



Crompton
Primary School

GEOGRAPHY

GEOGRAPHY

What is it like to be a geographer at
Crompton Primary School?



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GEOGRAPHY

WHAT IS GEOGRAPHY?

Geography is a subject packed with excitement and dynamism that synthesises aspects of the world and helps us to better understand its people, places and environments, and the interactions between them. Geography also helps us understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures.

Underpinning all of this is a strong spatial component that deepens our understanding of what places are like, why and how they are connected, and the importance of location.



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Geography is an enquiry led subject that seeks answers to fundamental questions such as:

- Where is this place?
- What is it like? (And why?)
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?



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INTENT

In our Geography curriculum, children are given the key skills and knowledge needed to answer key geographical questions. In order to develop children's critical thinking and analytical skills, each topic is based around one key geographical enquiry which children work towards answering at the end of a topic. Our Geography curriculum is designed so children start with the geography all around them before working out to the rest of the UK, Europe and the wider world. Locational knowledge and map skills are key in all topics.

We also ensure that children are exposed to a wide range of resources including diagrams, globes, digital and aerial photographs. Children are also given the opportunity to collect and analyse data gathered in fieldwork to help deepen their understanding of geographical processes. Each year, all key geographical skills are built on from the previous year allowing children to really deepen their knowledge and make progress in all areas of Geography. Children are given opportunities to review previous topics and build on knowledge as well as skills ensuring they have a secure understanding of all aspects of Geography.



IMPLEMENTATION

Geography is taught in every year group and key geographical skills are often applied to other areas of the curriculum, including history, to really deepen the children's knowledge and understanding. Teachers will use the assessment of key objectives to inform planning as well as assessing prior knowledge at the start of every topic to help build on previous skills and deepen understanding. Staff have access to high quality units of work.



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IMPACT

At Crompton Primary, all children will be enthused by the teaching of Geography and will have developed a wide understanding of all concepts and different parts of the world. Children will be enthusiastic Geographers and will have a wide range of knowledge to draw from. All teacher and TAs will be confident in delivering high quality geography lessons and will be passionate about teaching the subject.



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GEOGRAPHY OVERVIEW

Geography Curriculum Map – Autumn Term								
Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Location	Human and physical features of the local environment – Map skills	Location	Country / Coastal	Villages, Towns & Cities	Natural resources in Northern Chile	Slums	Local fieldwork focus study
			Name the seven continents	Mapping Skills	Understand human and physical geography	Know what natural resources are	Know what a slum is and why they formed	Know what fieldwork is and why geographers carry it out
Autumn 2	Weather	Weather & Climate	Name the five oceans	Identify similarities and differences between a village and a coastal town	Understand four-figure grid references	Understand the geography of Chile	Know the eight points of a compass	Show a secure understanding of four and six-figure grid references
			Name the UK countries and their capital cities	Identify a key river, port and mountain on a UK map	Know what topography is and why it is used	Compare UK natural resources to that of Chile	Read four and six-figure grid references	Carry out a fieldwork project and analyse the data
Geography Curriculum Map – Spring Term								
Spring 1	Contrasting Countries		Weather Patterns	Contrasting Countries	Mountains, Volcanoes and Earthquakes	Migration	Biomes	Population and Trade Links
			Know the four seasons	Compare the UK to China	Identify mountain ranges and know how they were formed	Know the physical and human features of Europe	Know what biomes are, where they can be found and the impact humans are having on them	Know the planet population and how it is distributed
Spring 2			The significance of the Equator	Compare London to Beijing	Explain reasons for earthquakes and volcanoes	Know how many countries make up Europe	Identify tundra, taiga and savanna biomes and the plants and animals that live there	Understand food insecurity and why it exists
			Compare the UK to Australia and Antarctica			Compare European features to other continents		Explain globalisation and trade
Geography Curriculum Map – Summer Term								
Summer 1	Location and Map Skills	Countries Map Skills	Geographical Skills, Fieldwork and Data Collection	Human and Physical Features of the Local Environment	Water, Weather and Climate	Rivers	Energy and Sustainability	Position and Significance
			Know left, right, clockwise and anticlockwise	Identify physical and human features in our local area	Understand the Water Cycle, where the Earth's water is located and how it moves	Know what a river is, where it starts, where it ends and how it is used	Identify renewable and non-renewable fuels	Understand latitude and longitude
Summer 2	Houses	Fieldwork	Know my address and identify local landmarks on a map, understanding ground and ariel view	Compare local physical features to The Amazon Rainforest, understanding its importance to the world	Locate the Northern and Southern Hemispheres, and know how to identify countries in each	Understand erosion, transportation and deposition	Understand energy security	Identify the Arctic and Antarctic and explain their significance
			Create an ariel view map of the school	Understand reasons for and against deforestation	Explain longitude, latitude and the Prime Meridian			
			Collect and analyse data about travel to school		Identify basic symbols on the key of a map, before creating our own	Identify time zones	Show a secure understanding of six-figure grid references	



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GEOGRAPHY IN EYFS

EARLY YEARS

Geographical Features in EYFS

In Nursery and Reception children will, within their Understanding of the World, work towards the following outcomes:

- Show interest in different occupations;
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs
- Draw information from a simple map
- Recognise some similarities and differences between life in this country and life in other countries
- Recognise some environments that are different from the one in which they live

Understanding of the World: People, Culture and Communities

3 and 4-year olds will ...

Children should be learning to:

Show interest in different occupations.

Key Vocabulary

- police officer
- nurse
- fire fighter
- ambulance driver
- teacher
- dentist

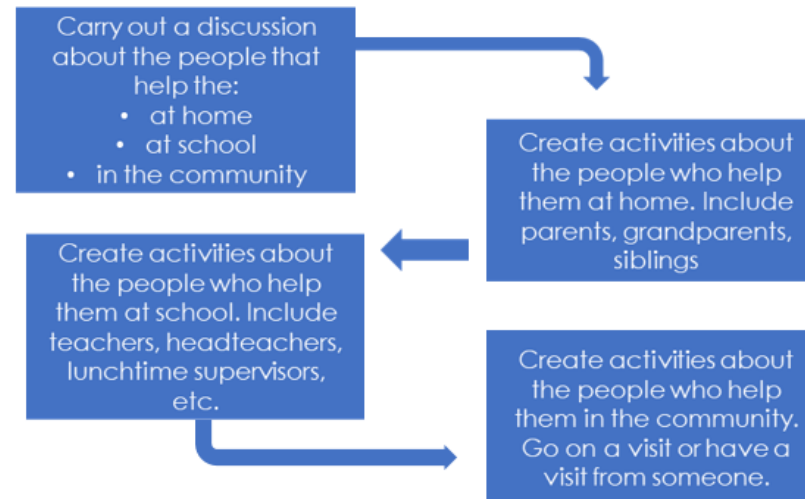
Examples of how this could be supported

-Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author.

-Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play.

-Consider opportunities to challenge gender and other stereotypes.

Proposed Learning Sequence



People, culture and communities: End of nursery expectation

- Showing interest in the lives of people who are familiar to them;
- Remembering and talking about significant events in their own experience;
- Recognising and describing special times or events for family or friends;
- Showing interest in different occupations and ways of life;
- Knowing some of the things that make them unique, and talking about some of the similarities and differences in relation to friends or family.



Understanding of the World: People, Culture and Communities

3 and 4-year olds will ...

Children should be learning to:

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Examples of how this could be supported

-Practitioners can create books and displays about children's families around the world, or holidays they have been on.

-Encourage children to talk about each other's families and ask questions.

-Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.

Key Vocabulary

Africa

Europe

heat wave

icy cold

North and South Pole

Equator

Proposed Learning Sequence

Talk about what is a country. Talk about the different places in the UK that children may know about and may have visited.

Talk about different countries. Those that some may have been on holiday to and some may have lived in.

Focus on a different continent like Africa and Asia and consider similarities and differences.

Use artefacts and video extracts to help children learn about culture and communities in different parts of the world.

People, culture and communities: End of nursery expectation

- Showing interest in the lives of people who are familiar to them;
- Remembering and talking about significant events in their own experience;
- Recognising and describing special times or events for family or friends;
- Showing interest in different occupations and ways of life;
- Knowing some of the things that make them unique, and talking about some of the similarities and differences in relation to friends or family.



Understanding of the World: People, Culture and Communities

Reception aged children will ...

Children should be learning to:	Examples of how this could be supported	Proposed Learning Sequence							
<p>Draw information from a simple map.</p> <table border="1" data-bbox="129 548 524 1061"> <thead> <tr> <th data-bbox="129 548 524 625">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 625 524 696"><input type="checkbox"/> map</td> </tr> <tr> <td data-bbox="129 696 524 768"><input type="checkbox"/> street</td> </tr> <tr> <td data-bbox="129 768 524 839"><input type="checkbox"/> behind</td> </tr> <tr> <td data-bbox="129 839 524 911"><input type="checkbox"/> in front</td> </tr> <tr> <td data-bbox="129 911 524 982"><input type="checkbox"/> close by</td> </tr> <tr> <td data-bbox="129 982 524 1061"><input type="checkbox"/> far away</td> </tr> </tbody> </table>	Key Vocabulary	<input type="checkbox"/> map	<input type="checkbox"/> street	<input type="checkbox"/> behind	<input type="checkbox"/> in front	<input type="checkbox"/> close by	<input type="checkbox"/> far away	<p>-Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>-Familiarise children with the name of the road, and or village/town/city the school is located in.</p> <p>-Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p> <p>-Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>	<div data-bbox="1289 382 2372 825"> <pre> graph LR A[Begin to notice the environment that surrounds them] --> B[Begin to use simple positional language, such as far away and next to] B --> C[Look at photographs and simple maps of their immediate area and begin to recognise what is being represented] C --> D[Create a simple representation of what has been set out in front of them or of a street close to the school] </pre> </div> <div data-bbox="1296 875 2397 1260"> <p style="text-align: center;">People, culture and communities : Early Learning Goal</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • 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. </div>
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Reception aged children will ...

Children should be learning to:	Examples of how this could be supported	Proposed Learning Sequence
<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <div data-bbox="114 625 507 1153" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> England <input type="checkbox"/> London <input type="checkbox"/> country <input type="checkbox"/> town <input type="checkbox"/> village <input type="checkbox"/> city </div>	<p>-Teach children about places in the world that contrast with locations they know well.</p> <p>-Use relevant, specific vocabulary to describe contrasting locations.</p> <p>-Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>-Listen to what children say about what they see.</p> <p>-Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on</p>	<div data-bbox="1294 396 2400 811" style="text-align: center;"> <pre> graph TD A[Know that they live in a country that is called England] --> B[Know that there are many other countries in the world and that some of the children in school may have been born there] B --> C[Know that London is the biggest city in England and is the place where we have a special palace] B --> D[Begin to appreciate that life for children living in other countries can sometimes be very different to their own] </pre> </div> <div data-bbox="1294 853 2400 1273" style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">People, culture and communities : Early Learning Goal</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • 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. </div>

Understanding of the World: People, Culture and Communities

Reception aged children will ...

Children should be learning to:	Examples of how this could be supported	Proposed Learning Sequence							
<p>Recognise some environments that are different from the one in which they live.</p> <table border="1" data-bbox="112 596 491 1132"> <thead> <tr> <th data-bbox="112 596 491 672">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="112 672 491 748"><input type="checkbox"/> seaside</td> </tr> <tr> <td data-bbox="112 748 491 823"><input type="checkbox"/> holiday</td> </tr> <tr> <td data-bbox="112 823 491 899"><input type="checkbox"/> forest</td> </tr> <tr> <td data-bbox="112 899 491 975"><input type="checkbox"/> mountains</td> </tr> <tr> <td data-bbox="112 975 491 1051"><input type="checkbox"/> lakes</td> </tr> <tr> <td data-bbox="112 1051 491 1132"><input type="checkbox"/> river</td> </tr> </tbody> </table>	Key Vocabulary	<input type="checkbox"/> seaside	<input type="checkbox"/> holiday	<input type="checkbox"/> forest	<input type="checkbox"/> mountains	<input type="checkbox"/> lakes	<input type="checkbox"/> river	<p>-Teach children about a range of contrasting environments within both their local and national region.</p> <p>-Model the vocabulary needed to name specific features of the world, both natural and made by people.</p> <p>-Share non-fiction texts that offer an insight into contrasting environments.</p> <p>-Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and through play</p>	<div data-bbox="1302 408 2430 846"> <pre> graph LR A[Know that not everywhere in the world or England is exactly the same as their city, town or village] --> B[Appreciate that in some parts of the country there may be different facilities and attractions] B --> C[Know that some parts of the country attract people for different reasons, e.g., holidays or special visits] C --> D[Be able to explain to someone about the environment that they live in and begin to appreciate it] </pre> </div> <div data-bbox="1302 896 2448 1296"> <p>People, culture and communities : Early Learning Goal</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • 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. </div>
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DISCIPLINARY KNOWLEDGE

Geography: Disciplinary Knowledge

Investigate Places	Investigate Patterns	Communicate Geographically
<p><i>Understanding the geographical location of places and their physical and human features</i></p>	<p><i>Understanding the relationship between the physical features of places and the human activity within them and the appreciation of how they interact</i></p>	<p><i>Understanding geographical representations, vocabulary and techniques.</i></p>
<p>By the end of KS1</p> <ul style="list-style-type: none"> • 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?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • 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 continents and oceans. 	<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> <ul style="list-style-type: none"> • 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. • Identify land use around the school. 	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Geography: Disciplinary Knowledge

Investigate Places	Investigate Patterns	Communicate Geographically
<p><i>Understanding the geographical location of places and their physical and human features</i></p>	<p><i>Understanding the relationship between the physical features of places and the human activity within them and the appreciation of how they interact</i></p>	<p><i>Understanding geographical representations, vocabulary and techniques.</i></p>
<p>By the end of LKS2</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • 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. • Use a range of resources to identify the key physical and human features of a location. • 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. • Name and locate the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

Geography: Disciplinary Knowledge

Investigate Places	Investigate Patterns	Communicate Geographically
<p><i>Understanding the geographical location of places and their physical and human features</i></p>	<p><i>Understanding the relationship between the physical features of places and the human activity within them and the appreciation of how they interact</i></p>	<p><i>Understanding geographical representations, vocabulary and techniques.</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">By the end of UKS2</p> <ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).



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**SUBSTANTIVE
KNOWLEDGE**

Geography: Substantive Knowledge

Locational Knowledge		Place Knowledge	Human and Physical Geography		Skills and Fieldwork
<ul style="list-style-type: none"> <i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i> 	<ul style="list-style-type: none"> <i>name and locate the world's seven continents and five oceans</i> 	<ul style="list-style-type: none"> <i>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</i> 	<ul style="list-style-type: none"> <i>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</i> 	<ul style="list-style-type: none"> <i>use basic geographical vocabulary to refer to:</i> <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> <i>city, town, village, factory, farm, house, office, port, harbour and shop</i> 	<ul style="list-style-type: none"> <i>Use world maps, atlases and globes</i> <i>Use simple compass directions</i> <i>Use aerial photos, construct simple maps</i> <i>Undertake simple fieldwork within school locality</i>
<p>By the end of Key Stage 1</p>	<ul style="list-style-type: none"> Know the names of the four countries that make up the UK and name the three main seas that surround the UK Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland 	<ul style="list-style-type: none"> Know features of hot and cold places in the world Know the main differences between a place in England and that of a small place in a non-European country 	<ul style="list-style-type: none"> Know which is the hottest and coldest season in the UK Know and recognise main weather symbols Know the main differences between city, town and village Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Explain some of the advantages and disadvantages of living in a city or village. 	<ul style="list-style-type: none"> Know where the equator, North Pole and South Pole are on a globe Know which is N, E, S and W on a compass Know their address, including postcode Know and use the terminologies left and right; below, next to 	

Geography: Substantive Knowledge

Locational Knowledge

<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p>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)</p>
<p>By the end of LKS2</p> <ul style="list-style-type: none"> Know the names of and locate at least eight European countries Know the names of and locate at least eight major capital cities across the world Know the names of a number of European capitals 	<ul style="list-style-type: none"> Know the names of and locate at least eight counties and at least six cities in England 	
<p>By the end of UKS2</p> <ul style="list-style-type: none"> Know the names of, and locate, a number of South or North American countries 	<ul style="list-style-type: none"> Know where the main mountain regions are in the UK Know, name and locate the main rivers in the UK 	<ul style="list-style-type: none"> Know the names of four countries from the southern and four from the northern hemisphere Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map Know what is meant by the term 'tropics Know about time zones and work out differences

Geography: Substantive Knowledge

Place Knowledge		Human and Physical Geography	
<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> 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
By the end of LKS2	<ul style="list-style-type: none"> Know at least five differences between living in the UK and a Mediterranean country 	<ul style="list-style-type: none"> Know what is meant by biomes and what are the features of a specific biome Label layers of a rainforest and know what deforestation is 	<ul style="list-style-type: none"> Know why industrial areas and ports are important Know main human and physical differences between developed and third world countries
By the end of UKS2	<ul style="list-style-type: none"> Know key differences between living in the UK and in a country in either North or South America 	<ul style="list-style-type: none"> Know the names of and locate some of the world's deserts 	<ul style="list-style-type: none"> Know why most cities are located by a river.

Geography: Substantive Knowledge

Geographical skills and fieldwork

- *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*

By the end of LKS2

- Use maps to locate European countries and capitals.
- Know how to use graphs to record features such as temperature or rainfall across the world
- Use Google Earth to locate a country or place of interest
- Use the globe and maps to locate countries

- Know and name the eight points of a compass
- Know how to plan a journey within the UK, using a road map
- Know how to use four-figure grid references

By the end of UKS2

- Know how to use graphs to record features such as temperature or rainfall across the world
- Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.
- Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian

- Know and name the eight points of a compass
- Know how to plan a journey within the UK, using a road map
- Know what most of the ordnance survey symbols stand for
- Know how to use six-figure grid references



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GEOGRAPHICAL VOCABULARY

EYFS

Substantive Knowledge

Country/countries/Map/globe/ same and different/information/ Seasons/
autumn/winter/spring/summer/South Pole North

Pole/frozen/sea/ocean/habitat/freezing/solid/melting/ice/snow/ Map/digital

map/atlas/globe/street view/features/key/route/ United Kingdom/England/Northern

Ireland/Scotland/Wales/London/Cardiff/ Belfast/Edinburgh/Queen Elizabeth II/Buckingham

palace/ Houses of Parliament/city/ Autumn/winter/spring/summer/cooler/cold/hot/weather/

vocabulary/rainfall/environment/ Map/atlas/globe/ weather/climate/hot/wet/

monsoon/season/ dry / New Dehli

Disciplinary Vocabulary

Visit/travel/holiday/Map/route/key Features/World/ directional language e.g. left, right, turn,
next, next to, straight on/Introduce north/south/east/west/ Compare/similar/different/
map/globe/

All about Me (N)

Let's celebrate
(N)

My Family & I (R)

Fabulous
Festivals (R)

Autumn

EYFS

<p><u>Substantive Knowledge</u></p> <p>China/Asia/ Feature/landmark/ China/Asia/map/ globe/environment/Feature/Landmark/ Environment/Forests/Mountains/mount Everest/Native/panda</p> <p><u>Disciplinary Vocabulary</u></p> <p>same and different/ map/globe/ environment/</p>	<p>Castles, Dragons & Knights (N)</p> <p>Spring</p>
<p><u>Substantive Knowledge</u></p> <p>Pond/lake/river/canal/sea/ocean/ Water/rain/raindrop/snow/hail/sun/heat/ Sea/ocean/ map/atlas/globe/Names of seas around UK – north sea, Irish sea, Atlantic ocean, Pacific ocean/ Map/ feature/ key/information/ Marine environment/ fish/gills/ Map/atlas/globe /Ocean Atlantic/Pacific/Artic/Southern/Indian/ Desert/dry/hot/climate/extreme/ Ocean/tides/marine/ocean bed/rock/ eruptions/underwater/volcanoes/ Equator/North South Pole/climate/ Map/atlas/globe /Ocean/Atlantic/Pacific/ Artic/Southern/ Indian/Continent/Africa/ Asia/Europe/Region/climate/ seasons/ Region/climate/weather/temperature/seasons/hot and cold/ Map/Key/ features/</p> <p><u>Disciplinary Vocabulary</u></p> <p>/sketch/locate/ adapt/ Location/ Navigate/ Recap/ compare/ direction/ position/ environment/map /feature/</p>	<p>Water (N)</p> <p>Happy Holidays! (R)</p> <p>Mini beats (R)</p> <p>Summer</p>

CLASS ONE

<p><u>Substantive Knowledge</u></p> <p>North America/South America/Asia/Europe/Antarctica/Africa/Australia</p> <p>/Pacific Ocean /Indian Ocean/Atlantic Ocean/Arctic Ocean/Southern Ocean/Wales/Scotland, Norther Ireland, England, North sea, English Chanel, Irish sea.</p> <p>Big Ben, Tower Bridge, River Thames, St. Paul’s Cathedral, Buckingham Palace</p> <p>Mountain, hill, river, lowland, Beach, cliff, port, coast, seaside resort</p> <p><u>Disciplinary Vocabulary</u></p> <p>North, East, South, West</p>	<p>Continents and Locations</p> <p>Autumn</p>
<p><u>Substantive Knowledge</u></p> <p>Ocean, continent, capital city, hill, mountain, river, seasons, spring, autumn, winter, summer, equator, hemisphere, hottest, coldest, wettest, driest, hemisphere, Australia, Uluru, Antarctica, equator, temperature, astronomers, global warming.</p> <p><u>Disciplinary Vocabulary</u></p> <p>climate, population,</p>	<p>Weather Patterns</p> <p>Spring</p>
<p><u>Substantive Knowledge</u></p> <p>continents, ocean, season, equator, climate, compass, north, east, south, west. address, postcode, county aerial view, street view, zoom, transport</p> <p><u>Disciplinary Vocabulary</u></p> <p>photograph field work, observing, data, collect data, surroundings, table, tally, clockwise, anti-clockwise, directions,</p>	<p>Collecting Data</p> <p>Summer</p>

CLASS TWO

<p><u>Substantive Knowledge</u></p> <p>Valley, Canal, Vegetation, cliff, sea and rocks, mountain, hill, lowland and river, beach, cliff, port and seaside resort, continents, city, continent</p> <p><u>Disciplinary Vocabulary</u></p> <p>North, South, East, West, Compass</p> <p>key, map, symbol, Oblique view, Vertical view, Aerial, Atlas, symbols, key, population,</p>	<p>Country, coastal and mapping skills</p> <p>Autumn</p>
<p><u>Substantive Knowledge</u></p> <p>Coastal town, Country village, port, seaside, directional language, map key.</p> <p>country, capital city, population, climate, country, capital city, transport, landmark, smog, map, weather, rainfall, population</p> <p><u>Disciplinary Vocabulary</u></p> <p>Persuasive, Firstly, secondly, next, therefore, population, daily,</p>	<p>Contrasting Countries</p> <p>Spring</p>
<p><u>Substantive Knowledge</u></p> <p>Coastal, country, capital city, continent, Physical, human, local area, Physical, human, environment, river, Environment, human, landmark, Rainforest, environment, oxygen, Deforestation, oxygen, destroyed, change.</p> <p><u>Disciplinary Vocabulary</u></p> <p>map, symbol, location,</p>	<p>Human and Physical Features of the Environment</p> <p>Summer</p>

CLASS THREE

<p><u>Substantive Knowledge</u></p> <p>Counties, cities, The United Kingdom, Great Britain, The British Isles, Physical features, Human features, rivers, Topography, hills, mountains, coasts, rivers, Urban, rural, towns, cities, countryside, farmland, Farming, regions, cattle, climate, residential,</p> <p><u>Disciplinary Vocabulary</u></p> <p>OS map, compare, aerial map, digital map, annotate, Coordinates, location, digi maps, OS maps.</p>	<p>Locational Knowledge</p> <p>Autumn</p>
<p><u>Substantive Knowledge</u></p> <p>Inner core, outer core, iron, nickel, mantle, crust, Oceanic crust, Continental Crust, tectonic plates, collide, Himalayas, Tectonic plate, Magma, magma, rock, ash, gas, erupt, plate margin, Electricity, power stations, eruption, Evacuation drills, emergency response system</p> <p>Agriculture, ranches, orchards, livestock, nourishment, irrigation, artificial watering,</p> <p><u>Disciplinary Vocabulary</u></p> <p>4 figure grid reference, compass, north, east, south, west</p>	<p>Mountains, Volcanoes and Earthquakes</p> <p>Spring</p>
<p><u>Substantive Knowledge</u></p> <p>Freshwater, surface water, atmosphere, solid, liquid, gas, Northern Hemisphere, Southern Hemisphere, Equator, Latitude, Longitude, Equator,</p> <p><u>Disciplinary Vocabulary</u></p> <p>OS map, Digi maps, Prime Meridian, Royal Observatory, Greenwich,</p> <p>Map, symbols, map key, real-life, represent, Map, symbols, map key, real-life, represent, aerial</p>	<p>Water and Map Work</p> <p>Summer</p>

CLASS FOUR

Substantive Knowledge

uranium, gold, iron, timber, oil, copper, aluminium, coal, coltan, cobalt, diamond, phosphates, graphite, tin, zinc, Renewable, non-renewable, growth rate, annual growth rate, fossil fuels, non-metallic minerals, Nuclear energy, coltan, uranium, iron, Chile, Colonised, coal, oil, gas, climate, crops, cotton, sugar, coffee, tobacco plantations, Eastings, northings, Salado River, San Salvador River, San Pedro de Inacaliri River.

Disciplinary Vocabulary

4-figure grid reference, horizontal, gridlines, vertical,

Natural Resources within the UK, Europe and South America

Autumn

Substantive Knowledge

Immigrant, Emigrant, Forced migrant, Voluntary migrant, Permanent migrant, Temporary migrant, International migrant, Economic migrant, Refugee, French, German, Spanish, Welsh, Romanian and Dutch, Mountain range, highest peak, customs, languages, religious, mountain ranges, Eiffel Tower, Notre Dame, The Louvre, Arizona, Grand Canyon, Russia, North America, South America, Amazon Rainforest, Yenisei River

Disciplinary Vocabulary

Forced migration, Permanent migration, Voluntary migration, Temporary, migration, OS map, distance

World Countries and Migrations

Spring

Substantive Knowledge

Amazon river, deposition, sediment, deep valley, eroded,

Erosion, Chemical action, Invisible material, suspension, solution, vertical erosion, river channel, V-shaped valley, resistant, interlocking spurs, Meanders, lateral, oxbow, River Roch, annotate, River Roch, Erosion, OS

Disciplinary Vocabulary

approximately, transportation, 4 figure grid reference, OS maps, Fieldwork, map, directions

Rivers

Summer

CLASS FIVE

<p><u>Substantive Knowledge</u></p> <p>densely populated, settlements, durable, permanent, sufficient, adequate</p> <p>Urbanisation, migrants, shortage, Natural disasters, factories, Vulnerable, poorly constructed, communities, unemployment, Rio De Janeiro, Kibera Slum, Dharavi Slum, Orangi Town, Six-figure grid reference, OS map, Rio De Janeiro, Kibera Slum, Dharavi Slum, Orangi Town</p> <p><u>Disciplinary Vocabulary</u></p> <p>challenges, North, East, South, West, North West, North East, South West, South East, aligns, Six-figure grid reference, OS map,</p>	<p>Slums</p> <p>Autumn</p>
<p><u>Substantive Knowledge</u></p> <p>Biodiversity, global pattern, mountainous regions, distinct</p> <p>negatively, damage biomes, protecting, Arctic Circle, Tundra, specific environment, fragile, coniferous forest, land-based biome, conifer trees, Distribution, Tropical forest, Temperate, Climate change, biodiversity, precipitation patterns, governments</p> <p><u>Disciplinary Vocabulary</u></p> <p>pursuit, Survival, suffer,</p>	<p>Biomes</p> <p>Spring</p>
<p><u>Substantive Knowledge</u></p> <p>Sustainable development, environmentally sustainable, modern steam engine, power machines, fossil fuels, renewable, non-renewable, Energy security, affordable energy, fossil fuels, shortages, Self-sufficiency, waste, Equator, Northern Hemisphere. Southern Hemisphere, Tropic of Cancer and Tropic of Capricorn. Co-ordinates, degrees, latitude, longitude, principle, time zones.</p> <p><u>Disciplinary Vocabulary</u></p> <p>pivotal, economic growth, coal-powered, generate, Co-ordinates, degrees, latitude, longitude, principle, time zones.</p>	<p>Energy,</p> <p>Sustainability and</p> <p>Time Zones</p> <p>Summer</p>

CLASS SIX

<p><u>Substantive Knowledge</u></p> <p>Contour lines, , expeditions, axis.</p> <p>Sketch map, orientation, annotations, scale, and information, Line graph, bar chart, pie chart</p> <p><u>Disciplinary Vocabulary</u></p> <p>Hypothesis, collecting, recording, analysing, six-figure grid reference, Sketch map, orientation, annotations, scale, and information, Analysis, conclusion, evaluation,</p>	<p>Being a Geographer</p> <p>Autumn</p>
<p><u>Substantive Knowledge</u></p> <p>Population density, annual growth, dense,</p> <p>Rapidly growing populations, squatter settlements, densely populated, population pyramid. Global food security, food insecurity, Irrigation, Hydroponics and geaponics, politics, transport, Corporations, revenues, industry</p> <p><u>Disciplinary Vocabulary</u></p> <p>increase, decrease. trade, cultural exchanges, technology, globalisation Internationally, nationally, increased connections, axis, global exports, economy, communication,</p>	<p>Population and Trade Links</p> <p>Spring</p>
<p><u>Substantive Knowledge</u></p> <p>Longitude, Latitude, Co-ordinate, Northern hemisphere, Southern hemisphere</p> <p>Tropics of Cancer, Tropics of Capricorn, Polar regions, Arctic circle, Antarctica</p> <p>Polar, Temperate, Arid, Tropical, Mediterranean, mountainous,</p> <p><u>Disciplinary Vocabulary</u></p> <p>Time zones, Prime meridian, Greenwich meridian, Map key, Symbols, OS maps</p>	<p>Position and Significance</p> <p>Summer</p>



Crompton
Primary School



WHAT OUR CHILDREN SAY

“We are enjoying learning about villages and coastal towns, and using maps in an Atlas and on the computer.”

“We have absolutely loved learning about volcanoes over the past few weeks. We all enjoyed making our own volcanoes at home.”

“We have enjoyed using maps in our geography learning, especially Digimaps on the computers.”

“We really liked it when we took our geography learning outside, when we conducted a traffic survey in the local area.”



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GEOGRAPHY