlin, Bern, Brussels and Vienna and Reykjavik.**

Place: What is it like?

	EY	KS1	LK2	UKS2
UK		understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom: (Local – Beaminster) • **To know that Beaminster is a small town** • To know that Beaminster sits in a valley, with most of the human features on the valley floor • **To know that Beaminster has physical features which shape the landscape, e.g. river, hills, woodlands, grassland** • **To know that Beaminster has human features that provide for the people that live there. E.g. schools, churches, roads and crossings, playfields, shops** • To know that Beaminster has pavements to support people to move about town safely and join the main human features together. • To know that Beaminster is surrounded by fields and woodland. • **To know that the UK has 4 seasonal changes as it is away from the equator.** • **To know that the Uk has hot temperatures in the summer and cold in the winter** • To know that the main food grown in the Uk include wheat, barley and dairy due to its climate • To know that the main food grown in the Uk include wheat, barley and dairy due to its climate Know some characteristics of the four 4 countries and capital cities of the United Kingdom • Know that England has a long coastline and many ports used for trade. • Know that Scotland is mountainous and wet. It has many offshore islands • Know that Wales is mountainous and has many quarries • Know that Northern Ireland is on the island or Ireland but is a separate country • **Know that each country has a capital city, which is where the government for the country is.** • **Know that each capital city is located on a river** • **Know that London has many famous landmarks** • **Know that these are located along the river Thames**	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • To know that regions are made up of counties • **To know that the southwest contains Dorset, Devon, Cornwall, Somerset, Gloucestershire and Wiltshire.** • **To know that the main land use of the South West is farming due to its shallow valleys, climate and low population.** • To know that Dorset is in the South-West and is a rural county. • **To know that Dorset coastline contains the World heritage site of the Jurassic Coast, containing many different landforms.** • To know that the Jurassic coast stretches from Studland in Dorset to Exmouth in Devon and is an important world heritage site. • To know that counties have county towns, which are is where their local government is. • To know that Dorchester is the county town of Dorset • To know the different economic activities in Beaminster • **To know that the UK has a temperate climate.**	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • **Know that the Cambrian mountains are an old mountain ranges meaning they are more rounded, lower and accessible** • Know that the older Cambrian mountains are used for farming and leisure. • **To know that the longest river in England is the Severn.** • **To know that national parks are protected biomes in the UK.** • To know that national parks provide open some and countryside to people living in towns and cities. • To know that the New Forest is our nearest national park
World Countries		understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country: Dennery in St Lucia • **To know Dennery is a coastal town in St Lucia** • To know that Dennery sits in a valley, with human features on the steep valley sides as well as floor. • To know that Dennery and Beaminster have similar human and geographical features e.g. schools, churches, roads and crossings, playfields, hills and woodlands • **To know that Dennery has human features that provide for the people that live there. E.g. schools, churches, roads and crossings, playfields, shops** • **To know that Dennery has physical features which shape the landscape, e.g. steep valley sides, cliffs, coast, some dense jungle.** • To know that Dennery has a harbour which provides work for some of the people. • To know that Dennery has open drains to cope with the high level of rainwater. • **To know that St Lucia has 2 seasons as it is close to the equator** • **To know that St Lucia has a wet and dry season and temperature changes little throughout the year.** • **To know that the St Lucian wet season has heavy rain and thunderstorms** • **To know that the main food grown in St Lucia is bananas due to its climate**	understand geographical similarities and differences through the study of human and physical geography of a region within North or South America (Brazil: Rio and Amazon Rainforest) • **To know that Manaus has tropical climate zone** • **To know that the Atacama Desert has a dry climate** • To know that Brazil is the largest country in South America • **To know that Brazil has expansive areas of forest biomes, including the Amazon rainforest.** • To know that Rio is the second largest city in Brazil • **To know that Rio has physical features which shape its landscape including: surrounded by mountains and forests; a long Atlantic coastline expose to big waves and many beaches, bays and headlands.** • To know that Rio is a megacity as it has over 10 million people living there. • **To know that Rio has human features that provide for the people living there such as schools, shopping centres, cathedrals, housing** • To know that Rio has human features which provide for the many tourists: hotels, resorts, restaurants, pleasure beaches, marinas. • To know that Rio has human features which provide for their industry: harbours, docks and transport networks. • **To know that Rio has a tropical climate** • To know that Weymouth and Rio are similar in being at risk of coastal flooding • To know that Weymouth and Rio are different as Weymouth is at financial risk as it has a short tourist season, and Rio is not due to its year-round tourist season	understand geographical similarities and differences through the study of human and physical geography of a region in a European country • **Know that Pyrenes and Alps are new mountain ranges, so they are rugged and taller** • Know that the younger Pyrenes and Alps are used for winter sports. • To know the Rhine runs from the Swiss Alps through Austria, Germany, France and Netherlands, flowing into the North Sea. • To know the Rhone river flows from the Swiss Alps through France into the Mediterranean.

Earth Processes: How is the earth changing?

	EY	KS1	LK2	UKS2
UK		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 • **To know a hill is raised area of land and a valley is low area of land between two hills** • **To know that a mountain is a high hill** • To know that vegetation are the plants found in a particular area • **To know a river is a pathway of water and can be dangerous** • To know that soil and rock are the natural top layers of the earth • **To know forest is a large area of land containing trees** • **To know that beach is an area of land at the edge of water** • **To know that cliff is a high steep feature by the sea** • **To know that the coast is the area of land by the sea.** • **To know that weather is the conditions outside, e.g. warm and wet** • **To know that weather can describe temperature, cloud cover, rain, sun, snow and wind** • To know that a weather pattern is the description of weather over time • **To know that a season describes the common weather pattern** 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 • **To know that the UK has hot temperatures in the summer and cold in the winter** • **Know that the Antarctic is barren as its climate is extremely cold and dry as it is far from the equator** • **Know that the Antarctic has land mass under the snow and ice.** • **Know that the Sahara Desert is barren as its climate is extremely hot and dry as it is near the equator** • **Know that the artic does not have land mass**	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, earthquakes • **To know that a flood is an overflowing of water onto land that is not normally under water** • **To know that floods are often a result of excessive rain** • **To know that changes to an environment can be caused by either physical or human processes** • **To know that weather describes heat, cloudiness, wind, dryness, rain, sunshine** • **To know that climate describes weather conditions over a long period** • To know the features of a temperate climate are 4 distinct seasons • To know the features of a tropical climate are warm temperatures, high humidity (hot and humid) and have 2 seasons wet and dry (no winter) • To know the features of a dry climate are low rainfall, high temperatures and prolonged periods of drought. • To know the features of a polar climate are extremely cold with little rain. • **To know that a Biome describes the typical plants and animals that live there** • **To know that the main Biomes are aquatic, grassland, forest, desert, tundra** • To know that a jungle biome is a dense, tropical forest with thick tangled vegetation that is often hard to navigate and has few settlements • To know a desert biome is a barren place with few living things and settlements. • To know that Polar regions are also classified as desert biomes. • **To know that underneath the oceans and continents is the Earth's crust, which is split into giant jigsaw pieces called tectonic plates.** • **To know that earthquakes occur where the tectonic plates meet and move against each other.** • **To know that Earthquakes are sudden rolling or shaking of the Earth's surface.** • To know that the further from the plate boundaries a location is the less it will feel an earthquake. • To know that a bay is an inlet of the sea where the land curves around it. • To know that rural means the countryside	describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and the water cycle • **Know that tectonic plate movement creates land features on the earth's surface.** • **Know that a mountain is a large landscape feature that is taller than a 1000ft (approx. 300m)** • **Know that fold mountains are created when tectonic plates collide and push the earth upwards.** • Know that a mountain range is a large area where mountains can be found together. (large scale) • **Know that erosion is a process which wears away the land** • **Know that ice and water erode the land** • **Know that mountains are eroded over time, changing their appearance and height** • Know that mountain ranges and large scale and often pass through many countries. • **Know that deforestation means to remove the forest from an area.** • **To know that the water on the earth is constantly recycling through the process of the water cycle.** • **To know that the sun's heat evaporates water on land and sea which then condenses to form clouds.** • To know that heavy clouds release their water back as rain and snow • To know that rain runs over land into rivers and back to the sea. • **To know that the source of river is where it starts and its highest point and the mouth is where is joins the sea and ends.** • **To know that rivers are fast and narrow at their source and get steadily wider and slower towards the mouth.** • To know a meander is a winding curve or bend in a river • To know that a valley is created by rivers. • To know that a waterfall is where the water from a river flows over a steep drop, often landing in a plunge pool below. • To know that the floodplain an area of flat land around a river that is covered when the river floods. • **Know that tectonic plate movement creates land features on the earth's surface.** • **To know a volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape.** • **To know that volcanoes can be active, dormant or extinct** • To know that a crater is the circular part at the top of a volcano where the eruption occurs • To know that volcanoes look like small mountains or hills but unlike mountains, do not form ranges. • To know that ash and lava from an eruption creates good farming land. • To know that volcanic eruptions can create new land • To know that volcanic zones have plenty of geothermal (geo – earth, thermal – heat) energy which is a renewable energy source
World Countries		use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • **Know that a settlement is a place where people live together in homes.** • Know that a village is a small settlement, and a town is a larger settlement. • **Know that a city is a large and significant town** • **Know that a landmark is famous building or structure** • To know that a field is a looked after area of land on a farm • To know that roads connect settlements together • To know that a farm is an area of land used for growing or raising food. • To know a factory is large building where things are made. • **To know a church is a place of Christian worship** • To know that an office is a place where people work • To know that a shop is a place where goods are sold • To know that a café and pub are places to eat and drink. • To know that a harbour is a sheltered area of water for boats • **To know the sea is a body of water near to land and an ocean is large body of water** • **To know that a port is a sheltered area for large ships** • To know that tourist is a person who is on holiday	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **To know that population means the number of people living in an area and is a human feature.** • To know a marina is a place for yachts and small boats • To know that industry is the making of goods to sell. • To know that docks is where large ships and load and unload • To know that a tourist is a person who visits another place on holiday • To know that tourism describes the business of providing services to tourists. • **To know that Urban means city or town.** • **To know that a megacity is one with a population over 10 million.** • To know that cities change over time due to their job opportunities. • To know that cities contain more business, offices, schools, shops and houses. • **To know that cities have hospitals, cathedrals and universities which create more jobs.** • To know that major cities in the UK have airports and /or harbours creating more jobs. • **To know that a fossil fuel is a natural resource that can be burnt to produce electricity.** • **To know that fossil fuels are found in the earth.**	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • **To know that major towns and cities are located on rivers as these provided them with fresh water in the past.** • **To know that international trade is when countries buy and sell goods to each other.** • **To know that export means to sell goods to other countries** • **To know that import means to buy goods from another country.** • **To know that countries trade because they are unable to make the goods, they are cheaper or better quality.** • To know that the UK has important trade links with China, USA and Europe. • **To know that farmers and producers do not sell directly to shops.** • To know that each company involved in trade gets paid, adding to the price paid by the consumer.

Environment: What is at risk?

	EY	KS1	LK2	UKS2
World	• To know that an environment describes all that you can find at a particular space, e.g. classroom • To know that a risk is something that has potential to cause harm.	• **To know that pollution can affect the land, sea and air** • To know that transport causes air pollution • To know that people pollute the land through litter • To know that people seek to manage the landscape to stop natural processes e.g. flooding on coasts • **To know that our food is grown on farms** • To know that farms produce crops which are foods we can eat • To know that farms raise animals which provide our food. • To know that food from farms is transported to factories to be made into other foods • **To know that food is transported to shops for us to buy.** • To know that farms use earth's resources e.g., water, land and soil to produce food • **To know that wasting food impacts the environment**	• **To identify ways in which trade causes changes to the local environment** • **To identify ways in which flooding has caused a change to the local environment.** • **To know that powerful earthquakes cause significant damage to the physical and human environment.** • To know that the time of day or night and how rich or poor a country is, effects how much damage is caused. • To know that tourism is affected by climate: places with seasons, will have shorter tourist seasons. • To know that coastal locations are at risk of flooding from the ocean / sea • To know that cities cause air pollution due to their energy use. • **To know that cities can be overcrowded resulting in poor living conditions** • To know that cities can have congestion risks due to the number of people. • **To know that sustainable means cannot be used up.** • **To know that burning fossils fuels causes air pollution and global warming.** • **To know that the world has a limit of fossil fuels** • **To know that renewable energy is sustainable** • To know some forms of renewable energy, e.g. wind, solar, tidal and hydro	• Know that deforestation of a mountain increases the risk of erosion • **To know that flooding can cause damage to human features such as housing and farmland and transportation systems** • **To know that climate change is increasing the risk of flooding in the UK** • **To know that when a volcano erupts, magma spills out as flowing lava or ash clouds.** • To know that volcanic eruptions can damage or destroy settlements and natural landscapes • To know that the speed and size of the eruptions affect the level of risk. • **Know that sustainable farming can protect the landscape through environmental management.** • **To know that conservation means to try to manage environments sustainably while still using natural resources.** • **To know that people working and producing goods in poorer countries e.g. St Lucia, are less likely to be paid fairly for their goods.** • **To know that fair trade is when people who make the things we buy are treated fairly and paid properly for their hard work.** To know Fairtrade is essential for people working in poorer, less developed countries. • **To know that global warming is when the earth's temperature is rising.** • **To know that human produced pollution is causing climate change, e.g. energy production.** • To know that one of the risks of global warming is the destruction of biomes and settlements due to too much or too little water. • To know that people in poorer countries are at greater risk from global warming. • To know that one of the risks of global warming is the destruction of biomes and settlements due to wildfires. • To know that action can be taken to reduce global warming.