

**Overview:**

We study geography to give pupils an understanding of the Earth's key physical and human processes and knowledge of the diversity of people, places and natural and human environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

**Aims for the National Curriculum science curriculum:**

- 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.

**Pupils will be taught the following knowledge and skills:**

	EYFS	Y1/2 A	Y1/2 B	Y3/4 A	Y3/4 B	Y5/6 A	Y5/6 B
Locational Knowledge  Where places are	<p>To know that we live in a country called England.</p> <p>To know that our school is in Langton Matravers</p> <p>To know that London is the capital of England</p> <p>To know that Africa is a continent.</p>	<p><b>Our World</b> To know the names of, and locate, the world's seven continents on a globe: Europe, North America, South America, Asia, Africa, Antarctica, and Australasia.</p> <p>To know the names of, and locate, the world's five oceans on a globe: Atlantic, Pacific, Indian, Arctic, Southern (Antarctic).</p> <p>To locate hot and cold areas of the world in relation to the equator and the north and south poles.</p> <p>To know the names of, and locate, countries that fall into hot and cold zones of the world.</p> <p><b>Island Life</b> To know that we live in the south of England (Dorset).</p> <p>To locate Jamaica on a globe/atlas.</p> <p>To locate Kingston within a map of Jamaica.</p> <p><b>Sensational Sea</b> To locate Langton on a map of Dorset and the UK.</p>	<p><b>St George's</b> To locate St. George's school on a map of Langton Matravers.</p> <p>To locate the south of England (Dorset) on a map of the UK.</p> <p><b>UK</b> To know the names of, and locate, the UK's surrounding seas: the English Channel, the North Sea, the Irish Sea, the Atlantic Ocean</p> <p>To know the names of, and locate, the four countries of the United Kingdom on a simple outline map, atlas and globe.</p> <p>To know the name of, and locate on a simple map, the four capital cities of England, Wales, Scotland and Northern Ireland.</p> <p><b>Langton and Beyond</b> To locate South Africa on a globe/atlas.</p> <p>To locate Cape Town within a map of South Africa.</p>	<p><b>Swanage</b> To know the names of, and locate, the main counties around Dorset: Hampshire, Somerset, Wiltshire, Devon</p> <p>To know the names of, and locate, some of the main towns in Dorset: Bournemouth, Poole, Weymouth, Dorchester, and Christchurch.</p> <p>To locate Langton on a map of Dorset and the UK.</p> <p><b>Volcanoes and Mountains</b> To know the names of, and locate, Greece, France, Italy, Spain – and their capital cities.</p> <p>To know the names of, and locate, the two highest mountains in the world: Everest, K2.</p> <p>To know the names of, and locate, two UK mountains: Ben Nevis, Snowdon.</p> <p>To know the names of, and locate, mountains within Europe: The Alps, Atlas Mountains, Mount Olympus.</p> <p>To know the names of, and locate, volcanoes around the world: Mount Vesuvius, Etna, Mount Fuji, Ring of Fire, Eyjafjallajokull (Iceland).</p>	<p><b>(Egypt)</b> To know the names of, and locate, Egypt and other countries within Africa.</p> <p><b>Rainforests</b> To locate Brazil, Colombia, Peru and other South American countries on a globe/atlas – and their capital cities.</p> <p>To locate the Amazon rainforest within a map of South America.</p> <p>To identify the position of the Equator, Tropic of Cancer and Tropic of Capricorn.</p> <p><b>Water</b> To know the names of, and locate, the Nile and Amazon and compare with rivers in the UK: River Frome, River Thames.</p> <p>To know the names of, and locate, Germany, Ukraine, Poland, Sweden, Norway, Finland and other countries within Europe – and their capital cities.</p>	<p><b>North America</b> To locate North America on a globe/atlas.</p> <p>To locate Central America, on a world map.</p> <p>To identify the position of the Greenwich/Prime Meridian.</p> <p><b>Fantastic Jurassic</b> To know the names of, and locate, Birmingham, Manchester, Liverpool, Newcastle, Swansea, Glasgow, Southampton, Bristol, North Yorkshire, Kent, Cornwall within a map of the UK.</p> <p>To locate the whole of the Jurassic Coast on a map of the UK.</p> <p>To locate Swanage on a map of Dorset and the UK.</p>	<p><b>Voyage of Discovery</b> To know the names of, and locate, Russia, Canada, China – and their capital cities.</p> <p>To locate Newfoundland within a map of Canada.</p> <p><b>The Frozen Kingdom</b> To know the names of, and locate, Denmark, Belgium, Netherlands, Switzerland, Austria, Portugal and other countries within Europe – and their capital cities.</p> <p>To know the names of, and locate, world deserts: Sahara, Gobi, Antarctic and Arctic.</p> <p>To identify the position of the Northern and Southern Hemispheres on a globe.</p> <p>To know the names of, and locate, four countries from each of the southern and northern hemispheres.</p> <p>To identify the five major types of biomes on a world map.</p>

	EYFS	Y1/2 A	Y1/2 B	Y3/4 A	Y3/4 B	Y5/6 A	Y5/6 B
<p><b>Locational Knowledge</b></p> <p>Where places are</p>				<p><b>Natural Disasters</b></p> <p>To know the names of, and locate, Japan, India, Australia, New Zealand, Ethiopia, Somalia, Turkey, Argentina, Peru – and their capital cities.</p> <p>To know the names of, and locate, three countries where tsunamis and earthquakes occur.</p> <p>To know the name of, and locate, a country which experiences severe flooding.</p> <p>To know the names of, and locate, countries which experiences severe wild fires and drought.</p>			
<p><b>Place Knowledge</b></p> <p>What we need to know about the places we are studying</p>	<p>To talk about home experiences of holidays in UK and abroad</p> <p>To explore, compare, contrast, observe, draw and discuss animals native to Africa, UK and Polar regions through the use of stories e.g. going on a bear/lion hunt, one day on our blue planet in the savannah/rain forest.</p> <p>To name the Polar Regions and features of these environments e.g. penguins live in Antarctica, Antarctica is an island covered in ice, the Arctic is made of ice.</p> <p><b>To know similarities and differences Between hot and cold environments</b></p>	<p><b>Our World</b></p> <p><b>To know that countries are in groups that together form seven continents</b> (although Russia is an exception to this, as it sits within two continents: Asia and Europe).</p> <p><b>To know that the UK is part of Europe.</b></p> <p>To know that the temperature in areas around the equator is hotter than the temperature in areas around the north and south poles.</p> <p><b>Island Life</b></p> <p><b>To know that a land mass surrounded by water is an island.</b></p> <p><b>To know that England, Scotland and Wales together make Great Britain,</b> which is an example of an island. To know that Kingston is a city in Jamaica.</p> <p><b>Sensational Sea</b></p> <p><b>To understand that countries can be divided up into sections using compass directions, e.g. North, South, East and West.</b></p> <p>To know that the Jurassic Coast stretches across part of the south of England.</p>	<p><b>St George’s</b></p> <p>To know that England is made up of villages, towns and cities and that Swanage, Poole and Bournemouth (e.g. the ‘local’ area) are both towns, located in the South of England (Dorset).</p> <p><b>To know that Langton Matravers is a village.</b></p> <p><b>UK</b></p> <p><b>To know that each country within the UK has its own border, capital city and distinct physical and human characteristics.</b></p> <p><b>To know the capital cities of the UK:</b> England - London, Scotland - Edinburgh, Wales - Cardiff and Northern Ireland – Belfast.</p> <p><b>To know that sections of England are called counties,</b> and that Langton and Swanage both sit within Dorset.</p> <p><b>Langton and Beyond</b></p> <p><b>To know that the world is separated up into countries of different sizes.</b></p> <p><b>To know that each country has a border.</b></p> <p>To know that some countries’ borders are created by the sea /ocean (a natural border).</p>	<p><b>Swanage</b></p> <p><b>To know that each country has its own border, capital city and distinct physical and human characteristics.</b></p> <p>To know that some of the borders between countries in the UK have changed over time.</p> <p><b>To know that there are 27 counties in the UK.</b></p> <p>To know that Dorset is bordered by the English Channel (south) and the counties of Devon (west), Hampshire (east), and Somerset and Wiltshire (both north).</p> <p><b>To know that Dorset does not have any cities.</b></p> <p>To know that Dorchester is the county town of Dorset.</p> <p><b>Volcanoes and Mountains</b></p> <p><b>To know that Mount Everest is a peak in the Himalaya mountain range; that it is considered the tallest point on Earth</b> (8,849 metres tall).</p> <p><b>To know that the highest mountain in the UK is Ben Nevis</b> (1,345 metres tall) and that The Alps is the highest and longest mountain range that is located entirely in Europe (spreads across 8 countries).</p>	<p><b>Rainforests</b></p> <p><b>To know that some borders are natural</b> (e.g. sea / mountains) and some are manmade (e.g. political boundaries). (Stand alone)</p> <p><b>To know that the equator divides the Earth into the north and south.</b></p> <p><b>To know that the Tropic of Cancer is significant because it is the northernmost point where the sun’s rays are directly overhead.</b></p> <p><b>To know that the Tropic of Capricorn is significant because it is the southernmost point where the sun’s rays are directly overhead.</b></p> <p><b>To know that the Amazon Rainforest is the world’s largest rainforest and that it is one of the most diverse ecosystems in the world.</b></p> <p>To know that the four main types of forest in the world are rainforest, temperate, boreal and coniferous</p>	<p><b>North America</b></p> <p>To know that the United States of America (USA) is a country within North America.</p> <p>To know that the USA is made up of (50) states, not counties.</p> <p><b>To know that there are seven countries within Central America.</b> - To know that Central America is a land bridge connecting North and South America.</p> <p><b>To know that the prime meridian is the imaginary line that divides Earth into two equal parts: the Eastern Hemisphere and the Western Hemisphere.</b></p> <p><b>To know that the Greenwich/Prime Meridian is used as the basis for the world’s time zones.</b></p> <p>To understand that we need time zones because different parts of Earth enter and exit daylight at different times, i.e. everyone wants 12pm (noon) to be the middle of the day for them.</p> <p>To understand that daylight hours in the polar regions are different to those of the rest of the world.</p>	<p><b>Voyage of Discovery</b></p> <p>To know the capital city and borders of Canada.</p> <p>To know that Newfoundland is on the most eastern border of Canada.</p> <p>To know that Newfoundland lies at similar latitudes to Great Britain</p> <p><b>The Frozen Kingdom</b></p> <p><b>To know that each country has its own border(s), capital city and distinct physical and human characteristics.</b></p> <p><b>To know that hemisphere means ‘half a sphere’.</b></p> <p><b>To know that the Northern Hemisphere has more land area than the Southern Hemisphere, the majority of the Earth’s population and the largest cities in the world.</b></p> <p><b>To know that there are five major types of biomes:</b> aquatic, grassland, forest, desert, and tundra.</p> <p>To know that the Arctic and Antarctic deserts are tundra.</p> <p>To know that a biome can contain many different habitats.</p>

	EYFS	Y1/2 A	Y1/2 B	Y3/4 A	Y3/4 B	Y5	Y6
<b>Place Knowledge</b>  What we need to know about the places we are studying			<p><b>Langton and Beyond</b> To know that South Africa is a country within the continent of Africa.</p> <p>To know that Cape Town is the capital city of South Africa.</p>	<p><b>Volcanoes and Mountains</b> To know that most volcanoes are found along a belt called the Ring of Fire, that encircles the Pacific Ocean.</p> <p>To know that Indonesia has the highest number of active volcanoes in the world.</p> <p>To know that Mount Olympus is the highest point in Greece.</p> <p><b>Natural Disasters</b> To know that the continent of Africa is made up of 54 countries.</p> <p>To know that a capital city is chosen due to its physical and human features and is therefore different to the other cities in the country.</p> <p>To know that the largest numbers of earthquakes and tsunamis occur along 'The Ring of Fire' belt.</p> <p>To know that India and Bangladesh are flood prone areas due to the monsoon season, which causes heavy rainfall.</p> <p>To know that countries on the equator are more prone to drought.</p> <p>To know that the USA has the most tornadoes of any country due to its location in the world.</p>	<p><b>Water</b> To know that the Nile and the Amazon are the two longest rivers in the world.</p> <p>To know that the River Nile flows from South to North, with the mouth of the river flowing in to the Mediterranean Sea.</p> <p>To know that the River Thames is one of the longest rivers in the UK.</p>	<p><b>Fantastic Jurassic</b> To know that there are currently 70 cities in the UK: 52 in England, 7 in Scotland, 6 in Wales, 5 in Northern Ireland.</p> <p><b>To know that the United Kingdom is recognised as a single country.</b></p> <p><b>To know that the capital of the United Kingdom is London.</b></p>	<p><b>The Frozen Kingdom</b> To understand that a country / continent can contain more than one biome.</p> <p>To know that the Sahara desert is the world's largest hot desert.</p> <p>To understand that a vegetation belt is all of the plant life within a certain area.</p> <p><b>To know that the lines of latitude and longitude are significant because they help locate where a place is in the world.</b></p> <p><b>To know that the equator is the line with 0° latitude.</b></p>

	EYFS	Y1/2 A	Y1/2 B	Y3/4 A	Y3/4 B	Y5	Y6
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<p style="text-align: center;"><b>Physical Geography (including weather)</b></p>	<p>To understand the effect of changing seasons on the natural world around them</p> <p>To describe what they see, hear and feel whilst outside</p> <p>To explore the natural world around them</p> <p>To explore the features of Earth during dinosaur times, e.g. How did the environment differ to now? (Ice age, no houses, no people)</p> <p><b>To name features of a seaside town,</b> e.g. sea, beach, coast, cliff.</p>	<p><b>Our World</b> <b>To know that the weather in different countries is influenced by its position in the world</b> (in relation to the equator).</p> <p><b>To know that the North Pole and South Pole are cold all year round.</b></p> <p><b>Island Life</b> To know that Brownsea Island has areas of woodland, heath, marsh, beach and a small harbour. -To know that Brownsea Island is mainly flat. -To know that the northern half of Brownsea Island is a nature reserve.</p> <p>To know that Jamaica is a mountainous island in the Caribbean Sea. - To know that Jamaica has many hills that are ideal for agriculture and beaches that are popular with tourists. - To know that Kingston is on the coast, which has a port.</p> <p><b>Sensational Sea</b> <b>To know that Swanage has sandy beaches and small cliffs, near the town.</b></p> <p>To understand that the different types of rock on the Jurassic Coast have shaped the way that it looks today, e.g. <i>Durdle Door, Lulworth Cove, Portland, Chesil Beach.</i></p> <p><b>To understand that the Jurassic Coast is rich with fossils, which can tell us about the past.</b></p>	<p><b>St George's</b> To know that the weather in the UK can change daily, but that there are patterns of weather which are linked to our seasons (e.g. <i>longer shorter days, temperature, rain, sun</i>).</p> <p><b>To understand that symbols can be used to describe the weather.</b></p> <p>To know that rainfall is distributed fairly evenly throughout the year, in the UK.</p> <p><b>UK</b> <b>To know that all places have distinct characteristics that make them similar and different from other places.</b></p> <p>To know that the South of England is warmer in summer and colder in winter.</p> <p>To know that the south and east of the UK are drier and the north and west are wetter.</p> <p><b>Langton and Beyond</b> To compare similarities and differences between England and South Africa (<i>landscape, climate, vegetation, landscape, forest</i>):</p> <p><b>To know that Langton is a village surrounded by fields and farmland.</b></p> <p>To know that Dorset is a flat part of England.</p> <p>To know that vegetation is the plant life that grows in an area.</p> <p>To know that in Cape Town it is warmest during our winter and coldest in our summer.</p> <p>To know that Cape Town has a Mediterranean climate.</p> <p>To know that Cape Town is built around parts of Table Mountain, as well as lakes, farm land and coast.</p>	<p><b>Swanage</b> To know that Swanage has a coastline.</p> <p>To know that Swanage has sandy beaches and bays which have been created by erosion.</p> <p><b>Volcanoes and Mountains</b> <b>To understand that the earth is made up of four different layers: crust, mantle, outer core, inner core</b></p> <p><b>To know that the Earth's crust is made up of (7 major) tectonic plates that can move.</b></p> <p><b>To know that volcanoes are created when tectonic plates move and a weak spot (fault) is created.</b></p> <p>To understand that soil becomes more fertile after a volcanic eruption has occurred.</p> <p>To know the names of the different parts of a volcano (<i>magma chamber, main vent, side vent, crater, lava flows</i>).</p> <p>To understand the difference between active, dormant and extinct volcanoes.</p> <p><b>To know that mountains are elevations on the Earth's surface (usually more than 600m high).</b></p> <p><b>To know that mountains can be created in two ways:</b> tectonic plates of the earth moving together; mass erosion.</p> <p>To know that a mountain range is a series of mountains connected.</p> <p><b>To know the main features of a mountain landscape</b> (<i>peak, ridge, moors, rock outcrops, hills, valleys, steep slope, lowland, stream/river</i>).</p> <p>To know that the temperature on mountains becomes colder the higher the altitude gets, and that the climate is wetter than on the surrounding flat land.</p> <p>To know that Mount Everest still has snow on it in summer, but Ben Nevis does not.</p> <p><b>Natural Disasters</b> <b>To know that earthquakes are created when tectonic plates move together.</b></p>	<p><b>(Egypt)</b> <b>To know that without the River Nile most of Egypt would be desert.</b></p> <p>To know that Southern Egypt has low mountains and desert, whereas Northern Egypt has wide valleys near the Nile, and desert to the east and west.</p> <p><b>Rainforests</b> To know the key features of a tropical rainforest are very high rainfall, high temperatures, nutrient-poor soil and high levels of biodiversity.</p> <p><b>To know that the key aspects of a rainforest climate are that it is very hot, humid and wet.</b></p> <p>To know that there are no seasons in tropical rainforests because the weather is consistent all year round.</p> <p>To know the layers of a rainforest: emergent, upper canopy, understory, forest floor.</p> <p><b>To know that South America can be divided into three physical regions:</b> mountains and highlands, river basins and coastal plains. - To know that mountains and coastal plains generally run in a north-south direction, in South America. - To know that highlands and river basins generally run in an east-west direction, in South America. - To know that the Amazon River is the life force of the Amazon rain forest.</p> <p><b>Water</b> To understand that the water can shape the landscape of an area, e.g. <i>erosion, longshore drift, depositing sediment.</i></p> <p>To understand that there are things that can be done to slow down the process of erosion.</p> <p><b>To know that all rivers have a mouth, a source and flow to the sea.</b></p> <p><b>To know that a cycle is a process that is endlessly repeated.</b></p> <p>To know the main features of a water cycle (<i>evaporation, condensation, transpiration, precipitation, sea/river, surface run-off</i>).</p> <p>To know that reservoirs store water for use in nearby cities.</p>	<p><b>North America</b> <b>To know that North America can be divided into five physical regions:</b> the mountainous west, the Great Plains, the Canadian Shield, the varied eastern region and the Caribbean. -To know that North America's major continental divide is the Great Divide, which runs north and south down through Rocky Mountains. -To know that the north of North America hosts an abundance of glacial lakes. -To know that North America's climate ranges from polar in the north, to temperate and to tropical in the south. -To know that there are grasslands (prairies) in the central and western portions, and deserts in the south of North America.</p> <p><b>Fantastic Jurassic</b> <b>To understand some of the natural processes that affect the Jurassic coast.</b> - To know that the three coastal processes are erosion, deposition and transportation, and some examples of each.</p> <p>To know that the Purbecks has a ridge made of chalk.</p>	<p><b>Voyage of Discovery</b> <b>To explain the key similarities and differences in the physical geography of Poole (a coastal region of the UK) and Newfoundland, Canada.</b></p> <p>- To know that Poole is a large coastal town, with a harbour and heathland to the north. -To know that Poole Harbour is the largest natural harbour in Europe. -To know that the River Frome runs through Poole and exits the estuary in to Poole Harbour. -To know that Poole Harbour contains several small islands.</p> <p>-To know that tectonic plates have formed much of the geology of Newfoundland. -To know that Newfoundland has major bays, peninsulas, river systems, lakes and mountain ranges. - To know that there are many islands off the coast of Newfoundland. - To know that Newfoundland and Poole have temperate climates. -To know that, during the first half of each year, the waters off Newfoundland may become covered with pack ice (<i>frozen seawater</i>).</p> <p><b>The Frozen Kingdom</b> <b>To understand that the sun is responsible for all types of weather across the world,</b> due to how it heats the Earth unequally, e.g. <i>warm fronts and cold fronts causing storms, hurricanes etc.</i></p> <p>To know that a climate zone is an area of the world that has its own distinct climate.</p> <p>To know that because the Northern hemisphere has more land and less water, its overall climate tends to be cooler than the climate of the Southern hemisphere.</p> <p>To understand that climate zones affect biomes.</p> <p><b>To know that an arid climate is a dry climate,</b> e.g. <i>desert.</i></p> <p><b>To know that there are different weather patterns within a continent.</b></p>
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<p style="text-align: center;"><b>Human Geography</b></p>	<p>To recognise some environments that are different to the one in which they live.</p> <p><b>To name features of a seaside town,</b> e.g. beach huts, pier, shops, restaurants.</p>	<p><b>Our World</b> To know that in the Arctic roads, buildings and airports are built on frozen ground. - To know that there are limited resources for people who live in the Arctic. - To understand that modern and traditional ways of life clash in the Arctic.</p> <p>To know that Antarctica is the only continent with no humans living permanently.</p> <p><b>Island Life</b> To understand that public access is limited in some areas of Brownsea Island to protect wildlife.</p> <p>To know that there are a small community of people who live on Brownsea Island all year round.</p> <p><b>To understand that Jamaica's landscape is what attracts tourists to the island.</b></p> <p>-To know that Jamaica is home to many religions, cultures and languages.</p> <p><b>Sensational Sea</b> To understand that coasts and seaside locations are changed by humans, e.g. buildings, carparks, playgrounds.</p> <p>To know that some changes to a place are due to natural processes and some are man-made e.g. contrasting harbours.</p>	<p><b>St George's</b> To know that people often live where they were born.</p> <p>To know that a village is a small settlement (houses and buildings) in a country (rural) area.</p> <p><b>UK</b> <b>To understand and describe some of the human characteristics of each of the four countries of the UK:</b> - England: Big Ben, Houses of Parliament, Buckingham Palace, Angel of the North, Wembley Stadium, M25/M6, Stone Henge, Eden Project, Hadrian's Wall - Wales: Cardiff Castle, Snowdon Mountain Railway, Elan Valley dams and reservoirs - Scotland: Edinburgh Castle, Forth Bridge, National Gallery, Glenfinnan Viaduct - Northern Ireland: Titanic Museum, Dunluce Castle, Belfast City Hall</p> <p><b>Langton and Beyond</b> <b>To know that a town has many houses, roads, people, offices and shops.</b></p> <p>To know that a city is usually bigger, busier and more developed than a town.</p> <p><b>To understand the main differences between a small area of the UK (Langton/Swanage) and that of a place in a non-European country (Cape Town): houses, roads, shops, leisure, schools and daily life.</b></p> <p><b>To understand that both Cape Town and Swanage make money from tourists.</b></p>	<p><b>Swanage</b> To know that some human features are distinct to each county/area.</p> <p><b>To know that a settlement is a place where people establish a community.</b> - To understand that settlements have been built throughout different times in history.</p> <p><b>To know what features and resources are important to any successful settlement site,</b> e.g. natural resources including energy, food and water; potential for trade links; potential for different uses of the land; climate; biomes and vegetation; rivers and hills/mountains.</p> <p><b>Volcanoes and Mountains</b> To know some of the advantages and disadvantages of living near a volcano.</p> <p>To understand that some volcanic eruptions can cause global impact.</p> <p>To know how mountain land is typically used: tourism, farming, water conservation, forestry.</p> <p><b>To explain how tourism has an impact on mountain ranges,</b> e.g. economic activity, vegetation clearing, removal of habitats, altering landscapes and water flow, pollution, wildlife relocation.</p> <p><b>Natural Disasters</b> <b>To know that humans have developed warnings for tectonic activity is detected.</b></p> <p>To know that drought occurs due to both natural and manmade causes, such as population pressure, deforestation, over farming.</p> <p>To know that earthquakes can cause homes to be destroyed, transport and communication links to be disrupted, water pipes to burst, and water supplies to be contaminated.</p> <p>To know that the way homes are built has been adapted, in some countries, so that they can withstand earthquakes.</p> <p><b>To understand that the effects of flooding in India have been made worse due to human activity,</b> such as building, urbanisation, river manipulation, construction of bridges and reservoirs, agricultural practices, deforestation, land use changes</p>	<p><b>Rainforests</b> To know that tourism within the Amazon Rainforest is increasing as it becomes more affordable. - To understand that tourism is having a negative impact on the Amazon Rainforest.</p> <p><b>To know that deforestation is the clearing or cutting down of forests.</b></p> <p>To know reasons for deforestation: logging, agriculture, cattle ranching, mining, oil extraction, dam building.</p> <p>To know that indigenous cultures are still present in South America, but that numbers are diminishing.</p> <p><b>Water</b> <b>To understand why most large towns and cities are located by a river.</b></p> <p>To know some of the ways that rivers are used by humans, e.g. energy, transportation, leisure, fishing.</p>	<p><b>North America</b> To know that the northern half of North America is sparsely populated due to its landscape.</p> <p><b>To understand that every place has push and pull factors.</b> - To know that some people choose to migrate because of the pull factors of a new place or the push factor of their current place. - To know that the push and pull factors of a place may include: imports, exports, employment, climate, natural resources, key human and physical features.</p> <p><b>Fantastic Jurassic</b> To understand the impact that human activity is having on the Jurassic coast, e.g. erosion, environmental quality, litter, fires, species disturbance.</p>	<p><b>Voyage of Discovery</b> <b>To know that people choose to live where they do for different reasons.</b> - To know that trade is a factor for where people choose to live and set up businesses. - To know that depending on where you live trade can be easier or more difficult.</p> <p>To understand that UK cities are constantly evolving due to population, trade, economic activity and other factors.</p> <p><b>To explain the key similarities and differences in the human geography of Poole and Newfoundland (location, language, currency, food, population size, predominant settlement type and land uses in the region).</b></p> <p>To know that Poole is a tourist resort.</p> <p>To know that Poole has passenger ferry services connecting it to France and other countries.</p> <p>To know that Poole lies at the centre of a green belt region (to prevent towns from spreading).</p> <p>To know that about half of Newfoundland's economy is based on its abundant natural resources: petrol, minerals, forestry and fish.</p> <p><b>The Frozen Kingdom</b> To know that the Gobi desert attracts tourists who want to experience its beauty.</p> <p>To know that the Gobi desert is growing (desertification) because of human activity such as overgrazing, deforestation and the reduction of water sources.</p> <p>To understand that China wants to slow down the growth of the Gobi Desert (<i>one idea is to plant a ring of forest area known as the 'Green Wall of China'</i>).</p>
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<p style="text-align: center;"><b>Sustai nabili ty</b></p>	<p>To understand that it is good to help look after our planet.</p>	<p><b><u>Our World</u></b></p> <p>To know that food comes from different places around the world and that the distribution of this has environmental impact.</p> <p>To know that ice caps are melting because of climate change caused by humans.</p>	<p><b><u>St George's</u></b></p> <p>To know that some human behaviours are having a negative impact on the world.</p> <p>To know that choosing to use less plastic is the first step in addressing negative impacts, <i>e.g. reduce, reuse and recycle.</i></p> <p>To know that the oceans are polluted with plastic from humans and that this is affecting animal life.</p>	<p><b><u>Natural Disasters</u></b></p> <p>To understand the impact that the production of non-renewable forms of energy has on the planet.</p> <ul style="list-style-type: none"> <li>- To know that it is important to conserve water and energy supplies.</li> </ul> <p>To understand that there is an uneven distribution of water on Earth, and the effects that this has on life.</p>	<p><b><u>Rainforests</u></b></p> <p>To know that we need the rainforests to survive, but that humans are cutting them down for wood and farmland.</p> <p>To understand that there are choices that humans can make to reduce the impact of deforestation.</p> <p>To understand that humans make choices that may lead to destruction of natural resources because of economic activity.</p>	<p><b><u>Fantastic Jurassic</u></b></p> <p>To know that burning fossil fuels creates carbon dioxide which causes climate change.</p> <p>To know that most forms of transportation still use fossil fuels and therefore contribute towards climate change (<i>especially air travel</i>).</p> <p>To understand that there are more sustainable solutions for energy production, <i>e.g. wind farms, water turbines, solar panels.</i></p>	<p><b><u>Frozen Kingdom</u></b></p> <p>To know that the world's resources are not evenly distributed between different countries.</p> <p>To know that current human behaviours are not sustainable.</p> <p>To know that individuals can influence the behaviour of others.</p> <p>To understand that climate change increases drought severity, frequency, duration and spatial extent.</p>
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Field work Skills</b>	<p>To look at where we live and describe features we see on the way to school.</p> <p>To explore the school grounds and look at features of our school environment</p>	<p>To identify key features within known locations and places visited, <i>e.g. school grounds and Brownsea Island.</i></p> <p><b>To identify seasonal and daily weather patterns in the UK.</b></p> <p>To observe changes across the four seasons in the UK.</p> <p><b>To measure simple human geographical patterns, e.g. number of trees, how our class get to school.</b></p> <p>To answer simple questions about straightforward geographical patterns, <i>e.g. What is the most frequent method of getting to school?</i></p>	<p>To ask questions to a range of people.</p> <p>To make simple measurements in the locality, <i>e.g. counting traffic at different times.</i></p> <p>To organise simple data from fieldwork and second hand sources, <i>e.g. using tables and descriptions.</i></p> <p><b>To measure and explain simple patterns to do with human activities, e.g. suggest why tourists go to Cape Town, suggest why the flow of traffic outside school changes at different times.</b></p>	<p>To ask geographical questions about places and environments and express opinions.</p> <p>To record, present and interpret data, <i>e.g. measure using standard units, record using a tally and bar chart.</i></p> <p><b>To use a simple database to present findings from fieldwork.</b></p> <p>To analyse data, which they have collected from first hand observations and experiences, identifying any patterns.</p>	<p><b>To ask and answer questions about places and environments</b>, to aid investigations and express different opinions in relation to issues.</p> <p>To identify and describe the benefits and limitations of data collection methods.</p> <p>To present data and findings using maps, graphs and digital technology.</p> <p><b>To reach a simply explained conclusion to a fieldwork question or prediction.</b></p>	<p>To ask questions to carry out an investigation and express the opinions from a range of points of view.</p> <p>To use a camera and locate annotated photographs on a map.</p> <p><b>To independently present data and findings using maps, graphs and digital technology to show a conclusion that is supported with evidence.</b></p>	<p>To make notes, when asking questions, to express own opinions and recognise why others may have different points of view.</p> <p><b>To justify and evaluate data collection methods.</b></p>
<b>Using Maps</b>	<p><b>To look at maps of Swanage (paper and Google) and explore and discuss the features found on local maps</b></p> <p>To use atlases to discover places e.g. polar regions and the equator</p> <p><b>To explore, compare, contrast, draw and discuss underwater animals around the world through the use of stories, e.g. One day on our blue planet in the ocean, Surprising sharks.</b></p> <p><b>To know on a map that the blue represents the water and green represents the land</b></p> <p>To know that where the land meets the sea is called the coast.</p>	<p>To know that simple maps and globes can be used to identify the UK and its countries.</p> <p><b>To know that the features of an area can be represented as a map.</b></p> <p><b>To know that maps help the user to know where to locate features of the area.</b></p> <p><b>To know how to follow a simple picture map.</b></p> <p><b>To know how to use a simple picture map and globe.</b></p> <p>To use directional language to explain a route, <i>e.g. a route around the school.</i></p>	<p><b>To know that maps, globes and atlases can be used to locate counties, countries, continents and oceans across the world.</b></p> <p>To know that maps, globes and atlases can be used to identify human and physical features.</p> <p><b>To know that there are symbols on a map which represent key features.</b> - To know that symbols on a map are called a key.</p> <p><b>To know the four points of a compass: North, South, East and West.</b></p> <p><b>To locate landmarks, human and physical features on aerial photographs.</b></p>	<p><b>To know that aerial photos and plan perspectives can be used to identify geographical regions and key topographical features.</b></p> <p><b>To know how to use two-figure grid references.</b></p> <p>To understand that basic map symbols have specific meanings.</p> <p><b>To know that map websites, on the internet, can be used.</b></p> <p><b>To know how to use junior atlases.</b></p>	<p><b>To know how to use four-figure grid references.</b></p> <p>To know that each country has a geographic co-ordinate that is generated through its position on the globe.</p> <p><b>To know how to follow a route on a large scale map.</b></p> <p><b>To compare Ordnance Survey maps and aerial/oblique photos.</b></p> <p>To know that maps use scale factors to accurately represent the distance between two places.</p> <p><b>To know that there are eight points of a compass: North, North-East (NE), East, South-East (SE), South, South-West (SW), West and North, North-West (NW).</b></p>	<p><b>To know how to use Ordnance Survey map symbols.</b> - To know that symbols and keys on Ordnance Survey maps can be used to build a knowledge of the United Kingdom, in the past and present.</p> <p><b>To know how to use medium scale Ordnance Survey maps.</b></p> <p><b>To describe a route on an Ordnance Survey map.</b></p> <p>To know that a thematic map is a map that focuses on one main theme and uses colours or pictures to show how different places relate to each other.</p>	<p><b>To know how to use six-figure grid references for latitude and longitude.</b></p> <p><b>To understand that the flattened globe can be recognised as a world map.</b></p> <p><b>To know that maps help to show patterns, cause and effect, relationships and connections.</b></p>
<b>Drawing Maps</b>	<p>To create a 2D/3D map <i>e.g. link to story Little Red Riding hood going to Grandma's house or small world models</i></p>	<p><b>To know that objects can be drawn around to make a plan view.</b></p> <p>To know that maps can be drawn to show an imaginary place, as well as real places.</p> <p>To know that my own symbols can be made to show features on a map.</p>	<p><b>To know that we look down on objects to make a plan view.</b></p> <p><b>To know how to draw a map of a real place.</b></p> <p><b>To know that agreed symbols should be used to make a key.</b></p> <p>To sketch simple maps.</p>	<p><b>To know how to make a map of a short route.</b></p> <p><b>To know that there are standard symbols that are used in a key.</b></p> <p>To draw a simple map of a familiar short route using Ordnance Survey symbols.</p>	<p><b>To know how to make a scale drawing.</b></p> <p>To draw an accurate map of a short route using a key and a scale.</p>	<p><b>To know how to create a simple thematic map.</b></p> <p>To draw a sketch map using Ordnance Survey symbols and a key</p>	<p><b>To know that a style of thematic map can be chosen to show data.</b></p> <p>To draw a variety of maps, sketches and plans with accurate symbols, keys and scale.</p>

<p><b>Vocabulary</b></p>	<p>up, down, forwards, backwards, near, far, close to, next to</p> <p>maps, globe, places, locations, playground, houses, buildings, park, shops, bus stop, church, school, home, build, construct</p> <p>hot, cold</p>	<p>country, capital city, border, island</p> <p>Great Britain, United Kingdom, England, Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, English Channel, North Sea, Irish Sea</p> <p>locality, beach, cliff, harbour, port, town, village, sea, features, human, physical</p> <p>weather, season: weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Autumn, Spring, Summer), time (sun, sunrise, sunset, day length)</p> <p>recycle, reuse, reduce</p>	<p>compass, direction, North, South, East, West, compass point</p> <p>continent, ocean, Pacific, Indian, Atlantic, Southern, Arctic Ocean. Asia, Africa, Europe, North America, South America, Oceania/Australasia, Antarctica</p> <p>aerial view, local area, environment, key, lake, man-made, marsh, natural, photograph, river, city</p> <p>equator, North pole, South pole, icebergs, ice, climate, temperature, explorer, Arctic, desert</p>	<p>border</p> <p>temperature, precipitation, source, bank, bed, canal, current, confluence, downstream, erosion, estuary, floodplain, mouth, meander, fresh water, salt water, stream, tributary, watershed</p> <p>magma, volcano, dormant, active, core, mantle, pumice, lava, eruption, extinct, crust, ash, earth quake, tectonic plate, tsunamis, flood, tornado, fault lines, formed</p> <p>top soil, clay, sand, durability, subsoil, base rock, organic matter</p> <p>conservation, conserve</p>	<p>region, location</p> <p>climate zone, polar, tropical, temperate, rainforest, Amazon, Equator, tropics of cancer/Capricorn, rainfall, Brazil, tropical, forest floor, emergent layer, understory, canopy, deforestation, endangered</p> <p>natural, manmade, biome, landscape, natural resources</p>	<p>hemisphere, southern hemisphere, northern hemisphere,</p> <p>prime/ Greenwich meridian, time zones, climate zones, biomes, vegetation belts</p> <p>renewable, non-renewable energy</p> <p>sustainable, sustainability</p>	<p>north east, north west, south east, south west, co-ordinate, longitude, latitude</p> <p>The British Isles, The United Kingdom of Great Britain and Northern Ireland, border dispute, population</p> <p>rocks, fossil, permeable, fossils, arch, coast, backwash, bay, beach, cave, cliff, coastline, corrosion, current, deposition, groyne, headland, stack, stump, spit, erosion, dune, weathering, waves</p>
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**Substantive concepts to track through school:** migration, settlement, distribution, distance, trade, disaster, sustainability, interconnection