Geography at Newtown Community Primary School

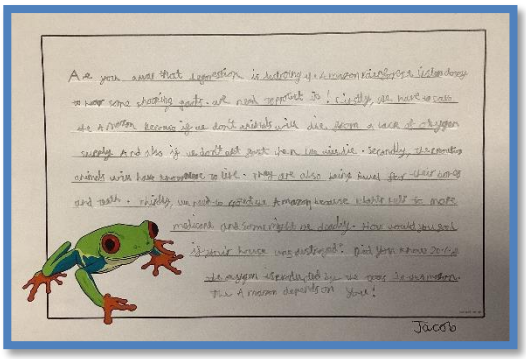
Excellence in Learning for Excellence in Life











Intent: What we want for children at Newtown

When children learn about Geography at Newtown, we want to inspire them to ask questions and find out about the world around them; to make sense of and critically evaluate evidence; and to apply their learning in other geographical, and wider contexts. Newtown serves a culturally and socially diverse community and through geography we want the children to engage with the world around them, to understand the importance of significant geographical events e.g. global warming/ deforestation, and to be able to consider their impact and the impact of others on our planet (including the local area). Children learn how to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepens their understanding of geographical processes. They interpret a range of source of geographical information, including maps, diagrams, globes and aerial photographs to make inferences and draw conclusions linked to their learning. All of which is linked to their learning of globally significant places and events. The geography curriculum is structured to ensure that children are given opportunities to consider the human impact on the world as well as physical geographical events and their impact. It is organised so that children develop the skills needed to interpret and learn knowledge, so they gain a greater geographical understanding.

The Newtown Curriculum enables children to develop geographical knowledge, understanding and skills though an explicit approach to a four-stage learning process.

At all ages children develop their ability to:

- Ask relevant questions about what they are learning.
- Find out information that will help them answer their questions.
- Make sense of the information that they find out.
- Use and apply the information they have found within geography but also within the broader curriculum.

Think and Work Like an Explorer

Implementation: How do we deliver the geography curriculum and what it looks like in practice at Newtown

Curriculum planning	The national curriculum and EYFS is the starting point for the geography curriculum. Our translation of these starting points is through a progressively sequenced curriculum that builds towards explicit, age-appropriate yearly end points. Each unit sequence of geography learning is planned to build coherently across a series of sessions, where children learn the component knowledge, skills and understanding necessary to build towards composite outcomes.
For example:	*In Year 4 the children learn about the rainforest, they make links between sustainability and the effect this has on the rainforest and its inhabitants. This is then later linked to Year 5's topic of earth matters where the children learn about and discuss the effects of global warming on Antarctica and what we can do to support our planet.*
Build on prior learning, embedding most useful content	'Golden Threads'; the most useful content within geography have been identified and the curriculum is structured to enable regular revisiting of this content throughout the curriculum progression and within other subject areas.
For example:	*Children revisit the same 'golden threads' throughout their geography learning at Newtown. They focus on asking relevant questions, finding out information that will help them answer their questions, making sense of the information that they have found and using/ applying the information they have found out within the subject but also within the broader curriculum. These skills progress as the children move through the school. For example, in year 1 children use* aerial images to recognise landmarks and basic physical features, whereas in year 6 children use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Relevant contexts for learning	Contexts for geography learning are identified and planned for as they are purposeful, relevant and engaging for children.
For example:	*Children in Year 2 learn about the Arctic and Australia. They are able to make comparrisions between the two countries and well as draw on their own existing knowledge of the UK (based on learning from Year 1).They are also able to link their topic to their science learning about habitats later in the year.*
Teaching	Children learn how to ask questions, use a range of sources to find things out, make sense of what they have found out and use what they have found to make connections in their learning. Geography at Newtown is focused on the children developing a understanding on the impact that people and events have on our planet and how these effect everyday life now and in the future. Each year group has the opportunity to study different key locations/ events to consider how our planet is different and ever changing. All geography sequences of learning work towards the children developing an understanding that we are responsible for our planet and that there is a cause and effect to actions/ events that happen. Throughout their topics they incorporate a range of maths, history, science and computing skills and make links with their prior learning.
For example:	*In Year 3 when learning about land use in the UK, the children study different maps of the local area and compare these for similarities and differences, discussing the possible reasons why. The children then complete their own geographical fieldwork by going out into our local area to see how land is being used and if there were any areas in need of future development.*
Vocabulary and language use	Children learn relevant vocabulary because it is explicitly included within the sequenced curriculum end points, unit learning sequences and through knowledge organisers used to deepen children's disciplinary knowledge.
For example:	*In year 3 children learn about the land use of the local area. They learn the definitions for and use vocabulary such as:* Notice, observe, information, research, find out aerial, globe, digital, observe, measure, fieldwork, map, change, reliable, compare, and ordnance survey.
Assessment	Authentic assessment is used to enable, both children and teachers to understand success. In all year groups a blend of product self-assessment criteria and low stakes quizzes are used.
For example:	*At the end of each unit of work the children complete a short multiple choice quiz to assess their retention of taught knowledge and are given opportunities to share their findings from any geographical enquiries throughout the topic.*
Reading culture	Where possible teachers capitalise on opportunities to embed reading as a technical skill and for enjoyment within the geography curriculum.
For example:	*In Year 5 the children read 'Ice Trap' by Meredith Hooper, alongside learning about Antarctica.* *In Year 6 the children read 'Kensuke's Kingdom' by Michael Morpurgo, alongside learning about Japan.*

Geography Skills Vocabulary Overview			
Asking questions	**Finding things out**	**Making sense of what you found out**	**Using what you found out**
Design and create simple questions to investigate. E.g. Children to be given a topic or source/artifact to prompt them to ask questions to later find the answer to. E.g. Why do river levels change throughout the year? **Know there can be different answers to questions.** E.g. Present children with different types of sources (maps, atlases, google earth, ordinance survey maps, interviews, eye witness accounts) to gather different inferences. **Identify what might be a good way of answering a geographical question.** E.g. Use a range of sources- maps, atlases, google earth, interviews, research and eyewitness accounts to answer questions and gather knowledge about specific events or people.	**Suggest questions to ask as part of an investigation.** E.g. create a questionnaire to ask a person to find out information (e.g. a farmer linked to land use within the UK) **Select appropriate methods of collecting evidence.** E.g. Maps (including digital), aerial images, photographs, videos, atlases, interviews, books and reliable online sources. **Evaluate the quality of evidence from a range of sources.** Children should consider the reasons for sources being created/ any possible bias. Are there any similarities and difference between sources. **Use fieldwork to observe, measure and record the human and physical features in the local area.** E.g. Children to study the land use in our local area and consider possible developments. Children to record their ideas/ findings using drawings, photographs and writing.	**Communicate geographical findings using different genres of writing, drawing, diagrams, data-handling, drama/ role play, storytelling and using ICT.** Children to record their learning/ findings in a range of different ways. **Children to discuss the causes and consequences of geographical events.** E.g. What are the reasons for deforestation? What effect does this have on the future and any animals or locals living in that area?	**Create maps of locations identifying some significant features using a key.** E.g Create a simple map of an area (town or village) and plot the key bodies of water in the area. Use a simple key to represent key geographical features in the area. **Make connections between geographical locations and knowledge.** E.g. Make connections between floods and droughts and learning about natural disasters in Yr3. **Recognise, retrieve and use geographical knowledge and understanding within other subject areas.** e.g Link knowledge of rainforests to living things and their habitats.

Geography Knowledge and understanding vocabulary Overview		
	Topic	**Topic**
Foundation Stage		
Year 1	**Castles** Castle, Palace, Turret, Ramparts, Drawbridge, Portcullis, Tower, Moat, Shield, Lance, Battlements, knight, Dungeon, Suit of armour, cliff, coast, Town, Village, city, hill, Mountain, United Kingdom, England, Ireland, Scotland, Wales, Cardiff, London, Edinburgh, Belfast, Continent, County.	**The seaside** beach, coast, town, village, local, sea, river, weather, house, office, shop, rock pool, windmill, seagull, pier, beach, sandcastle, windbreak, boat, sea, shells, fish, wildlife, lighthouse, lifeguard, sun, rain, wind, inland, factory, bay, cave, cliff, tide, coastline, waves, holiday, shore, harbour, port, tourists, resort, island.
Year 2	**The Arctic and Australia** Equator, North pole, South pole, Weather, Human geography, physical geography, ocean, vegetation, river, soil, seasons, port, harbour, aerial, hill, mountain, cliff, coast, town, village, city, cliff, coast, town, Arctic circle, Australia, continent, country.	**Sensational Safari** African, Kenya, Nairobi, Indian ocean, mountains, mount Kilimanjaro, Mount Kenya, lake Turkana, Lake Victoria, wildlife reserve, national park, endangered species, savannah, migration, tourists, safari, forests, agriculture, vegetation, Massai, city, town, village, community, seasons, desert, ocean, river, continent, country.
Year 3	**Extreme earth** Continental crust, cumulonimbus, cyclone, deforestation, destructive boundary, development, drought, earthquake, emission, famine, friction, Haiti, hurricane, intercept, Kobe, levees, liquefaction, mantle, prediction, pyroclastic flow, Richter scale, seismometer, tephra, Torre Mayor, tremor, tropical storm, typhoon, bedrock, tectonic plates, dormant, extinct, subsoil, top soil, tornado, tsunami.	**Land use- linked to the UK** Agriculture, altitude, arable farming, biodiesel, biodiversity, biogas, commercial farming, deforestation, diversification, extensive farming, fertiliser, genetically engineered, habitat, hedgerow, herbicide, intensive farming, livestock, nutrient, organic farming, pastoral farming, pesticide, planation, ranch, subsistence farming, temperature, sketch map, aerial view, feature, annotation, landmark, distance, key, symbol, cartographer, rural, urban, population.
Year 4	**The rainforest** Agro-forestry, altitude, amazon, biodiversity, biome, buttress roots, canopy, carbon dioxide, carnivore, consumer, cloud forest, crown, deforestation, deciduous, eco-tourism, emergent, emergent layer, evergreen, extinct, habitat, herbivore, indigenous, interconnected, latitude, omnivore, photosynthesis, precipitation, producer, rainforest, region, reserve, succulent, sustainable, temperate, understorey, vegetation.	**Water, water everywhere** Afforestation, cholera, confluence, contaminated, cyclone, deforestation, engineering, evapotranspiration, geology, impermeable, malnutrition, monsoon, physical, prevention, rainfall, reservoir, river straightening, runoff, saturated, spillways, urbanisation, solid, liquid, vapour, melt, boiling freezing, cooling, condensation, evaporation, precipitation, groundwater, flood plain, filter.
Year 5	**Earth matters** Settlement, generation, Gigawatt (GW), coal, nuclear, CCGT, pumped storage, non-renewable, solar power, wind power, biomass, renewable, origin, import, export, food miles, efficiency, conservation, carbon footprint, minerals, erosion, Fairtrade, trading, deforestation, sustainability, needs	**Somewhere to settle** depopulation, economic, enterprise, functions, greenfield, hierarchy, industrial, redevelopment, regeneration, renewables, renovation , sprawl, sustainable, terraced, threshold, transition, urbanisation, Northumbria, Mercia, East Anglia, Essex, Kent, Wessex, settlement, settlers, need, shelter, food, defence, water, fuel, building materials, agriculture, transport, invader, village, town, city, land use, retail, leisure, housing, industrial, agriculture, link, journey, route, plan, key, symbol, origin, pattern, rural and urban
Year 6	**Natural disasters: Volcanos** Indonesia, Haiti, Pompeii, Mount Vesuvius, mantle, crust, inner-core, outer-core, lava, eruption, injured, homeless, core, fumarole, magma, chamber, dormant, active	**Japan/ Pacific islands** Continent, country, island, Pacific Ocean, Mount Fuji, Kimono, Cherry blossom, Shinto, Buddhism, sushi, orangutan, population, technology, landscape, settlements, glaciers, oceanic, Eurasian, longitude, topography (land study), habitable, cultivation

Geography Fieldwork skills					
Year 1	**Questionnaires** I can ask simple questions to find out information.	**Field sketching** I can draw simple features I observe in an environment which is familiar. I can add colour and textures to prepared sketches.	**Photography** I can recognise a photo taken by a teacher as a record of what we have seen.	**Video/Audio recording** I recognise a video/recording taken by a teacher as a record of what I have seen/heard.	**Measurement** I can use everyday language to describe features.
Year 2	**Questionnaires** I can ask a familiar person prepared questions. I can use a form and put ticks in boxes to gather information from questions asked.	**Field sketching** I can draw an outline of simple features I have seen. I can add colour, texture and detail to prepared field sketches. I can join labels to correct features.	**Photography** I can use a camera in the field with help to record what we have seen. I can label the photo with help.	**Video/Audio recording** I recognise the features/activities/sounds on a recording taken by the teacher. I can operate, with help, recording equipment.	**Measurement** I can use non-standard units of measurements. I can use standard units of measurements.
Year 3	**Questionnaires** I can ask questions to find out relevant information from an unfamiliar or familiar person. I can record what I have found out. I can use a simple database to present my findings.	**Field sketching** I can sketch a simple feature from observation or photo. I can add colour, texture and detail to my own field sketches. I can add title and descriptive labels with help.	**Photography** I can point out useful views to photograph for my investigation. I can add titles and labels to photos giving date and location.	**Video/Audio recording** I can point out useful views/sounds to record for my investigation. I can watch/listen carefully to recording and write what I have found out.	**Measurement** I can use everyday standard and non-standard units to measure.

Geography Fieldwork skills					
Year 4	**Questionnaires** I can suggest questions to ask as part of an investigation. I can use appropriate geographical vocabulary. I can record the main points gathered from my questionnaire.	**Field sketching** I can pick out the key lines and feature of a view in the field using a viewfinder to help. I can annotate my sketch with descriptive and explanatory labels. I can add title, location and direction to sketch.	**Photography** I can suggest how photos provide useful evidence of my investigations. I can use a camera independently. I can locate a photo on a map. I can annotate the photo.	**Video/Audio recording** I can suggest what to record for my investigation. I can comment on the recording, describing and suggesting explanations of what I see and hear.	**Measurement** I can use easy to read instruments. I can organise results on to a spreadsheet.
Year 5	**Questionnaires** I can prepare questions for an interview. I can use appropriate geographical vocabulary. I can ask questions that are responsive to the interviewee's views. I can make brief notes during an interview to help make a clear record of the main points. I can use a database to interrogate and amend information collected.	**Field sketching** I can evaluate my sketch against a criteria and improve it. I can use sketches as evidence in an investigation.	**Photography** I can make a judgment about the best angle or viewpoint. I can evaluate usefulness of my photos. I can use photos for my investigations.	**Video/Audio recording** I can make a judgment about the best angle or viewpoint. I can evaluate usefulness of my recordings. I can use recordings for my investigations.	**Measurement** I can select and a use range of measuring instruments in investigations. I can design my own census, pilot, with help, and evaluate it.

Geography Fieldwork skills					
Year 6	**Questionnaires** I can select interviewing as an appropriate method for collecting evidence. I can decide on an appropriate interviewee. I can prepare and carry out an interview, sometimes in a formal situation. I can evaluate the quality of the evidence. I can use a database to interrogate and amend information collected.	**Field sketching** I can select field sketching from a range of evidence gathering techniques as the most appropriate. I can evaluate quality of the evidence it gives. I can annotate sketches to describe and explain geographical processes and patterns.	**Photography** I can select photography from a range of evidence gathering techniques as the most appropriate. I can evaluate the quality of the evidence I have collected this way.	**Video/Audio recording** I can begin to use editing techniques to make a presentation. I can select recording from a range of techniques as the most appropriate for the evidence I need. I can evaluate the quality of the evidence I have collected this way.	**Measurement** I can select and a use range of measuring instruments in investigations. I can design my own census, pilot and evaluate it.

Map work skills								
Year 1	I can follow directions.	I can draw maps from stories or my imagination.	I can use symbols.	I can draw a simple picture map.	I can use words like bigger/smaller, like/dislike.	I can draw around objects to make a plan.	I know names of some places around the UK.	I can use pictures maps and globes.
Year 2	I can follow directions using N S E W. North, South, East and West	I can draw a map of a real or imaginary place. I can use photographs taken from above (aerial photographs).	I can begin to understand the need for a key. I can use shared symbols.	I can follow a route on a map. I can use an atlas to find places.	I can match places on different scale maps.	I can make a plan.	I can find and name features on a UK map.	I can find land/sea on a globe. I can use teacher drawn base maps. I can use large scale Ordnance survey maps. I can use an infant atlas.
Year 3	I can use 4 compass points to follow/give directions. Use co-ordinates.	I can draw a map of a short route, with features in the right order. I can make simple drawing to scale.	I know why a key is needed. I can use standard symbols.	I can locate places on larger scale maps e.g. Europe	I can begin to match boundaries on different scale maps (e.g. find same boundary of a country on different scale maps).	I can begin to draw a sketch map from a high view point.	I can begin to identify points on maps.	I can use large scale Ordnance survey maps I can begin to use maps sites on internet/junior atlases and identifying features on aerial photographs.
Year 4	I can use 4 compass points well. I can begin to use 8 compass	I can draw a map of a short route, with features in the right order. I can make	I understand why a key is needed. I can begin to recognise symbols on an Ordnance survey	I can locate places on larger scale maps. I can follow a route on a large	I can begin to match boundaries on different scale maps (e.g. find same boundary of a county on	I can draw a map from a high view point.	I can begin to identify significant places and environments stated within KS2 NC.	I can use large and medium scale Ordnance survey maps. I can begin to use maps sites on

Map work skills								
	points. I can use co-ordinates to find features on a map.	simple drawing to scale.	map.	scale map.	different scale maps).			internet/junior atlases and identifying features on aerial photographs.
Year 5	I can use 8 compass points. I can use co-ordinates to find features on a map.	I can begin to draw a variety of maps based on my own data.	I can draw a map using symbols and key. I can use and recognise Ordnance survey map symbols.	I can compare maps with aerial photographs. I can choose a map for a specific purpose. I can use atlases to find out about other features of places.	I can measure a straight line distance on a map. I can find/recognise places on maps of different scales.	I can draw a plan view map with some accuracy.	I can identify significant places and environments stated within KS2 NC.	I can use index and contents page within atlases. I can use medium scale land ranger Ordnance survey maps.
Year 6	I can use 8 compass points confidently and accurately. I can use 4 figure co-ordinates to find features on a map. I can begin to use 6 figure grid refs. I can use latitude and longitude on atlas maps.	I can begin to draw a variety of maps based on my own data. I can draw complex plans.	I can use and recognise Ordnance survey map symbols.	I can follow a short route on an Ordnance survey map. I can describe features shown on Ordnance survey map. I can use atlases to find out about other features of places.	I can use a scale to measure distances. I can draw/use maps and plans at a range of scales.	I can draw a plan view map accurately.	I can confidently identify significant places and environments stated within KS2 NC.	I can use Ordnance survey maps. I can confidently use an atlas. I can recognise world map as a flattened globe.

Year 1 Knowledge, Understanding and Skills for Geography

Learning skills: Think and work like an explorer

Asking questions	Finding things out	Making sense of what you found out	Using what you found out
Design and create simple questions to investigate. E.g. What is the difference between living by the seaside or in a town? **Know there can be different answers to questions.** E.g. Not all towns and villages are the same or contain the same geographical features, therefore life in towns and villages is not always the same. Difference between being poor and rich. **Identify what might be a good way of answering a historical question.** E.g. look at a range of sources to provide information about a question e.g. videos, photographs, aerial photographs, stories and maps. What information does this source provide?	**Ask simple questions to find out information.** E.g. why were castles built in high places? **Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities.** E.g. Find the different countries in the Uk using digital maps (Google Earth), atlases, globes, maps. Have the children identify that they are all in the same place on every source. Find the capital cities of the Uk using digital maps (Google Earth), atlases, globes, maps. Have the children identify that they are all in the same place on every source. **Use aerial images to recognise landmarks and basic physical features.** E.g. use aerial images to identify places/ features in our local town (Trowbridge). Use aerial images to identify places/ features in a seaside town. **Use simple fieldwork to observe, measure and record the human and physical features in the local area.** E.g. create a range gauge to investigate which season it rains the most in Trowbridge-track how much rain water we have caught over a period of time. Identify human and physical geography features in our school- take photographs of the different features we have found.	**Use a simple key to recognise physical or human features on a map.** E.g. Make a map of a forest for Zog to travel through (using directional language). Include different geographical features that may be found in a forest (rivers, roads, trees, hills). Create a simple key of pictures to show the features on a map. **Create a simple map of my local environment.** E.g. create a simple map with a key of our school grounds. Identify the different parts of the school and what these are used for e.g. the school pond for wildlife, the secret garden for growing food. **Communicate geographical findings in different genres of writing, drawing, drama role-play, storytelling and using ICT.** E.g. Role play a day at the seaside. **Write simple sentences to explain geographical findings.** E.g. Write sentences describing life at the seaside and life in Trowbridge. Explain how these places are different from one another. Write sentences explaining why castles were built high and use key geographical vocabulary.	**Make connections between geographical locations and knowledge.** E.g. Make links between buildings/ geographical features in our town during the Victorian time (previously taught) and our town now. Make links between historical understanding of vocab e.g. past, before, change, when talking about castles in the UK and when these we built. **Recognise, retrieve and use geographical knowledge and understanding within other subject areas** E.g. When learning about the Victorian era in our local area apply understanding of our town and its features to make comparisons between now and then. Use directional language in maths.

Year 1 Knowledge, Understanding and Skills for Geography

Essential Geographical knowledge and understanding

Locational knowledge	Place knowledge	Human and physical geography
Name and locate the four countries making up the British Isles, with their capital cities. E.g Locate castles around the Uk and plot their locations on a map. Locate castles within each capital city. Discuss reasons why a castle would have been built in the capital city. **Name the surrounding seas of the United Kingdom.** E.g. After plotting castles around the UK and discussing reasons for castles (protection and defence) have the children name and locate the oceans surround the UK. Plot an attack route from given countries to a given castle (crossing the oceans). **Talk about the main features of each of the four countries that make up the United Kingdom.** E.g. identify the key features of each country; different foods, flags, landscapes, key landmarks. Could you identify the location of a castle just from looking at it? (flags).	**Recognise similarities and differences of geographical features in my own immediate environment.** E.g. identify the different geographical features in our own environment (shops, factories, houses, rivers). Look closely at the geographical features visible from our own school (trees, railway, buildings, and library). What is the purpose of these features? **Talk about people and places within my local environment.** E.g. when learning about our local town (to compare with the seaside) discuss the different places we have been and the reasons for these visits. Think about key places in our town e.g. hospital and fire station, who would you expect to meet here? **Compare Trowbridge with a contrasting place in the UK.** E.g. compare a seaside town(St Ives) with our local town (Trowbridge). What are the different human geography features? What are the different physical geography features? How does this effect lifestyle. **Talk about people and places beyond my local environment.** E.g. what different people and places would you find living in a seaside town e.g. fishermen. Why would these people live here and not in our town? **Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.** E.g. identify the key features of towns, villages, cities, coastal and rural areas. Have the children sort a selection of locations based on the features they have found; Trowbridge- town, bath-city. Children are to give reasons why.	**Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality.** E.g. When comparing St Ives and our town (Trowbridge) identify the different human and physical geography features in each town. Discuss as a class how these features affect people's lifestyles in the area. **Comparing and Contrasting a farm with the seaside.** E.g. Choose a local farm (Stowford Manor farm) and compare with a seaside town (St Ives). What are the similarities and differences? Are there any of the same geographical features in both? **Talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis.** E.g. learn about the different seasons within the UK. What is the weather like during different seasons. Where in the UK would you like to visit during that time? E.g the seaside during summer or spring so that it is sunny and warm. The mountains in Scotland during the winter so that there is snow. E.g. create rain gauge to track which time of the year it rains the most in Trowbridge. **Identify land use around the school.** E.g. create a simple map with a key of our school grounds. Identify the different parts of the school and what these are used for e.g. the school pond for wildlife, the secret garden for growing food. **Use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied.** E.g. when writing about their geographical finding children are to use correct vocabulary (as listed above) to explain their findings/ what they have found out.

Year 2 Knowledge, Understanding and Skills for Geography

Learning skills: Think and work like an explorer

Asking questions	Finding things out	Making sense of what you found out	Using what you found out
Design and create simple questions to investigate. E.g. What is the difference between the life of a child in the UK and the life of a child in Kenya? **Know there can be different answers to questions.** E.g. Not all children in the UK have the same life; therefore, not all children in Kenya have the same life. Explain the reasons why there are differences e.g. wealth, families etc. **Identify what might be a good way of answering a geographical question.** E.g. using a range of sources- maps, atlases, google earth, and eye witness accounts.	**Ask a familiar person prepared questions.** E.g. Create a questionnaire to find out information about a life in the UK (to make comparisons between other countries). **Use a form and put ticks in boxes to gather information from questions asked.** E.g. Create a questionnaire to find out information about a life in the UK (to make comparisons between other countries). **Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.** E.g. find the Arctic and Australia and locate key geographical features of these countries using google earth and maps (forests, rivers, coastlines) **Learn and use the four points of a compass to describe the location of features on a map.** E.g. describe how to get from one location to another using compass points and directional language (link to map use). **Use locational and directional language such as: near, far, left, right to describe the location of features on a map.** E.g. describe how to get from one location to another using compass points and directional language (link to map use). **Use aerial images and plan perspectives to recognise landmarks and basic physical features.** E.g. use aerial images of Australia and the Arctic to identify physical and human geographical features and make comparisons. Use aerial images of Kenya to identify physical and human geographical features and make comparisons to the UK. **Use fieldwork to observe, measure and record the human and physical features in the local area.** E.g. take photographs of our own local area (School?) to compare to that of another country (Kenyan school?).	**Devise a simple map, and use and construct basic symbols in a key.** E.g. Make a map of our school grounds and surrounding area to make comparisons between that of a Kenyan school. Use simple keys to mark- rail line, trees, roads etc. **Use simple grid references (A1, B1) to record what you have found out.** E.g. Mark key locations on a grid map of a known area. **Communicate geographical findings in different genres of writing, drawing, drama role-play, storytelling and using ICT.** E.g. role play life in Kenya. **Write sentences to explain geographical findings.** E.g. write sentences to explain what life is like for people living in the Arctic and how this differs from that of people living in the Uk or Australia. Write simple sentences to explain key learning about the lifestyle of children living in Kenya.	**Make connections between geographical locations and knowledge.** E.g. link new learning about human and physical features to prior learning of the local area and the seaside. How does the human and physical geography of Kenya differ from our local area? **Recognise, retrieve and use geographical knowledge and understanding within other subject areas** E.g. link to science and classification of animals. Look at the different types of animals living in the Arctic, Australia and Kenya. What are the similarities and differences? How does the climate of these areas effect this? Use directional language in maths.

Year 2 Knowledge, Understanding and Skills for Geography

Essential Geographical knowledge and understanding

Locational knowledge	Place knowledge	Human and physical geography
Locate and name the continents on a World Map. E.g. use a world map to locate the contients and plot of the countries being studied (Australia, the arctic circle and Kenya). Add countries from the UK to recap Yr1 learning. Which continents are the different countries on? **Locate and label the five oceans.** E.g. Use a world map to label the five oceans- which oceans do our countries being studied border? **Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.** E.g. Recap learning from Yr1- locate the countries of the Uk on a world map. When learning about the oceans/ seas have the children identify in an atlas the seas that surround the Uk.	**Compare a local City/town in England with a contrasting city in a different country** E.g. Compare Trowbridge (local town) with an Australian city (linked to topic of Artic and Australia). Ensure that children compare how the physical geography of the area impacts the lifestyle and human geography. Compare our local area to that of a child living in Kenya. How is their life different because of the geographical features around them? **Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.** E.g. When studying Kenya use what you have learnt about the key features of cities, towns, villages, coastal and rural areas to identify the type of place and give reasons for your answer. E.g. I know that Johannesburg is a city because it has lots of tall buildings close together and it is very large.	**Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? Why might people visit this location?** E.g. study the lives of the Inuit people living in the Arctic circle ask and answer: What is this place like? What or who will I see in this place? What do people do in this place? Why might people visit this location? Study the lives of people living in Kenya ask and answer: What is this place like? What or who will I see in this place? What do people do in this place? Why might people visit this location? **Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.** E.g. Discuss the different physical geography features you might find in hot and cold parts of the world and give reasons why (link to the Arctic circle and Australia) (link to Kenya and the UK). Discuss the different human geography features you might find in hot and cold parts of the world and give reasons why (link to the Arctic circle and Australia) (link to Kenya and the UK). **Compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences.** E.g. Link to the physical geography of the Artic and how this supports the lifestyle of those living in the Arctic. Compare how the life of a child living in Kenya differs from that of a child living in the UK. How does the physical geography affect their lifestyle? How does the human geography affect their lifestyle? E.g. plumbing/ water sources, buildings etc **Use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.**

Year 3 Knowledge, Understanding and Skills for Geography

Learning skills: Think and work like an explorer

Asking questions	Finding things out	Making sense of what you found out	Using what you found out
Design and create simple questions to investigate. E.g. What happens when there is an earthquake? **Know there can be different answers to questions.** E.g. study some key earthquakes that have happened over time and identify the causes and consequences of these earthquakes. What were the similarities and differences? **Identify what might be a good way of answering a geographical question.** E.g. using a range of sources- maps, atlases, google earth, and eye witness accounts.	**Ask questions to find out relevant information from an unfamiliar or familiar person.** E.g. create a questionnaire to ask a person to find out information (perhaps a farmer linked to land use within the Uk) **Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.** **E.g. identify** **Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world** e.g. use ordnance survey maps to build knowledge of the UK land use. Identify different keys and symbols and what they represent. **Use locational and directional language such as: near, far, left, right to describe the location of features on a map.** E.g. Link to land use and natural disasters. **Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.** E.g. take photographs of the local area to identify land use- human and physical geography. Use photographs taken to compare to ordnance survey maps and compare features. **Use a wider range of resources to identify the key physical and human features of a location**	**Communicate geographical findings in different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.** E.g. once you have learnt key information about the causes and consequences of chosen natural disasters (tornadoes, tsunami and earthquakes) produce presentation of what you have learnt using one of the above suggested mediums. **Discuss about the causes and consequences of some natural disasters and changes as a result of these events.** E.g. earthquake in Haiti, tsunami in Sri Lanka, tornado in Bangladesh. **Use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.** e.g. use the eight compass points to discuss the location of different countries in comparison to one another (linked to natural disasters). Use the eight compass points to describe the locations and use to land within the UK. **Create maps of locations identifying some features using a key.** e.g. create a map of key land within the Uk (linked to land use) and identify/ mark the physical and human features. **Use a simple database to present findings.**	**Make connections between geographical locations and knowledge.** E.g. Recap geographical knowledge of human and physical geographical features within the UK. Link locations of natural disasters to understanding on the continents and the oceans of the world. On which continents have the key natural disasters happened? (earthquake in Haiti, tsunami in Sri Lanka, tornado in Bangladesh.) **Recognise, retrieve and use geographical knowledge and understanding within other subject areas** E.g. Link to position and direction in maths. Link eight compass points and 2 figure grid reference to maths. When learning about natural disasters link to science learning of forces- why do things move the way they do? Link earthquakes to different types of rocks- science

Year 3 Knowledge, Understanding and Skills for Geography

Essential Geographical knowledge and understanding

Locational knowledge	Place knowledge	Human and physical geography
Locate the main countries of Europe inc. Russia. **Identify capital cities of Europe.** E.g. plot main countries on a map of Europe and discuss bordering countries. Identify that the UK is an island even though it is still part of Europe. **Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.** E.g. Link to natural disasters- plot the key natural disasters being studied (earthquake in Haiti, tsunami in Sri Lanka, tornado in Bangladesh) and compare to the equator. How does climate effect natural disasters. **Locate and name the continents on a World Map.** E.g. recapping learning from Yr 2. Link to natural disasters- where are the tectonic plates? Which continents are sat on top of tectonic plates? **Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas** E.g. When learning about land use recap names, location and characteristic of countries within the UK. How is land used across the UK in different areas? Use maps to identify the different areas and features within the UK. **Name and locate counties and cities of the United Kingdom.** **Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.** **Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.** **Share my own views about locations.** E.g. Would you like to travel to this destination? Why? What would be top on your to do/ to see list? What would you enjoy here? What might you find challenging?	**Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use.** **Identify the main physical and human characteristics of the countries of Europe.** **Compare a region of the UK with a region in Europe,** E.g. local hilly area with a flat one or under sea level. Link with Science, rocks. Link to land use- compare how the land is used in different ways. **Describe geographical similarities and differences between a region in the United Kingdom and one in a European country.** **Describe how the locality of the school has changed over time (what would have originally been around the school? How has the town developed?)** E.g. Use photographs of our school from when it was built and old plans/ photographs of Trowbridge to identify how our school and surrounding areas have changed.	**Ask and answer geographical questions about the physical and human characteristics of a location.** **Describe and understand key aspects of:** **Physical geography including earthquakes linking to Science: rock types, tornadoes and tsunami.** E.g. what causes these natural disasters to happen? What are the consequences of these natural disasters? Look at specific examples e.g. earthquake in Haiti, tsunami in Sri Lanka, tornado in Bangladesh **Human geography including trade links in the Pre-roman and Roman era.** **Types of settlements in Early Britain linked to History. Why did early people choose to settle there?** E.g. were they settling close to resources (land use). How did people use the land to support their lifestyles (farming etc)?

Year 4 Knowledge, Understanding and Skills for Geography

Learning skills: Think and work like an explorer

Asking questions	Finding things out	Making sense of what you found out	Using what you found out
Design and create simple questions to investigate. E.g. Why do river levels change during the year? How do river levels change during the year? What are the effects of changing river levels on people who live nearby? **Know there can be different answers to questions.** **Identify what might be a good way of answering a geographical question.** E.g. using a range of sources- maps, atlases, google earth, and eye witness accounts.	**Suggest questions to ask as part of an investigation.** E.g. ask a question and prepare an investigation to find out information- linked to water water everywhere? **Use appropriate geographical vocabulary.** See key vocabulary listed below. **Record the main points gathered from my questionnaire.** E.g. create a questionnaire to find out information by asking questions. **Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied** E.g. use maps and google earth to study the area surrounding the Amazon rainforest- what human and physical geography features can be seen? Use a range of maps to identify rivers and water sources, track the origin of the different rivers. **Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**	**Communicate geographical findings using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.** E.g. record learning about the rainforest in a range of different ways. **Use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.** E.g. use the eight points of a compass and four figure reference grid when discussing/ describing the location of rivers and bodies of water in relation to towns and villages in the area. **Create maps of locations identifying some features using a key.** E.g. create simple maps of an area (town or village) and plot the key bodies of water in the area. Use a simple key to represent key geographical features in the area. **Discuss the causes and consequences of deforestation and changes as a result of these events.**	**Make connections between geographical locations and knowledge.** E.g. Make connections between floods and droughts and learning about natural disasters in Yr3. Recap human and physical geography features from ks1. **Recognise, retrieve and use geographical knowledge and understanding within other subject areas** Link rainforest topic to animals and living things in science. Link rainforest to living things and their habitats. Link water water everywhere to states of matter. Link to position and direction in maths. Link eight compass points and 2 figure grid reference to maths.

Year 4 Knowledge, Understanding and Skills for Geography

Essential Geographical knowledge and understanding

Locational knowledge	Place knowledge	Human and physical geography
Locate the main countries in Europe and North or South America. Locate and name principal cities. E.g. USA, Brazil, Mexico, Columbia, Canada, Peru, Haiti, Cuba, Jamaica, Barbados etc- link to topic of rainforests. **Name and locate the countries of Europe, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.** E.g. Be able to name the 7 oceans of the world and which border European countries. Know the capital cities of close European countries and compare the population and landscape with home here in England. **Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones.** E.g. Learn about the Solstice. Know which continents, countries and oceans lie on the tropic of Capricorn. **Explain views about locations, giving reasons.** E.g. Would you like to travel to this destination? Why? What would be top on your to do/ to see list? What would you enjoy here? What might you find challenging?	**Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.** E.g. Link this to the rainforest topic and what the children already know about European countries. Focus on climate, vegetation, land use, bodies of water, fauna and flora. **Identify the main physical and human characteristics of the countries of Europe.** **Describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones.** E.g. link the different features of the above areas to water water everywhere. Areas around the equator- drought etc. **Describe geographical similarities and differences between countries.** E.g. Compare a country in South America to one in Europe- link to rainforest topic.	**Ask and answer geographical questions about the physical and human characteristics of a location.** E.g. compare the human and physical geography features of the Amazon rainforest. Discuss how the native people live and the physical geography of the rainforest. What makes the Amazon rainforest such an incredible habitat? **Describe and understand key aspects of physical geography, including rivers, mountains, and the water cycle.** E.g. learn about the water cycle and how this is essential for our planets survival. **Identify and describe the main human and physical characteristics of South and Central America.** E.g. Understand that these are two different continents. Maybe link to Christopher Columbus. Link with the above points.

Year 5 Knowledge, Understanding and Skills for Geography

Learning skills: Think and work like an explorer

Asking questions	Finding things out	Making sense of what you found out	Using what you found out
Design and create simple questions to investigate. E.g. where did early settlers in the UK choose to settle and why? **Know there can be different answers to questions.** **Identify what might be a good way of answering a Geography question.** E.g. using a range of sources- maps, atlases, google earth, interviews, research and eye witness accounts.	**Prepare questions for an interview.** **Ask questions that are responsive to the interviewee's views.** **Make brief notes during an interview to help make a clear record of the main points.** **Use appropriate geographical vocabulary.** See key vocabulary listed below. **Use a database to interrogate and amend information collected.** **Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.** E.g. Use maps to make comparisons between Britain during the reign of the Anglo-Saxons and the Vikings and modern Britain. What are the changes in geographical features? How have these developed and changed over time? **Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**	**Communicate geographical findings using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.** **Begin to collect and analyse statistics and other information in order to draw clear conclusions about locations.** E.g. collect data and statistics about the CO2 levels in different parts of the world. Make conclusions about the correlation between high CO2 levels and global warming e.g. India **Begin to understand and explain how countries and geographical regions are interconnected and interdependent.** E.g. when learning about fair trade and the transportation of food around the world, discuss the dependence on other countries to provide key resources. **Use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.** E.g. when learning about the early settlements in Britain compare maps of the past and the present to see key geographical changes over time. Use the eight points of a compass and a six figure reference grid to describe locations and the movements made my early settlers. **Talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map)**	**Make connections between geographical locations and knowledge.** Recap land use within the UK (Yr3) to compare the past and present use of land. Apply geographical understanding of the counties and cities across the UK when discussing early settlements. **Recognise, retrieve and use geographical knowledge and understanding within other subject areas** Link to position and direction in maths. Link eight compass points and 4/6 figure grid reference to maths. Link learning about early settlements to history learning about the Anglo-Saxons and the Vikings.

Year 5 Knowledge, Understanding and Skills for Geography

Essential Geographical knowledge and understanding

Locational knowledge	Place knowledge	Human and physical geography
Name and locate counties and cities of the United Kingdom. E.g. Split this into North, West, South and East identifying coastal counties also. Ensure children understand the position of England, Wales, Ireland, Northern Ireland and Scotland. **Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.** E.g. Be able to compare and contrast between England, Wales, Scotland and Northern Ireland and identify key landscape monuments and features. Be able to compare by population using the terms urban and rural confidently. Know which oceans border each region and describe the topography of each region (England consisting mainly of rolling hills and lowlands). Be able to name key large rivers and mountains such as the river Thames and Mount Snowdon. **Compare 2 different regions in UK rural/urban.** E.g. Country living vs rural living – the pros and cons **Locate and name the main counties and cities in England.** **Linking with History, compare land use maps of UK from past with the present, focusing on land use.** E.g. become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK. Look at the percentage of rural to urban land in the UK and how the land is used. How has this changed over time? Why do you think that is? *(great resource slide on Twinkl to support with this)* **Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day** E.g. Know that the Equator is at the centre of the lines of latitude and is at 0° latitude; the line labelled 0° longitude is called the Prime Meridian or the Greenwich Meridian	**Understand some of the reasons for geographical similarities and differences between countries.** E.g. Link this forestry, mountainous regions, tectonic plates and earthquakes, land use and climate. **Explain how locations around the world are changing and explain some of the reasons for change.** E.g. Link to Greta Thunberg: Polar ice caps; climate protests; pollution; natural disasters. **Begin to understand and explain geographical diversity across the world.** E.g. Climate, vegetation, land use, bodies of water, fauna and flora.	**Human geography including trade between UK and Europe and ROW** E.g. Transportation: container ships and aircraft Know the importance of export and import and how this supports the economy. Look at examples of this happening with fruits grown in exotic countries and Fairtrade products. **Fair/unfair distribution of resources (Fairtrade).** E.g. Know what Fairtrade stands for and how it supports local farmers across the world. Discuss issues closer to home also about farm to plate and fair prices for local farmers from supermarket giants. Discuss competition between products and how some are forced to sell cheap. **Begin to identify and describe how the physical features affect the human activity within a location.** E.g. Know how rural civilisations have survived over decades/centuries by farming the land and making use of natural resources. Know that indigenous tribes still exist and prefer their way of life. **Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.** E.g. Link the changes to changes in climate/ global warming. **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.** Learn about the climate zones of different countries and how this has been effects by global warming-Arctic ice melting/ sea levels rising- recap of year 2 learning. **Describe key aspects of human geography including settlements and land use.** **Types of settlements in modern Britain: villages, towns, cities.** **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.** E.g. Types of settlements in Viking, Saxon Britain linked to History.

Year 6 Knowledge, Understanding and Skills for Geography

Learning skills: Think and work like an explorer

Asking questions	Finding things out	Making sense of what you found out	Using what you found out
Design and create simple questions to investigate. E.g. what causes a volcano to erupt? **Know there can be different answers to questions.** **Identify what might be a good way of answering a historical question.** E.g. using a range of sources- maps, atlases, google earth, interviews, research and eye witness accounts.	**Select interviewing as an appropriate method for collecting evidence.** **Prepare and carry out an interview, sometimes in a formal situation.** **Evaluate the quality of evidence from a range of sources.** E.g. linked to learning about Pompeii, compare historical recounts of events (Pliny)to geographical studies of the land and the effects of the eruption of mount Vesuvius. **Use a database to interrogate and amend information collected.** **Collect and analyse statistics and other information in order to draw clear conclusions about locations.** E.g. Gather information about the population of Japan and compare their population levels in urbanised areas compared to rural areas. Why is there such a distinct difference? Does the physical geography of the area make a difference to the population and lifestyle? **Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.** E.g. use maps, atlases and digital mapping to identify the rural and urbanised areas of Japan. Which key physical and human features can be identified in differing locations? **Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**	**Communicate geographical finding using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.** E.g. record learning/ findings about volcanoes in a range of ways- diagrams. Record learning about the geography and life of people living in Japan in a range of different ways- role play and storytelling. **Explain how countries and geographical regions are interconnected and interdependent.** **Extend to 6 figure grid references with teaching of latitude and longitude in depth.** **Expand map skills to include non-UK countries.** E.g. use map skills to identify key geographical features on maps of Japan and Pompeii. **Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map).** E.g. use different geographical representations to study Pompeii. Which geographical representation in most effective in providing accurate, reliable information? **Use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area.**	**Make connections between geographical locations and knowledge.** Recap learning about natural disasters –Yr 3 (linked to tectonic plates). Recap learning about Romans – Yr4 (linked to Pompeii). **Recognise, retrieve and use geographical knowledge and understanding within other subject areas** E.g. Link learning about Pompeii (natural disasters/ volcanoes) to types of rock recapped learning from yr 3. Link learning about Pompeii (natural disasters/ volcanoes) to states of matter recapped learning from yr 4. Link to position and direction in maths. Link eight compass points and 6 figure grid reference to maths.

Year 6 Knowledge, Understanding and Skills for Geography

Essential Geographical knowledge and understanding

Locational knowledge	Place knowledge	Human and physical geography
On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. **Linking with local History, map how land use has changed in local area over time.** **Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time and what has caused them to change (pollution/ erosion/ settlements)** **Know that the topography of Japan is characterised by a series of mountain ranges running longitudinally across the country and how this impacts on the settlement of the population.** **Explain where Pompeii is located in Italy and how the regions have changed over time** E.g. Know that The ancient Roman city of Pompeii was located in what is now the Campania region of Italy, southeast of Naples. It was at the south-eastern base of Mount Vesuvius and was built on a spur formed by a prehistoric lava flow to the north of the mouth of the Sarnus (modern Sarno) River. Pompeii was destroyed by the violent eruption of Mount Vesuvius on August 24, 79 CE.	**Compare a region in UK with a region in Japan (linked to Kensuke's kingdom).** **Explain and discuss a range of reasons for geographical similarities and differences between countries.** E.g Particularly focus on why the Japanese choose to live in more heavily populated areas due to landscape and urban life. About 80 percent of the land in Japan is considered 'mountainous'. Although not particularly high, the hills and mountains of the Japanese interior are steep and are not, therefore, considered habitable or suitable for cultivation **Explain how locations around the world are changing and explain some of the reasons for change.** e.g. Focus on glaciers and erosion and how that has impacted on the Japanese landscape. **Describe geographical diversity across the world.**	**Describe and understand key aspects of :** **Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.** E.g. Know that Japan is located in an area where two oceanic plates collide with the Eurasian continental plate, on the so-called 'ring of fire' and how this results in volcanic and earthquake activity (link back to earthquake knowledge in y3 and volcano unit in y6) **Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T).** E.g. the Japanese have for centuries exploited their forest resources for fuel, building materials, and the manufacture of various items including paper. **Identify and describe how the physical features affect the human activity within a location.** e.g. How life the life of those living in small Japanese fishing villages is affected by the physical geography around them. **Identify and describe the main human and physical characteristics of Pompeii.** **Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.** **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.** E.g. Know how the mountainous regions of Japan are covered in forests and name the variety of plants that grow here.(subtropical evergreens/ subarctic conifers) **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.**