



Intent	To support our children to engage in enquiry about , “How the Earth’s features are shaped and changed over time?” and understand their place in our local community of Nechells, Birmingham and connection to the wider world.		
Pupils are enabled to:	Think about their own place in the world, their values, and their rights and responsibilities to other people and the environment		
EYFS By the end of Reception...	KS1 By the end of Year 2...	Lower KS2 By the end of year 4...	Upper KS2 By the end of year 6...
<p>*Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>*They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>*They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>*Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>*Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>*Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>☑ Identify land use around the school.</p> <p>☑ Use basic geographical vocabulary to refer to: a) key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>☑ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>☑ Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>☑ Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>☑ Describe geographical similarities and differences between countries.</p> <p>☑ Describe how the locality of the school has changed over time.</p> <p>☑ Describe key aspects of:</p>	<p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>☑ Use different types of fieldwork sampling to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>☑ Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>☑ Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>☑ Describe geographical diversity across the world.</p> <p>☑ Describe and understand key aspects of: a) physical geography, including: climate zones, biomes and vegetation belts, rivers,</p>



	b) key human features, including: city, town, village, factory, farm, house, office and shop.	a) physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. b) human geography, including: settlements and land use.	mountains, volcanoes and earthquakes and the water cycle. b) human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
<b>Vocabulary- human &amp; physical features</b>	As previously plus	As previously plus	As previously plus
Building, town, farm, road, park, path People, beach, sea, lake, river, desert Mountain, hill, countryside, forest, wood, weather, seasons	key human, features. city, town, village, factory, farm, house, office, port, harbour, shop, Capital city, country key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, marine	Urban, region, Europe, Country, County, economy, Trade, energy, landscape, Hills and mountains N.B. including the UK names e.g. Pennines, Grampians, Cambrians, Southern Uplands Cotswolds, North and South Downs etc.) Coast, Rural, Climate, Erosion, deposition, earthquake, volcano water cycle, Alps, Geology, Minerals and rock types e.g Chalk, slate, Granite, Sandstone, Biomes/Vegetation belts e.g. Tundra, Coniferous & Deciduous Forest, Mediterranean Mountainous, Desert	Trade Deforestation Derelict Economy Tributary confluence meander ox bow estuary mouth source biomes climate zones
<b>Vocabulary- Geographical map skills and fieldwork ( Specific content)</b>	As previously plus	As previously plus	As previously plus
Map local place globe	name and locate the world's 7 continents and five oceans Asia, Africa, North America South America, Antarctica, Australia/ Oceania/Australasia, Europe, Arctic Southern, Pacific, Atlantic, Indian <i>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</i> England, Scotland, Wales, N. Ireland Belfast, Cardiff, Edinburgh ,London North/ Irish/ Celtic Seas, English Channel	Observe, measure /record, Environmental Region Compass points: NW, NE SE SW Ordnance Survey, map/ Scale 4 figure grid reference, Contours Symbols, Minerals, Rocks European country and capital city names (Differentiate the number for challenge according to ability)	GIS – Geographical Information systems Analysis of data and statistics Global warming, Latitude, Longitude North/ South hemisphere Tropics of Capricorn and Cancer Time differences, North, Central and South American country and capital city names (Differentiate the number for challenge according to ability)



Vocabulary- useful words	As previously plus	As previously plus	As previously plus
<p>Village, city, shop, land, house Motorway, language, world ,water pond</p>	<p>Environment, recycle, Compass, Compass points: East, North, South West, Fieldwork, plan, aerial photograph, map, key symbols Equator, hot/cold, direction, key, Country, Continent, globe, atlas Address, Right/ left, patterns Characteristics, surrounding seas Contrasting, non-European, plus Words linked to the local area</p>	<p>globally significant, land use, Mountains, river features, equator hemisphere, food chain Differences/similarities Compare/ contrast City/country/continent Atlas/map/globe United Kingdom, Great Britain Condensation, Evaporation Change/ effect, Interaction between physical and human processes Formation, interconnected and change over time. Words linked to the local area</p>	<p>spatial variation, vegetation Erosion, deposition, Headland, Resort Cliff, Bay, delta, Geographical influences /significance 6 figure grid reference Climate change, Ordnance Survey, Geographical Information Systems Words linked to the local area</p>
Vocabulary- challenge words	As previously plus	As previously plus	As previously plus
<p>Directional language: L, R, near, next to, behind, Compass N, E, S, W</p>	<p>Scale, route planner, grid, vegetation Urban, rural, challenge, diverse places, Resource, natural and Human environments</p>	<p>Latitude, Longitude, Tributary Confluence, meander, estuary Source, mouth, Topographical Services, Precipitation, Tropics of Capricorn and Cancer, Terrestrial, GIS –Geographical Information systems</p>	<p>Relief, Digital mapping</p>