

Inspiring children to shine



'walk as children of light'

### **Geography at Hardwicke Parochial Primary Academy**

#### **Purpose of study**

At Hardwicke, we understand that a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

#### **Aims in Key Stage 1 and Key Stage 2**

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

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

#### **Aims in Early Years Foundation Stage**

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

Understanding The Natural World:

Explore the natural world around them, making observations and drawing pictures of animals and plants

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Vocabulary (Key stage 1)**

- North, east, south, west, compass, near, far, left, right, locality, continent, country, city, town, village, factory, farm, house, office, port, harbour, shop, capital, United Kingdom, Europe, similar, different, season, weather, Equator, North and South Pole, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, map, atlas, globe, aerial, photo, landmark, symbol

**Vocabulary (Key stage 2)**

- Human, physical, Russia, North and South America, environment, region, topographical, hill, mountain, cost, river, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night), similarity, difference, climate zones, biomes and vegetation belts, volcano, earthquake, the water cycle, trade, settlement, economy, energy, mineral, observe, measure

**Additional Vocabulary**

- Climate, weather, temperature, erosion, fertile, irrigation, meander, crop, trade, settlement, environment, abundance, scarcity, resources, habitat, adaptation, population, predator, prey, immigration

**Progression of skills**

|                             |                       |  |  |   |
|-----------------------------|-----------------------|--|--|---|
| <b>Locational knowledge</b> | YR                    | <p><b>Understanding the World</b><br/> <b>Three &amp; Four Year-Olds</b><br/>           Use all their senses in hands-on exploration of natural materials.<br/>           Begin to understand the need to respect and care for the natural environment and all living things.<br/>           Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.<br/> <b>Reception</b><br/>           Draw information from a simple map.<br/>           Recognise some similarities and differences between life in this country and life in other countries.<br/>           Explore the natural world around them.<br/>           Recognise some environments that are different to the one in which they live.<br/> <b>ELG</b><br/>           Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br/>           Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.<br/>           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.<br/>           Understand some important processes and changes in the natural world around them, including the seasons.</p> |  |   |
|                             | <b>Key Vocabulary</b> | Street, house, bungalow, school, church, zebra crossing, traffic lights, bridge, flat, left, right, forwards, backwards, above, under, tunnel, roundabout, teacher, caretaker, cleaner, head teacher, police officer, doctor, dentist, map, spring, summer, autumn, winter   |  |   |
|                             | NC                    | name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  | name and locate the world's seven continents and five oceans   |   |
|                             | Year 1                | Know the names of the four countries that make up the UK and name the three main seas that surround the UK<br>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland   |  |   |
|                             | <b>Key Vocabulary</b> | England, Wales, Scotland, Ireland. North, East, South, West, Capital, United Kingdom (UK), Country, Irish Sea, North Sea, Map, Landmark, Capital Cities,   |  |   |
|                             | Year 2                | Know the names of and locate the seven continents of the world<br>Know the names of and locate the five oceans of the world  |  |   |
|                             | <b>Key Vocabulary</b> | Revise: Year 1 vocab<br>Introduce: compass, near, far, left right, continent, country, city, land mass, body of water, island, ocean, globe, world   |  |   |
|                             | NC                    | locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  | name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) |

|                        |                       |   |  |  |
|------------------------|-----------------------|---|--|--|
|                        | Year 3                | Know the names of and locate at least eight European countries<br>Exposed to the world's countries, using maps  | Know the names of and locate at least eight counties and at least six cities in England  | Know the names of four countries from the southern and four from the northern hemisphere   |
|                        | <b>Key Vocabulary</b> | County, city, country, Europe, European, southern hemisphere, northern hemisphere   |  |  |
|                        | Year 4                | Know the names of and locate at least eight major capital cities across the world   | Know where the main mountain regions are in the UK<br>Know, name and locate the main rivers in the UK  | Use the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Greenwich Meridian are on a world map<br><br>Know what is meant by the term 'tropics'                                |
|                        | <b>Key Vocabulary</b> | Continents, oceans, United Kingdom, Russia, China, North and South America, mountain, river, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night), |  |  |
|                        | Year 5                | Know the names of a number of European capitals<br>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities              | 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  | Apply the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Greenwich Meridian are on a world map  |
|                        | <b>Key Vocabulary</b> | Revise previous vocabulary.<br>Paris, Rome, Madrid, Berlin, Moscow, Athens, Stockholm, Warsaw, Atlas, grid reference, ordnance survey, digital, human characteristics, physical characteristics<br>Topographical, land-use pattern<br>Apply   |  |  |
|                        | Year 6                |   | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | Know about time zones and work out differences<br>Make link between the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities |
|                        | <b>Key Vocabulary</b> | Human, physical, environment, region, topographical, hill, mountain, coast, river, similarity, difference, farming, cities, urban, rural; Russia, North America, South America, International Date Line, Greenwich Meridian, latitude, longitude, tropical  |  |  |
| <b>Place Knowledge</b> | YR                    |   |  |  |
|                        | <b>Key Vocabulary</b> |   |  |  |

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|                                     | NC  | 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   |   |
|                                     | Year 1  | Know features of hot and cold places in the world<br>Know where the equator, North Pole and South Pole are on a globe   |   |
|                                     | <b>Key Vocabulary</b>   | Atlas, globe, weather, equator, North Pole, South Pole, similar, different, hot, cold, map, North, South  |   |
|                                     | Year 2  | Know the main differences between a place in England and that of a small place in a non-European country  |   |
|                                     | <b>Key Vocabulary</b>   | Locality, town, city, village, population, language, culture, tradition, transport, farming, industry, factory, house   |   |
|                                     | NC  | 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  |   |
|                                     | Year 3  | Know at least five differences between living in the UK and a Mediterranean country   |   |
|                                     | <b>Key Vocabulary</b>   | Climate, weather, culture, agriculture, buildings, vegetation, land use, human features, physical features  |   |
|                                     | Year 4  | Understand geographical similarities and differences through the study of human and physical geography of a region of a European country.   |   |
|                                     | <b>Key Vocabulary</b>   | similarity, difference, climate zones, biomes and vegetation belts, human, physical, environment, region, Europe, Greece, Italy   |   |
|                                     | Year 5  | Know key differences between living in the UK and in a country in either North or South America   |   |
|                                     | <b>Key Vocabulary</b>   | Amazon basin, Amazon river, biome, climate, coastal, compass points, continent, country, desert, equator, human features, physical features, latitude, longitude, mountain, mountain range, pampas, peninsula, river, slum, tributary   |   |
| <b>Human and Physical geography</b> | YR  |   |   |
|                                     | <b>Key Vocabulary</b>   |   |   |
|                                     | NC  | 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: • beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • city, town, village, factory, farm, house, office, port, harbour and shop |
|                                     | Year 1  | Know which is the hottest and coldest season in the UK<br>Know and recognise main weather symbols<br>Know the main differences between city, town and village<br>I can use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)<br>I can use basic geographical vocabulary to refer to key human features (city, town, factory, farm, office, port, harbour and shop) |   |
|                                     | <b>Key Vocabulary</b>   | Season, weather, similar, different, Months of the year, symbols, key, map, city, town, village, United Kingdom (UK), beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, city, town, factory, farm, office, port, harbour and shop, human, physical, feature   |   |
|                                     | Year 2  | Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach<br>Explain some of the advantages and disadvantages of living in a city or village.  |   |
| <b>Key Vocabulary</b>               | Physical geography, mountain, lake, island, valley, river, cliff, forest, beach<br>Human geography, Town, city, village, population, language, culture, tradition, transport, farming, industry, crime, overcrowded, pollution, |   |   |

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|  | NC                    | describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle   | 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 |
|  | Year 3                | Know what causes an earthquake<br>Label the different parts of a volcano  |   |
|  | <b>Key Vocabulary</b> | Earthquake, volcano, composite, shield, cinder cone, crust, mantle, outer core, inner core, active volcano, caldera, crater, dormant, extinct, lava, magma, magma chamber, pyroclastic flow, vent, volcanic ash, aftershock, magnitude, compression, richter scale, waves   |   |
|  | Year 4                | Know and label the main features of a river<br>Know the name of and locate a number of the world's longest rivers<br>Know the names of a number of the world's highest mountains<br>Explain the features of a water cycle<br>Know why most cities are located by a river  |   |
|  | <b>Key Vocabulary</b> | the water cycle, river, ocean, mountains, Nile, Amazon, Yangtze, Yellow River, Congo, Everest, K2, Mont Blanc, Ben Nevis  |   |
|  | Year 5                | Know what is meant by biomes and what are the features of a specific biome<br>Label layers of a rainforest and know what deforestation is   |   |
|  | <b>Key Vocabulary</b> | Climate zones, Biome - aquatic, desert, forest, grassland, rainforest, tundra<br>Rainforest, emergent layer, canopy layer, understory layer, forest floor<br>Deforestation, cause, man-made, cattle ranching, burning, logging  |   |
|  | Year 6                | Know the names of and locate some of the world's deserts<br>Know why industrial areas and ports are important<br>Know main human and physical differences between developed and third world countries   |   |
|  | <b>Key Vocabulary</b> | Sahara, Africa, Gobi, Mojave, Las Vegas, Australia, vegetation, precipitation, desertification, adaptation, Arabian, Asia, cold deserts; industry, trade, transport, fairtrade, import, export, goods, global, globalisation, global supply chain, multi-national, economy, energy, sustainability, minerals; housing, environment, income, foreign aid, Human Development Index (HDI), life expectancy, access to resources, poverty, healthcare |   |
| <b>Geographical skills and fieldwork</b> | YR                    |   |   |
|  | <b>Key Vocabulary</b> |   |   |
|  |                       | Use world maps, atlases and globes<br>Use simple compass directions<br>Use aerial photos, construct simple maps<br>Undertake simple fieldwork within school locality  |   |
|  | Year 1                | Know which is N, E, S and W on a compass<br>Know their address, including postcode<br>I can use locational and directional language (near, far, left, right) to describe the location of features and routes on a map<br>I can devise a simple map<br>I can use and construct basic symbols in a key<br>I can use simple fieldwork and observational skills to study the geography of my school and its grounds                                   |   |
|  | <b>Key Vocabulary</b> | Compass, north, east, south, west, address, post code, locality, Hardwicke, Gloucester, near, far, left, right, map, symbols, key, fieldwork, observation   |   |
|  | Year 2                | Know and use the terminologies: left and right; below, next to<br>I can use aerial photographs  |   |

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|        | <b>Key Vocabulary</b> | left and right; below, next to<br>aerial, bird's eye view, map, coordinates, building, forest, field, office, port, harbour, shop, landmark, symbol  |
|        |                       | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied   |
|        |                       | use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world   |
| Year 3 |                       | Use maps to locate European countries and capitals.<br>Know and name the eight points of a compass<br>Begin to 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  |
|        | <b>Key Vocabulary</b> | Europe, European, country, capital, compass, north, north-east, east, south-east, south, south-west, west, north west, north, human features; city, town, farm, factory, bridge, road, buildings, harbour, lighthouse, physical features; lake/ river, hills, trees, cliff tops, beach, mountain   |
| Year 4 |                       | Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian<br>Know how to plan a journey within the UK, using a road map<br>Use the 4- figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>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   |
|        | <b>Key Vocabulary</b> | Map, globe, equator, Tropics (Cancer & Capricorn), Greenwich (Prime) Meridian, United Kingdom, Ordnance Survey, human, physical, observe, measure, record  |
| Year 5 |                       | Know how to use graphs to record features such as temperature or rainfall across the world<br>Use and apply maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>Use the 8 points of a compass, 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  |
|        | <b>Key Vocabulary</b> | Graphs, data, data collection, scale, North, South East, west, North-East, South-East, South-East, South-West, compass, grid reference, contour line, distance, key, symbols,  |
| Year 6 |                       | Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.<br>Know what most of the ordnance survey symbols stand for • Know how to use six-figure grid references<br>Use and apply the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>Draw conclusions upon fieldwork in which we have observed, measured, recorded and presented the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies |
|        | <b>Key Vocabulary</b> | Source, transportation, meander, oxbow lake, deposition, erosion, mouth, bed, current, confluence, delta, estuary, floodplain, silt, tributary, watershed; compass, Ordnance Survey, grid references, symbols, contour lines, spot height, scale; sketch maps, recording, measuring, tables, tallying  |