

# Geography

## Intent:

Our aim at Linby cum Papplewick Primary School is to inspire pupils' curiosity, interest and appreciation for the world in which they live in. Therefore, we aim to equip pupils with the geographical knowledge to develop their skills through studies of places, people and natural and human environments.

As geographers, pupils are exposed to a rich and balanced curriculum that provides them with key knowledge and new vocabulary. As pupils progress through the school, they will develop an insight into the links between physical and human processes and how landscapes and environments have changed and continue to change over time. They will learn about the impact humans' use of natural resources has had on the planet and what can be done to sustain the Earth's natural resources. In addition to this, they will study the changes that have occurred due to climate change and the challenges we face today and in the future.

The geography curriculum encourages pupils to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum.

Fieldwork enquiries enable students to apply their skills, knowledge and understanding within both human and physical Geography.

Geography has many links to other areas of the curriculum from the physical process in Science, creativity in English to the quantitative skills of Mathematics. Pupils are able to use these connections to excel in the wider world.

## Implementation:

The curriculum is sequenced in long and medium term plans to help pupils build cumulative knowledge towards agreed milestones. Geography is taught every term throughout the year, so that pupils can achieve depth in their learning. Opportunities for children to be exposed to and use higher level vocabulary are mapped out, displayed and referred to regularly in lessons. Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative activities, both in and out of the classroom.

As part of the planning process, teachers will need to refer to the following documents:

- The National Curriculum
- Geography Progression of Knowledge and Skills
- Knowledge Organisers

## Impact:

Our geography curriculum offers high quality and well-planned lessons, which are progressive in nature. Geographical questioning helps pupils to gain a coherent knowledge and understanding of the world and its people. Through our curriculum, pupils learn to think critically and ask perceptive questions. In order to ensure our aims and intent have been met, we scrutinise what children have learnt through:

- Assessing pupil's knowledge of key component learning as set out within schemes of work.
- Assessing pupil's understanding of topic linked vocabulary.
- Interviewing the pupils about their learning (pupil voice conversations).
- Moderation and scrutiny of pupil's books and professional dialogue between teachers to assess the quality of children's learning.
- Sharing good practice in staff meetings.
- Marking of written work in books against the school's marking policy.

Pupils will develop a love and respect for the world around them with aspirations to experience places first-hand. Regular educational visits will help shine a light a world beyond Linby and provide further relevant and contextual learning.

## EYFS:

Our EYFS units provide a solid foundation of geographical skills, knowledge and enquiry for children to transition successfully onto Key Stage 1's Geography learning, whilst also working towards the Development Matters statements and Early Learning Goals. These units consist of a mixture of adult-led and child-initiated activities. Our EYFS geographers will learn through practical activities and they will utilise our wonderful outdoor spaces where they can observe firsthand the true beauty of the world in which they live in.

# Key Concepts in Geography

Pupils build substantive knowledge of the main concepts, which are woven through each geography unit:



Place



Space



Sustainability



Change

## Place:

Knowledge of points, or locations, and where they are on a map.

## Space:

The concept of space is about the significance of a location, spacial distribution and the way people organise/manage the space (area) they live in.

## Sustainability:

Sustainability is the capacity of environment to support our lives or other life forms.

## Change:

Change is about analysing how landscapes, land-forms or things have changed over a period of time.

## Key Themes:

Key themes have been identified and can be found throughout the Geography curriculum. These are revisited throughout the key stages, which allow subject-specific knowledge to be built up over time.

Landscape – Climate – Biomes – Water – Economy/Trade –  
Sustainability – Settlements – Development – Migration

# Geography: Mapping of Units of Study

Cycle A			
Class	Autumn	Spring	Summer
Ash (R, Y1)	Welcome to the Family Toy Story	Home Sweet Home A Sailor Went to Sea, Sea, Sea	Sowing and Growing Amazing Animals
Elm (Y1, Y2)	Bright Light, Big City - Landscape	Globe Trotters - Climate - Biomes - Settlements	Seaside Past and Present - Sustainability - Water
Fir (Y3, Y4)	Our Local Area (Coal mining) - Landscape - Sustainability	Pompeii and the Eruption of Mount Vesuvius (AD79) - Landscape	Ancient Egypt (3100 BC – 332 BC) - Water
Oak (Y5, Y6)	Victorians - Water	The Vikings - Settlements	Apartheid - Development - Migration

Cycle B			
Class	Autumn	Spring	Summer
Ash (R, Y1)	Our School, Our Family Seasons and Celebrations	To Infinity and Beyond A Whole New World	Roarsome Reptiles A Mouse took a stroll through the deep dark wood.
Elm (Y1, Y2)	Storyland - Communication	The Great Outdoors	Sailing the Seven Seas
Fir (Y3, Y4)	The Stone Age (4500 BC – 2400 BC – Neolithic) - Settlements - Landscape	Maya Civilisation (2000 BC – 1500 AD) North and South America - Biomes - Climate	Ancient Greeks (1200 BC – 480 BC) - Climate - Migration
Oak (Y5, Y6)	Antarctic Exploration - Landscape - Climate - Sustainability	The Tudors - Economy/Trade	World War 2 - Economy/Trade - Settlements

# Geography: Place



Place



UKS2

## Year 6

- I know and can classify a variety of locations on a world map.
- I know and can give reasons for the similarities and differences between different locations.
- I know the names of at least ten capital cities.
- I know the names of at least three European rivers and can locate them on a map/globe.
- I know and can use longitude and latitude to identify the position of a location.
- I know and can explain why the world needs different time zones.

## Year 5

- I know and can locate a variety of locations on a world map / globe.
- I know the similarities and differences between different locations (Arctic and Antarctic, South Africa, Scandinavia, Europe).
- I know the names of at least eight capital cities.
- I know the names of some European rivers and can locate them on a map/globe.
- I know and understand the significance of latitude and longitude.
- I know and understand that the world has different time zones.

## Year 4

- I know and understand why local coal mines were located in certain positions in the locality and within Britain.
- I know the location of ten countries in Western Europe.
- I know why major volcanoes can be found in different locations.
- I can locate several countries in North Africa and North America and South America.
- I can locate and name major rivers and some of the features of these e.g. source, tributary, delta and mouth.
- I can compare the position of the United Kingdom and Egypt to the equator and the effect it has on the climate.
- I can identify the northern and southern hemisphere, the equator and the Tropics of Cancer and Capricorn and relate these to climate.
- I know and can compare the climate in different regions of the earth.

## Year 3

- I know where local coal mines were located compared to the position of Linby.
- I know the location of seven countries in Western Europe.
- I can locate major volcanoes of the world.
- I can locate and name the major river in Egypt and some of the features of these e.g. source, mouth and delta.
- I can locate countries in North Africa e.g. Egypt and North America and South America e.g. Mexico.
- I can compare the position of the United Kingdom and Egypt to the equator and know what impact this has on climate.

## Year 2

- I can name, locate and identify the four countries of the United Kingdom on a map.
- I can locate the world's seven continents.
- I can locate the five oceans on a world map.
- I know the four points of the compass.
- I know keys are used to show places of interest on a map.
- I know that aerial photos are photos that are taken from above.

## Year 1

- I know where the UK is on a globe and where Nottingham is on a map of the United Kingdom.
- I know the names of the world's seven continents and I know the names of the five oceans.
- I know that maps, pictures and stories can be used to find out about places.
- I can name the four countries of the United Kingdom and their capital cities.
- I know what a capital city is and why
- I know the name of the road that I live on.

## EYFS

- I know places that I have been to with my family.
- I know positional language, such as in front, behind, next to, backwards and forwards
- I know how to navigate around my classroom and outdoor areas.
- I know maps can show where different places are.
- I know that our school is in a village called Linby.

### Vocabulary:

Longitude, latitude, Greenwich Mean Time, capital city, time zones, desert, temperate zone, climate.

**Vocabulary:** source, delta, tributary, mouth, equator, country, climate, tectonic plate, tropics, equator, Tropic of Capricorn, Tropic of Cancer, hemisphere.

**Vocabulary:** globe, Nottingham, United Kingdom, Midlands, continents, oceans, seas, places, countries, capital cities.

### Vocabulary:

Linby, in front, behind, next to, backwards, forwards, place, village, town, city, farm.



LKS2



KS1

EYFS

# Geography: Space



Place



**Year 6**

- I know what the key imports and exports are and I understand why these are produced in their country of origin.
- I know how major cities are located close to large rivers and understand that this was due to import and export.
- I know how to describe the features of a river in terms of lower course, middle course and upper course.

**Year 5**

- I know some of the key imports of Britain.
- I know some of the key exports of Britain.
- I know that major cities are located close to large rivers
- I know what features of a river can be found in the lower course, middle course and upper course.

**Vocabulary:**

import, export, trade, natural resources, oxbow lake, waterfall, dam, reservoir, erosion, deposition



**Year 4**

- I know the features of a river, including the source and how the river changes over its course.
- I know that settlements occur near major water sources and the reasons for this.
- I know how the land has been used for coal mining, the impact of this on the landscape and how mining impacted the population of the local area.
- I know how volcanoes are formed and what triggers an eruption.
- I know that earthquakes are more common along fault lines and how land is impacted by these.
- I know key aspects of the water cycle and can use subject specific vocabulary to describe it.

**Year 3**

- I can compare topographical features of Skara Brae with those of Chichentza and Athens.
- I can compare settlements and know why land is used in particular ways.
- I can compare historic settlements with settlements today.
- I know keys aspects of the water cycle.

**Vocabulary:**

source, tributary, meander, confluence, mouth, estuary, channel, upper course, middle course, lower course

settlement, landscape, agriculture, village, town, city, residential, industrial, leisure, OS symbols, key

mountain, fault line, tectonic plates, crust,

evaporation, precipitation, condensation, collection



**Year 2**

- I know the features of physical geography in the places studied: climate, cliff, valley and vegetation.
- I know the five zones of the ocean.
- I know the features of human geography in the places studied: office, port and harbour.
- I know the how transport is used in a town and village location compared to a city.

**Year 1**

- I know the features of physical geography in the places studied: beach, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather.
- I know how a space is used in a village, town and a city.
- I know the features of human geography in the places studied: city, town, village, factory, farm, house, and shop.

**Vocabulary:**

Trench, Abyss, Midnight, Twilight, and Sunlight, farm, village, port, harbour sea, ocean, transport, landmark, town, city, beach, coast.



**EYFS**

- I can describe my immediate environment using observation, linking it to how the space looks and its uses, through discussion, simple maps and books.
- I know the natural world around me and I can describe what can be seen outside: field, farm, lane and woods.

**Vocabulary:**

small, little, big, more, less, space use, landmark, Top Cross, Bottom Cross, wood, farm, lane.

# Geography: Sustainability



Sustainability



UKS2

Year 6

- I know the impact of human use on natural resources (mining minerals, oil and gas) and can determine if this can be maintained.
- I know about the impact of human use of natural resources (water) and debate if this can be sustained.
- I know about the conservation work of the Canals & River Trust and explain the impact of their work on local communities in terms of leisure, tourism and wellbeing (near the water).
- I know how sustainable tourism is being implemented in Svalbard (northernmost part of Norway).

Year 5

- I know the impact of human use on natural resources (mining minerals, oil and gas).
- I know about the impact of human use of natural resources (water).
- I know about the conservation work of the Canals & River Trust.
- I know what sustainable tourism is and why it is needed.

**Vocabulary:**  
conservation, sustainable tourism, impact, natural resources, minerals, globalization, multi-national, economy.



LKS2

Year 4

- I know how human use of the earth's resources have changed through time, during the Neolithic period.
- I know the impact that earthquakes and volcanic eruptions can have on a community/area/country.
- I know the impact deforestation has on the environment.
- I know the positive and negative impacts that tourism has on a region in the wider world.
- I know that humans' use of sustainable natural resources can have a positive impact on our environment.

Year 3

- I know that humans use the earth's resources in different ways.
- I know the warning signs for an earthquake and a volcanic eruption.
- I know what deforestation is and that this can have a negative impact on the earth.
- I know that tourism can have a positive impact on a region in the wider world.
- I know how the use of coal has impacted on the environment.

**Vocabulary:**  
Renewable energy, fossil fuels, deforestation, carbon footprint, erosion.



KS1

Year 2

- I know some ways that forestry is protected and the benefits of this.
- I know how to protect our green spaces in the great outdoors.
- I know that tourism can impact a coast town positively and negatively.
- I can describe how we can take care of our oceans and analyse the impact of humans on the oceans and how this can be sustained.

Year 1

- I know that there are ways to reduce and reuse plastics and paper.
- I know why reducing the use of plastics is important for ocean life.
- I know that tourism can be seasonal.

**Vocabulary:**  
Forestry, felling, logging, tree farm, pollution, positive, negative, tourism, sustain, reduce, reuse and recycle.



EYFS

EYFS

- I know what recycling is and how it can take care of our world.
- I know the impact of rubbish on our environment and animals.
- I know ways we care for the natural world around us.

**Vocabulary:**  
Recycling, rubbish, environment.

# Geography: Change



Change



UKS2

Year 6

- I know factors that impact water sanitation and that 1 in 10 people worldwide still have no water at home and how the work of Water for South Sudan has impacted lives in Sudan.
- I know that not all countries in Africa have poor water sanitation and give reasons for this.
- I know the several impacts of environmental change on Arctic eco-systems.
- I know several impacts of climate change on the polar ice caps and sea levels.
- I know the social and economical impact WWII had on countries.

Year 5

- I know factors that impact water sanitation and that 1 in 10 people worldwide still have no water at home and that charity work can help to change this.
- I know that not all countries in Africa have poor water sanitation and give reasons for this.
- I know the impact of environmental change on Arctic eco-systems.
- I know the impact of climate change on the polar ice caps and sea levels.
- I know the economical impact WWII had on countries.

## Vocabulary:

tundra, ice cap, fossil fuel, deforestation, weather patterns, flooding, sea level, eco-system, glacier, precipice, crevasse, impact, sanitation.



LKS2

Year 4

- I know how a landscape has been changed by the action of mining.
- I know how a landscape can be changed by an earthquake or a volcanic eruption.
- I know how a landscape has been changed by the effects of deforestation.
- I know how a landscape can be changed by erosion caused by water.
- I know what deposition is and how it changes the landscape.

Year 3

- I know that a landscape can be changed by the action of human activity.
- I know how a landscape can be changed by a volcanic eruption.
- I know that mining caused a significant change to the locality and environment.
- I know that landscapes near to rivers change over time.

## Vocabulary:

Landscape, human activity, volcano, eruption, mining, earthquake, deforestation, tectonic plates, magnitude, epicentre, renewable, fossil fuel, carbon footprint, desertification, deposition, erosion.



KS1

Year 2

- Know that tourism has a seasonal pattern and explain four ways that tourists impacts a coastal town positively and negatively.
- Know that there are a variety of road users in Linby.
- Learn about pollution in the city of London and its' impact and why the congestion charge helps to reduce this.
- Know that polar ice is melting because global temperatures are rising and this is called climate change.
- Know about the different types of pollution and how we can reduce them – including air, sea and land.
- Know that floods, blizzards, tornados and droughts are extreme forms of weather.

Year 1

- Know that weather can change quickly and forecasts can help people prepare for different types of weather.
- Describe the impact of humans on our beaches.
- Know the different initiatives to keep our beaches clean.

## Vocabulary:

Forecast, tourism, pollution, litter, climate change, floods, extreme weather; (blizzards, tornados, droughts), positive, negative, transport, congestion, clean air, temperature.

EYFS

EYFS

- Know the seasons in each year.
- Identify the general weather associated with each season.
- Identify the types of clothes worn each season and for different types of weather.

## Vocabulary:

Autumn, spring, summer, winter, snow, rain, sun, wind, cloudy, waterproof, protect.

# Geography: Fieldwork and Map Skills



**UKS2**

**Year 6**  
I can pose my own geographical enquiry question and then use fieldwork to measure and record the human and physical features in the local area.  
I know effective ways to present data from fieldwork and map work to support/challenge a geographical idea  
I know how to use six-figure grid references.  
I know an increasing range of symbols on an OS map and an atlas.  
I can confidently use an atlas, digital maps and an OS map of the local area.  
I know how to work with maps of different scales.

**Year 5**  
I can use fieldwork to measure and record the human and physical features in the local area.  
I know ways to present data from fieldwork and map work to support/challenge a geographical idea.  
I know how to use four-figure grid references.  
I am starting to understand how to use six-figure grid references.  
I know an increasing number of symbols on an OS map and an atlas.  
I am starting to use an atlas, digital maps and an OS map of the local area.

**Vocabulary:**  
OS map, Google Map  
four and six-figure  
grid reference, scale,  
aerial, human  
features, physical  
features.



**LKS2**

**Year 4**  
I know and use fieldwork to answer a given geographical question in the local area.  
I am increasing in confidence using four-figure grid references to describe a location.  
I know how to use the contents and index pages of an atlas to quickly find a location (including using a grid reference).  
I know why maps have keys and can use them when recording my own data.  
I know and use the eight points of the compass.

**Year 3**  
I know that four-figure grid references can be used to describe a location and I am starting to use them.  
I know how to use the contents and index pages of an atlas to find a location.  
I know how to use fieldwork tools to record the physical and human features about a place/area.  
I know and use the four points of the compass.  
I know a number of Ordnance Survey symbols for human features in a variety of communities e.g villages and towns.  
I can interpret maps in atlases that use a key.

**Vocabulary:**  
atlas, globe,  
Ordnance Survey,  
symbol, key, four-  
figure grid reference,  
compass, scale.



**KS1**

**Year 2**  
- I know how to use and interpret basic keys to read and understand a map.  
- I can create a key for a given map.  
- I know the four points of the compass.  
- I know how to use a simple atlas.  
- I can design a route on a map for a litter pick around the school grounds.  
- I can design my own map of an imaginary island, including the different features that can be found there.

**Year 1**  
- I know how to use a simple map.  
- I know how to identify different physical features on a map – e.g. rivers, forests, lakes.  
- I can spot human features on a map, villages, towns, cities and farms.  
- I can design my own map and add places of interest onto it.  
- I know how the land is used around the school from studying aerial maps.

**Vocabulary:**  
left, right, key, atlas,  
compass, north,  
south, east, west,  
route, island,  
feature, symbol.



**EYFS**

**EYFS**  
- I know that maps show the different features found in a place.  
- I know how to create my own map and use objects to show the different features that can be found in each place.  
- I know different directional vocabulary to direct people.  
- I can carry out a simple count of what can be found (e.g. number of trees) in the outdoor area at school.

**Vocabulary:**  
forwards, backwards, over, under  
feature, map, village, farm, town,  
city, place.