Disciplinary Knowledge

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

Disciplinary Concepts

- Place
- Space
- Scale
- Interdependence
- Physical and Human Processes
- Environmental Impact
- Sustainable Development
- Cultural Awareness and Diversity

Curriculum Aims

- To develop contextual knowledge of the location of globally significant terrestrial and marine places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

- To 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.

- To be 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 and aerial photographs
  - communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length

	Nursery	Nursery/Reception	Reception	Year 1	Year 2	End of Key Stage Expectations (NC)
	Range 4 (24-36 months)	**Range 5 (36-48 months)**	**Range 6 (48 months+)**			
Location knowledge	Notices detailed features of objects in their environment. **Explore in nursery garden, secret garden and during continuous provision.** Can talk about some of the things they have observed such as plants, animals, natural and found objects. **Explore in nursery garden, secret garden and during continuous provision.**	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Developing an understanding of growth, decay and changes over time. **Explore in nursery garden, secret garden and during continuous provision.** Talks about why things happen and how things work.	Looks closely at similarities, differences, patterns and change in nature. Knows about similarities and differences in relation to places, objects, materials and living things. **Children attend Forest schools. Noticing differences in our local area when drawing maps of journey to school. Children look at maps and globes and talk about how they live in Norwich in England.** **ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**	Talk about some of the world's seven continents and five oceans. **Spring A - continents and oceans (Inventors and Innovators) Compare and contrast Norwich/Kenya. Spring B – Compare with a non-European country (Brazil).** Name and locate England and London. **Autumn A – Local Area (I am the one and only) Summer A – (Castle on the Hill).**	Name and locate **all** of the world's seven continents and five oceans. **Spring A - continents and oceans (Inventors and Innovators) Compare and contrast Norwich/Kenya. Spring B – Compare with a non-European country (Brazil).** I can name and locate all four countries and capital cities of the UK and it's surrounding seas. **Autumn A – Local Area (I am the one and only) Summer A – (Castle on the Hill).**	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
Place knowledge	Notice detailed features of objects in their environment **(eg home/ Mousehold infant and nursery school and grounds)**	Notice detailed features of objects in their environment **(eg home/ Mousehold infant and nursery school and grounds)**	Talks about the features of their own immediate environment and how environments might vary from one another. **I can find out about the environment by talking to people, looking at photographs and simple maps and visiting local places.** (Mousehold Heath. Woodland during forest school.) **ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.**	To talk about the geographical similarities between Norwich and Kenya/Brazil. **Spring A – Compare Kenya and Norwich (Inventors and Innovators) Spring B – Compare with a non-European country (Brazil).**	I understand some human and physical similarities and differences between Norwich and Kenya/Brazil. **Spring A – Compare Kenya and Norwich (Inventors and Innovators) Spring B – Compare Hot and Cold (Brazil)**	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

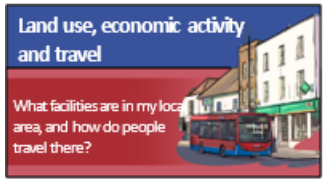
Human and physical geography	Can talk about some of the things they have observed such as plants, animals, natural and found objects. **Explore in nursery garden, secret garden and during continuous provision.**	I can talk about similarities and differences I notice between 'built' and 'natural' environment. Begin to understand the effect their behaviour can have on the environment. Shows care and concern for living things and the Environment. **Explore in nursery and Secret Garden including sensory exploration of plants and seasonal changes.**	Makes observations of animals and plants and explains why some things occur, and talks about changes. **ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.**	I can talk about the local area using basic geographical vocabulary. **Autumn A – Local Area** **(I am the one and only)** **Summer B – Heath (Ugly Bug Ball)** I can talk about seasonal weather patterns in the UK. **Spring A – weather patterns (Inventors and Innovators)** To understand the location of hot and cold areas of the world. **Spring A – Compare Kenya and Norwich (Inventors and Innovators)**	Talk about the features of the human and physical geography of Kenya/Brazil and Norwich. **Autumn A – Local Area** **(I am the one and only)** **Spring A – Compare Kenya and Norwich (Inventors and Innovators)** **Spring B – Compare with a non-European country (Brazil).** **Summer B – Heath (Ugly Bug Ball)** I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world **(Kenya, Africa)** in relation to the equator and the North and south poles. To think about why patterns are starting to become less common due to global warming. **Spring A – Compare Kenya and Norwich (Inventors and Innovators)** **Spring B – Compare with a non-European country (Brazil).**	To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork	Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake.	Explore when playing with small world models such as farm, a garage or a train track. I can use positional language.	I can use everyday language to talk about positions and distance to solve problems. I can describe my relative position such as behind or next to (links to SSM).	Use maps, atlases and globes to **locate** the UK, some continents and oceans. **Autumn A – Local Area (I am the one and only)** **Autumn B – (My Local Journey)** **Spring B – Compare with a non-European country (Brazil).** Use simple fieldwork and observational skills to talk about and make maps of our school and grounds. To talk about human and physical features of our school and it's surrounding environment (homes, shops, Cathedral). Use aerial photographs to recognise landmarks. **Autumn A – Local Area (I am the one and only)** **Spring A – Compare Kenya and Norwich (Inventors and Innovators)** **Summer A – (Castle on the Hill).**	I can use maps, atlases and globes to identify some of the UK's countries and their capital cities and **locate** some continents and oceans. **Autumn A – Local Area (I am the one and only)** **Autumn B – (My Local Journey)** **Spring B – Compare with a non-European country (Brazil).** Use aerial photographs and plan perspectives to recognise landmarks in Norwich and Kenya and basic human and physical features. I can use simple compass directions and locational and directional language including left and right to describe features and routes on a map of our local area or the wider world. **Autumn A- Compasses and directional language (I am the one and only).** **Autumn B – (My local journey)** **Summer B – (Ugly Bug Ball)**	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in Year 1 and 2. Use North, South, East and West, near and far; left and right, to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Y3

Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	
I can understand that places can have meaning to people. I can understand that people can choose to use land differently, and I can give some examples.	I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I understand that counties contain settlements.	I understand that England, Scotland, Wales and Northern Ireland are countries in the UK. I can understand how my region is an area within England. I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets.	I can understand that land has height. I can identify mountains, hills and rivers on maps. I understand human processes in the UK, including settlements and land use. I understand that land use patterns change over time. I can identify some key human and physical features of the UK and my region.	I can understand that England is made up of different regions and counties. People living in these regions and counties may have different senses of identity based on where they live.	I can use compass points, four-figure grid references, symbols, and keys. I can devise a sketch map of my local area. I can identify physical features on a map. I can locate settlements on a map. I can use maps and atlases to discover the United Kingdom.

Y3

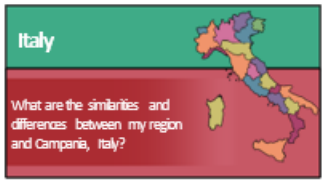


Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Interdependence	
I can understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples.	I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial.	I understand that hamlets, villages, towns and cities are settlements of different sizes.	I understand human processes in the UK, including settlements and land use.	I understand that UK settlements rely on different areas of land use to thrive.	I can plan a geographical enquiry using fieldwork and observational skills. I can use digital mapping to collect data. I can record data using tables and questionnaires. I can present collected data using bars and charts. I can analyse data and explain what I have learnt.

Y3

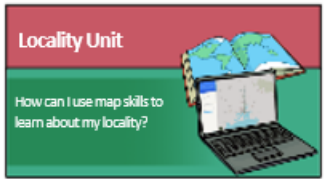
Place Knowledge	Physical and Human Geography			Geographical Skills and Fieldwork
Place	Physical and Human Processes	Environmental Impact	Sustainable Development	I can carry out a geographical enquiry using fieldwork and observational skills. I can record data. I can analyse data and evaluate fieldwork. I can devise a simple map using information learnt from a geographical enquiry.
I can understand that people can choose to use land differently, and I can give some examples.	I can understand how bees are involved in physical processes.	I can understand how land use impacts the survival of bees. I can understand how personal choices on how to use land impact the environment.	I can suggest how to make the school locality more environmentally friendly.	

Y4



Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	I can use atlases, maps and globes to locate places and describe features studied.
I understand that places can have meaning to people and make some suggestions or examples. I understand that people can choose to use land in different ways, depending on the land's physical geography. I can understand the similarities and differences between my region and Campania/South Aegean and give some examples.	I can identify the continents of the world. I can use maps to identify some of the countries of Europe and their capital cities. I can identify some key physical features and settlements in Campania/South Aegean. I can identify the location of my region in England and the key human and physical features. I can identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian.	I can understand how my region is an area within England with different-sized settlements. I can understand that Campania/South Aegean is a region within Italy/Greece, with settlements of different sizes. I can understand that England and Italy/Greece are countries within the continent of Europe.	I can understand that physical processes are the natural forces that change Earth's physical features. I understand how tectonic movement has shaped the Earth's surface. I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy/South Aegean, Greece. I understand human processes in my region and Campania/South Aegean, including settlements and economic activity.	I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.	

Y4



Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	
I understand that places can have meaning to people and make some suggestions or examples. I understand that people can choose to use land in different ways, depending on the land's physical geography.	I can identify the location of my settlement and region in England and the key human and physical features. I can understand and describe human geography, including types of settlement and land use.	I can understand how my region is an area within England with different-sized settlements. I can understand that my local settlement is within a region of England, which is a country within the continent of Europe.	I can understand and describe human geography. I understand human processes in my local settlement, including land use, types of settlements and economic activity.	I can use atlases, maps and globes to locate places and describe geographical features studied. I can use digital maps (Digimap for Schools) to observe, record and present the human and physical features in my local settlement using a sketch map. I can use the eight points of a compass, four-figure grid references, symbols and key, to build my knowledge of my local settlement.

Y5

Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	I can use atlases, maps and globes to locate places and describe features studied.
I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.	I can identify the location of my region in England and the key human and physical features. I can identify some of the countries of North/South America and their capital cities. I can identify some key settlements in the Western USA/Northern Brazil. I can give examples of how the landscape in the Western USA/Northern Brazil varies massively, e.g. climate zones, vegetation belts and biomes. I can identify how physical geography and climate can affect the type and location of settlements in my region and the Western USA/Northern Brazil. I can identify the Prime/Greenwich Meridian and time zones, including day and night.	I can understand how my region is an area within England, and there are counties, towns and cities within my region. I can understand that England is a country within the continent of Europe. I can understand that the USA/Brazil is a country within the North American/South American continent. I can understand that Western USA and Northern Brazil are regions within the USA and Brazil. I understand that there are states, cities, and towns within the West Region of the USA and the North Region of Brazil. I can make comparisons between my country and the USA/ Brazil in terms of the size of the land and the population.	I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle. I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA/Northern Brazil. I can understand how tectonic movement has shaped the Earth's surface. I understand human processes in my region and Western USA/Northern Brazil, including settlements and economic activity.	I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.	

Y5

Place Knowledge	Locational Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
Place	Space	Physical and Human Processes	I can plan a geographical enquiry using fieldwork and observational skills. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.
I can understand that physical features are significant within the local area in which they are located.	I can identify the names and locations of the five longest rivers in England. I can identify the location of a river in my region. I can identify the location of the River Trent.	I can identify key features of the River Trent basin, including the source and the mouth. I can understand what rivers are and how they are formed. I can name and explain the different features of rivers.	

Y5

Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	I can plan a geographical enquiry using fieldwork and observational skills. I can collect data using a range of equipment. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt. I can use compass points and six-figures and references to build my knowledge of the world.
I can understand that physical features are significant within the local area in which they are located.	I can name biomes and vegetation belts that are found across the world. I can name the biomes and ecosystems found in the UK. I can identify the location of the New Forest.	I can understand that you can find different ecosystems, vegetation belts and biomes within countries.	I can understand how the climate impacts the landscape through biomes and vegetation belts. I can understand what animals, plants and habitats can be found in a woodland ecosystem in the UK.	

Y6

Place Knowledge	Locational Knowledge		Physical and Human Geography			
Place	Space	Scale	Physical and Human Processes	Interdependence	Environmental Impact	Sustainable Development
I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.	I can identify the location of my region within England. I can use clues to identify my region's key human and physical geographical features and landmarks.	I can understand how my region is an area within England, and there are counties, towns and cities within my region. I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.	I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market. I can explain how economic activity in the United Kingdom has changed over time.	I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products. I can understand that events in other places can impact the UK.	I can outline the environmental impact caused by different economic activities in the UK.	I can use facts and evidence to judge the sustainability of economic activity in the UK.

Y6

Place Knowledge	Physical and Human Geography				Geographical Skills and Fieldwork
Place	Physical and Human Processes	Interdependence	Environmental Impact	Sustainable Development	
I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area.	I can understand that human actions can disrupt the natural physical processes on Earth.	I can understand that what happens in the United Kingdom can impact other places. I can understand that events in other places can impact the UK. I can understand that the actions of individuals can have a large-scale impact.	I can explain the impact that plastic waste has on the environment.	I can make suggestions on how the school can reduce the impact it is having on the environment.	I can plan a geographical enquiry using fieldwork and observational skills. I can collect data using a range of equipment. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.

	Year 3	Year 4	Year 5	Year 6
Spring	**Theme and Concepts** **Knowledge:** Locational Knowledge, Place Knowledge, Human Geography, Physical Geography and Geographical Skills **Concepts:** Place, Space, Scale, Human Processes, Cultural Awareness and Cultural Diversity **Overview of Learning** In this unit, children will learn about the key geographical characteristics of the United Kingdom. They will discover the different countries of the United Kingdom and the regions within England. Children will explore the human and physical features of the UK, including the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases to explore the UK and their local region while learning to use a compass, four-figure grid references, keys and symbols. **Knowledge and Understanding Objectives** Children will 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. They will understand how some of these aspects have changed over time. Children will describe and understand key aspects of physical and human geography in the UK and their region, including types of settlement and trade. Children will use maps and atlases to locate countries and describe features studied. Children will use the eight points of a compass, four-figure grid references, symbols and keys, building their knowledge of the United Kingdom and the wider world. **Future Learning** **Year 4** - Children will learn about the world and how it is represented on maps. Children will discover the different countries and capital cities of Europe then complete a comparison study of their region and Campania, Italy. Children will learn about plate tectonics, earthquakes and volcanoes. **Year 5** - Children will discover the different countries and capital cities of North America and then complete a comparison study of their region and the Western region of the USA, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle. **Year 6** - Children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each of them impacts the economy of the UK. Using a range of case studies, children will find out how sustainable different economic activities in the UK are and the ramifications they have on the **Knowledge and concepts** **Substantive Knowledge:** Locational Knowledge, Place Knowledge, Human Geography, Geography Skills and Fieldwork **Concepts:** Place, Space, Scale, Interdependence, Human Processes **Overview Of Learning** In this unit, children will learn about the places around them and begin looking for land use patterns. Using a case study of a fictional town to provide context, children will investigate their local area, focusing on its facilities and transport links and how they might be changing. Children will learn different ways of presenting, analysing and evaluating the data collected about their locality. **Knowledge And Understanding Objectives** Pupils will re-cap learning from previous units about types of settlements and land use. In this unit, pupils learn how settlements have changed over time and why original locations were chosen for settlements. Pupils will examine settlements in their local area, focusing on facilities and transport links and any change over time. **Future Learning** **KS3 (national curriculum):** • Understand, using detailed place-based exemplars at a variety of scales, the key processes in human geography relating to population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. • Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	**Theme and Concepts** Knowledge: Locational Knowledge, Place Knowledge, Human Geography, Physical Geography Concepts: Place, Space, Scale, Physical Processes, Cultural Awareness, Cultural Diversity **Overview of Learning** In this unit, children will learn about the world and how it is represented on maps. Children will discover the different countries and capital cities of Europe as well as recapping the countries and cities of the UK. Children will specifically focus on Italy and will learn the key human and physical features of the country before focusing on the region of Campania. Children will learn about plate tectonics, earthquakes and volcanoes and will complete two Campania case studies. Children will then use their knowledge to compare their own region in England with Campania and establish similarities and differences between the two. **Knowledge and Understanding Objectives** Pupils will identify the position and significance of latitude, longitude, the equator, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian. Pupils will learn physical geography, including volcanoes and earthquakes and human geography, including types of settlement and land use. Pupils will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. Pupils will learn about the continent of Europe, concentrating on key physical and human characteristics, the countries and major cities. Pupils will understand geographical similarities and differences through the study of human and physical geography of a region of England and a region in Europe. **Future Learning** **Year 5** - Children will discover the different countries and capital cities of North America and then focus on specifically the Western United States, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle. **Year 6** - Children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each of them impacts the economy of the UK. Using a range of case studies, children will find out how sustainable different economic activities in the UK are and the ramifications they have on the environment.	**Themes and Concepts** **Substantive knowledge:** Locational Knowledge, Place Knowledge, Physical Geography, Human Geography andGeography Skills **Concepts:** Place, Space, Scale, Human Processes, Physical Processes, Cultural Awareness,Cultural Diversity **Overview Of Learning** In this unit, children will recap the key human and physical features of their region in England. Children will discover the different countries and capital cities of North America and then focus on specifically the Western United States. Children will learn the human and physical features of the Western United States including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle and apply this to their region and the Western United States. **Knowledge And Understanding Objectives** Pupils will name and locate the counties and cities of their geographical region within England and their identifying human and physical characteristics and key topographical features. Pupils will understand geographical similarities and differences through the study of human and physical geography of their region of England and a region within North America. Pupils will study the physical geography of a region within North America, including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. Pupils will study the human geography of a region within North America, including types of settlement and land use. Children will use maps, atlases and globes to locate places and describe features studied. **Future Learning** **Year 6** - Children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each of them impacts the economy of the UK. Using a range of case studies, children will find out how sustainable different economic activities are in the UK, and the ramifications they have on the environment. **Knowledge and concepts** **Substantive Knowledge:** Locational Knowledge, Place Knowledge, Physical Geography, Geography Skills and Fieldwork **Concepts:** Place, Space and Physical Processes **Overview Of Learning** In this unit, children will learn about the features of a river at each course and the specific features that can form. Using the River Trent as a case study, children will study the features of rivers in context. Children will then learn to conduct fieldwork at their local river by gathering, recording, analysing and presenting data. **Knowledge And Understanding Objectives** Children will name and locate their geographical region, identifying physical characteristics and key topographical features, including rivers. Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using various methods, including sketch maps, plans and graphs, and digital technologies. Children will use maps and digital/computer mapping to describe the features studied. **Future Learning** **KS3 (national curriculum)** – Use Geographical Information Systems (GIS) to view, analyse and interpret places and data. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	**Knowledge and concepts** **Substantive knowledge:** Locational Knowledge, Place Knowledge, Human Geography **Concepts:** Place, Space, Scale, Human Processes, Environmental Impact, Sustainable Development, Interdependence **Overview Of Learning** In this unit, children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each impacts the UK's economy. Children will learn about different economic activities in the United Kingdom and their sustainability. **Knowledge And Understanding Objectives** Pupils will recap learning from previous units and name and locate the counties and cities of the UK and the key human and physical characteristics and topographical features. Pupils will look into the human geography of the United Kingdom, including land use and an in-depth investigation into economic activity, trade links and the distribution of natural resources, including energy, food, minerals and water. **Future Learning** **KS3 (national curriculum)** - Children will learn human geography relating to economic activity in the primary, secondary, tertiary and quaternary sectors and the use of natural resources.
	Vocabulary	**Vocabulary** **Key Vocabulary to Explain** Aerial photograph, agriculture, Arctic Circle, atlas, beach, capital, characteristics, city, climate, coast, continent, country, earthquake, environment, equator, factory, farm, fieldwork, forest, hemisphere, hill, house, landmark, land use, latitude, locality, location, longitude, map, mountains, observational skills, ocean, office, peninsula, region, river, rural, scale, shop, tropic of Capricorn, tropic of Cancer, urban, valley, village, volcano, weather	**Vocabulary**	**Vocabulary**

	Key Vocabulary to Explain aerial photograph, atlas, beach, characteristics, city, coast, compass, compass rose, continent, country, county, eastings, elevation, factory, farm, forest, habour, hill, house, human processes, landmark, landscape, land use, locality, location, map, mountains, northings, ocean, office, pattern, physical, population, processes, region, river, rural, scale, shop, symbol, topographical, urban, valley, village. **Key Vocabulary To Explain** analyse, block graph, city, evaluate, facilities, hamlet, land use, pictogram, population, raw materials, rural, semi-rural, settlement, site, suburb, suburban, town, urban, village		**Key Vocabulary To Explain** accumulation, aerial photograph, arctic circle, atlas, biome, capital, characteristic, city, climate, climate zone, condensation, continent, conurbation, country, county, desert, earthquake, economic activity, economy, environment, equator, fieldwork, global, gross domestic product (GDP), hemisphere, industry, infiltrate, land use, landmark, latitude, locality, location, longitude, manufacturing, map, megacity, metropolis, mineral, mining, mountain range, pattern, peak, physical processes, plate tectonics, plateau, population, population density, precipitation, quarrying, raw materials, real estate, region, river, run off, scale, significance, summit, symbol, tectonic plates, temperate, time zone, topographical, trade, transpiration, tropic of Cancer, tropic of Capricorn, valley, variation, vegetation, vegetation belt, village, volcano, water cycle, weather **Key Vocabulary To Explain** analyse, channel, confluence, course, data, delta, erosion, estuary, evaluate, field sketch, floodplain, lower course, meander, middle course, mouth, numerical, observe, OS map, oxbow lake, present, quantitative, river basin, river course, silt, source, spring, tributaries, upper course, valley	**Key Vocabulary To Explain** agriculture, artificial intelligence, automation, capture, chart, consumption, contaminate, controversial, desalination, disposal, drought, economy, economic activity, efficient, element, energy, environmental, export, finite, fossil fuel, generate, greenhouse gases, gross domestic product (GDP), hierarchy, hydrologist, import, industry, industrial land, interview, job, landfill, manufacture, metallic elements, mining, population, process, radioactive, rare earth elements, raw materials, recycle, reduce, refuse, renewable energy, replenish, reservoir, reuse, rural, sector, sewage, shortfal, sustainable, source, tax, topography, urban, virtual water, waste
Summer	**Knowledge and concepts** **Substantive Knowledge:** Place Knowledge, Human and Physical Geography, Geography Skills and Fieldwork **Concepts:** Place, Physical Processes, Environmental Impact, Sustainable Development **Overview Of Learning** In this unit, children will learn how important bees are for humans and the natural world. Children will learn the dangers facing bees and how they can be conserved. Children will observe bees in their natural habitat and carry out improvement works on school grounds to help conserve and protect bees. **Knowledge And Understanding Objectives** Pupils will re-cap learning about insects focusing on bees specifically. Pupils will recall what they know about bees and what we learn about bees. Pupils will understand the key issues affecting bees and look at a case study in the East of England region. Pupils will understand how we can use our school environment to help bees. Pupils will plan and carry out effective ways to help conserve bees. Pupils will record and evaluate the effectiveness of bee conservation in school. **Future Learning** **Year 5/6:** • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Themes and Concepts** **Substantive Knowledge:** Locational Knowledge, Physical Geography **Concepts:** Place, Scale, Physical Processes **Overview Of Learning** In this unit, children will review their knowledge about the seas and oceans that surround the UK, understanding that the UK is made up of a range of islands with an expansive coastline. Children will learn about coasts, how they can vary, and why. They will learn to identify different features of coasts and how they are formed. Children will learn about the physical processes that cause a coastline to change over time. Children will look at case studies of the UK's coastlines. Children will learn about coastal protection strategies. **Knowledge And Understanding Objectives** Children will describe and understand key aspects of physical geography in the context ofcoastal features. Children will name and locate the physical characteristics and key topographical features of coasts. Children will understand why some of these aspects have changed over time. Children will begin to understand erosion, deposition and weathering and their effects on coasts. Children will begin to discuss how human activity can affect coasts. Children will relate this knowledge to case studies of UK coasts. **Future Learning** • Children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. • Children will describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the watercycle.	**Knowledge and concepts** **Substantive Knowledge:** Locational Knowledge, Place Knowledge, Physical Geography, Geography Skills and Fieldwork. **Concepts:** Place, Space, Scale, Physical Processes. **Overview Of Learning** In this unit, children will learn about the biomes and ecosystems in the UK. They will complete a case study of the New Forest, discovering the diversity of trees, plants and animals found there. They will plan fieldwork to be conducted in a local woodland ecosystem, investigating the amount and variety of trees, plants and animals. They will then conduct this fieldwork at a local woodland ecosystem, observing, measuring and recording their findings. Children will finally analyse the data collected and present their information to an audience. **Knowledge And Understanding Objectives** Children will use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including plans, graphs, and digital technologies. Children will use the eight points of a compass and four figure grid references. **Future Learning** **KS3 (national curriculum)** – Use Geographical Information Systems (GIS) to view, analyse and interpret places and data. • Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	**Knowledge and concepts** **Substantive Knowledge:** Place Knowledge, Human and Physical Geography, Geography Skills and Fieldwork **Concepts:** Place, Interdependence, Physical and Human Processes, Environmental Impact, Sustainable Development **Overview Of Learning** In this unit, children will learn what plastics and its uses. Children will learn about the problems associated with plastic. Children will investigate ways to reduce plastic waste in school and conduct fieldwork before recording, presenting and evaluating the collected data. **Knowledge And Understanding Objectives** Pupils will learn about plastic and its origins. Pupils will explore the uses of plastic and the problems it can create. Pupils will explore ways of reducing plastic waste at home, at school and in general. Pupils will conduct fieldwork on school grounds to observe, measure and record how effective their school is at reducing plastic waste and to implement new ideas to improve. Pupils will then present and evaluate the data gathered using a range of methods, including sketch maps, graphs, and digital technologies. **Future Learning** **Human and Physical Geography:** • Understand how human and physical processes interact to influence and change landscapes and environments. • Understand, through detailed place-based exemplars at various scales, the key processes in human geography relating to economic activity and the use of natural resources. **Geographical Skills and Fieldwork:** • Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
	Vocabulary **Key Vocabulary To Explain** analyse, bar chart, biodegrade, blueprint, cardinal points, colony, compass, conservation, conserve, domesticated, evaluate, extinct, food chain, heathland, herbicides, insect, line graph, nectar, pesticides, pollen, pollination, pollinator, reproduction, seedlings, species, tally chart, ultraviolet, venom, x-axis, y-axis	**Vocabulary** **Key Vocabulary To Explain** arch, bay, beach, beach nourishment, cliff stabilisation, cave, cliff, coasts, coastline, erosion, deposition, dune nourishment, groynes, headland, island, physical process, revetments, rock armour, sand dunes, sea, seaside, sea walls, sediment, shingle, spit, stack, stump, waterfront	**Vocabulary** **Key Vocabulary To Explain** analyse, biome, classify, climate, compass, data, eastings, ecosystem, fieldwork, grid references, habitat, identification, latitude, longitude, measuring, native, northings, observing, precipitation, present, qualitative, quantitative, recording, species, temperate, tropic of Cancer, tropic of Capricorn, vegetation, vegetation belt	**Vocabulary** **Key Vocabulary To Explain** audit, biodegradable, carbon emissions, database, durability, extracted, formulate, fossil fuel, implemented, incinerated, innovative, microplastics, pelletised, putrid, raw materials, refinery, survey, synthetic

ASPIRATIONS FOR THE FUTURE

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future as a geographer:

Meteorologist, Environmental scientist, Conservationist, Researcher, Data Analyst, Teacher, Town/Landscape Planner.

Our feeder high school snapshot History curriculum:

Jane Austen Map skills and agriculture Population, migration and urbanisation Weather and climate	**Open Academy** Skills Extreme Environments Sustainable living China Weather and climate
Sprowston Community Academy Planet Earth The geography of chewing gum Tracking Britain Rivers Settlements and the growth of Norwich British coastlines	**The Hewett Academy** Map skills and agriculture Population, migration and urbanisation Weather and climate
CNS Tectonic processes and hazards Glaciated landscapes and change Globalisation Regenerating placces The water cycle and water insecurity The carbon cycle and energy security Superpowers and helath, human rights and intervention Field work	**City Academy** Studying key Physical and human geography Spatial awareness of various countries, Map skills Factors that influence our weather and climate as well as natural hazards Changing landscape and hydrology Population settlement, economic activity in primary, secondary, tertiary and quaternary sectors Globalisation Impact of flooding in the UK Global warming Growing gap between rich and poor, the growth of slum settlements in Brazil Natural hazards such as hurricanes, earthquakes and volcanoes Impact of flooding in the UK
Ormiston Victory Academy Continents and countries of the world	**Sewell Park Academy** Map skills

Map skills and field work Life in Africa Weather and climate Glaciers Global economy	The geography of Russia How are populations changing? Biomes Africa – challenges and opportunities Microclimates
Thorpe St Andrew School Geographical skills Development River landscapes Changing places Weather and climate	**Notre Dame High School** Geographical skills Population changes and urbanization River landscapes Impact of resources on the planet Weather and climate