



Year	National curriculum	Skills	Vocabulary
<u>Rec</u>	<p>Understanding the World: ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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.</p> <p>ELG: The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<ul style="list-style-type: none"> ➤ Can make basic observations about the environment they are in. ➤ Can draw a basic sketch showing some key features of the environment they are in or know. ➤ Can measure using simple words and simple recording. ➤ Can recognise a globe and map of the world. ➤ Can use basic directional language: up, down, right, left, under and around. ➤ Can draw a simple map using imagination of a specific place. ➤ Can ask and answer questions about places, features and environments. 	<p>Country, place, map, sea, seaside, road, path, local, house ,flat, travel (Positional Language) Above, across, along, around, behind, below, down, from, inside, near, opposite, outside</p>
<u>1</u>	<p>Weather in the UK Locational knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place knowledge: understand geographical similarities and differences through studying</p>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> ➤ Name and recognize the four countries of the United Kingdom (England, Scotland, Wales, Northern Ireland) on a map or globe. ➤ Locate and point out the capital cities of the United Kingdom (London, Edinburgh, Cardiff, Belfast) on a map or globe. 	<p>Weather in the UK: climate, cloud, ice, rain, precipitation, puddle, season, snow, sunshine, temperature, weather, wind, measure</p>

	<p>the human and physical geography of a small area of the United Kingdom. Physical and human geography: identify seasonal and daily weather patterns in the United Kingdom.</p> <p>UK Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. Physical and human geography: Identify seasonal and daily weather patterns in the UK.</p>	<ul style="list-style-type: none"> ➤ Identify and describe characteristics of the surrounding seas of the United Kingdom, such as the North Sea, Irish Sea, and English Channel. <p>Place Knowledge:</p> <ul style="list-style-type: none"> ➤ Explore a small area of the United Kingdom, such as their local town or village, to understand its human and physical geography. ➤ Describe key human features of their local area, such as houses, schools, shops, and parks. ➤ Identify and describe key physical features of their local area, such as hills, rivers, and forests. ➤ Compare the features of their local area with those of other areas within the United Kingdom, noting similarities and differences. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> ➤ Observe and describe seasonal weather patterns in the United Kingdom, including changes in temperature, rainfall, and wind direction. ➤ Recognize and name different types of weather conditions, such as sunny, rainy, cloudy, windy, and snowy. ➤ Understand how weather affects daily life and activities, such as clothing choices and outdoor play. <p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"> ➤ Use simple maps or globes to locate and identify the countries and capital cities of the United Kingdom. ➤ Participate in simple weather observations, recording daily weather conditions and changes over time. 	<p>UK: business, city, detached house, factory, farm, flats, forest, high street, house, local, office, river, road, rural, semi-detached, shop, terraced, town, urban, vegetation, village, landscape, environment, settlement, population, community</p> <p>7 continents and 5 oceans: Continent, ocean, Antarctica, mountain, landscape, environment, arctic, snow, ice, blizzard, desert, wind, rain, ice Sheet, iceberg, Africa, sand dune, desert, temperature.</p>
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<p><u>2</u></p>	<p>Continents - Antarctica Locational knowledge: Name and locate the world's seven continents and five oceans. Physical and human geography: Location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Small area in non-European contrasting country - Kampong Ayer Locational knowledge: Name and locate the world's seven continents and five oceans. Place knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</p>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> ➤ Name and locate the world's seven continents (North America, South America, Europe, Asia, Africa, Australia, Antarctica) and five oceans (Pacific, Atlantic, Indian, Southern, Arctic). ➤ Develop a deeper understanding of the locations of continents and oceans on maps or globes. <p>Physical and Human Geography:</p> <ul style="list-style-type: none"> ➤ Understand the concept of hot and cold areas of the world in relation to the Equator and the North and South Poles. ➤ Identify and discuss the characteristics of hot and cold regions, including their climate, vegetation, and human adaptations. ➤ Compare and contrast the physical and human geography of hot and cold regions, noting similarities and differences in environmental conditions and human activities. <p>Place Knowledge:</p> <ul style="list-style-type: none"> ➤ Explore the human and physical geography of a small area in a contrasting non-European country, such as Kampong Ayer. ➤ Understand and describe key human features of Kampong Ayer, such as houses, markets, schools, and transportation systems. ➤ Identify and describe key physical features of Kampong Ayer, such as rivers, forests, and mountains. 	<p>Continents - Antarctica: desert, equator, forest, mountain, North Pole, rainforest, South Pole, soil, vegetation, weather, climate, continent, environment</p> <p>Small area in non-European contrasting country: human features, physical features, city, town, village, urban, rural, continent, country, vegetation, weather, climate, continent, landscape, environment, settlement, population, community, region, locality.</p> <p>Coast: Human and physical features, seaside, countryside, town, environment, pollution, beach, County, Dorset, urban, rural, cliff, coast, waste, tourism/ tourist.</p>

		<ul style="list-style-type: none"> ➤ Compare the human and physical geography of Kampong Ayer with that of their own local area, noting similarities and differences in culture, landscape, and lifestyle. <p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"> ➤ Use maps, atlases, or digital resources to locate and identify the continents and oceans of the world. ➤ Engage in map-based activities to develop spatial awareness and understanding of global geography. ➤ Conduct simple fieldwork activities to explore and describe the human and physical features of their local area and Kampong Ayer, developing observational and descriptive skills. 	
3	<p>Locational Knowledge: Identify and locate the world's continents and oceans. Use simple maps to understand the location of countries and cities within the USA. Introduce earthquakes as natural events that can occur in various parts of the world, including Europe.</p> <p>Place Knowledge: Describe and compare a region of the UK with a region in the USA. Identify key physical and human features of these regions, such as rivers, mountains, cities, and landmarks. Introduce Florida as a region in North America, known for its diverse ecosystems and weather events.</p>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> ➤ Identify and locate the world's continents and oceans on maps or globes, building upon the knowledge gained in Year 2. ➤ Use simple maps to understand the location of countries and cities within the USA, focusing on developing spatial awareness and map reading skills. ➤ Introduce the concept of earthquakes as natural events that can occur in various parts of the world, including Europe, enhancing understanding of global hazards and geology. <p>Place Knowledge:</p> <ul style="list-style-type: none"> ➤ Describe and compare a region of the UK with a region in the USA, highlighting similarities and differences in human and physical geography. 	<p>Magic Kingdom: Human and physical features, Theme park, Tourist, United States of America, State, Location, Scale, Equator, Choropleth map, Time Zone, Data, Route, climate.</p> <p>Sustainability: Human and physical features, sustainable, conservation, fossil fuels, greenhouse gasses, recycle, renewable energy, Global warming, Hydropower, Solar energy, Wind energy</p> <p>Earthquakes: Human and physical features, earthquake, Volcano, epicentre, magnitude, Richter scale,</p>

	<p>Human and Physical Geography: Understand the basic factors that affect climate, such as latitude, distance from the sea, and prevailing winds. Discuss how earthquakes happen, their causes, and the impact they can have on communities.</p> <p>Geographical Skills and Fieldwork: Use simple maps to plan and follow routes. Begin to develop basic fieldwork skills, such as making observations and recording data about an area. Explore the concept of sustainability by discussing how communities can prepare for and recover from earthquakes, as well as how they can protect natural environments like those found in Florida.</p>	<ul style="list-style-type: none"> ➤ Identify key physical features, such as rivers, mountains, and landmarks, in both regions, deepening understanding of geographical features and landmarks. ➤ Introduce Florida as a region in North America, known for its diverse ecosystems and weather events, expanding knowledge of different regions and their unique characteristics. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> ➤ Understand the basic factors that affect climate, such as latitude, distance from the sea, and prevailing winds, laying the foundation for understanding climate systems. ➤ Discuss how earthquakes happen, their causes, and the impact they can have on communities, fostering awareness of natural hazards and disaster preparedness. <p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"> ➤ Use simple maps to plan and follow routes, developing practical mapping skills and spatial awareness. ➤ Begin to develop basic fieldwork skills, such as making observations and recording data about an area, building upon previous fieldwork experiences. ➤ Explore the concept of sustainability by discussing how communities can prepare for and recover from earthquakes, as well as how they can protect natural environments like those found in Florida, promoting environmental awareness and responsible citizenship. 	<p>tectonic plates, inner core, outer core, evacuation, northern and southern hemisphere</p>
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<p><u>4</u></p>	<p>Locational Knowledge: Extend knowledge to include countries and major cities within North America. Introduce latitude and longitude, locating some world cities, including megacities like Tokyo, New York, or Mexico City. Explore the locations of jungles and deserts around the world, such as the Amazon Rainforest and the Sahara Desert.</p> <p>Place Knowledge: Identify and describe the physical and human features of these regions, including megacities, such as their population, size, and challenges. Study the characteristics of jungles, including biodiversity and their importance to the global ecosystem. Explore the unique features of deserts, such as extreme temperatures, adaptations of flora and fauna, and human activities like nomadic lifestyles.</p> <p>Human and Physical Geography: Describe the physical features of rivers and mountains. Understand the water cycle and how it impacts different environments. Discuss the growth and challenges of megacities, including issues related to infrastructure, housing, pollution, and population density. Investigate the biodiversity of jungles and the importance of conservation efforts.</p>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> ➤ Extend knowledge to include countries and major cities within North America, broadening understanding of global geography. ➤ Introduce latitude and longitude, locating some world cities, including megacities like Tokyo, New York, or Mexico City, developing more advanced mapping skills. ➤ Explore the locations of jungles and deserts around the world, such as the Amazon Rainforest and the Sahara Desert, deepening understanding of global ecosystems and biomes. <p>Place Knowledge:</p> <ul style="list-style-type: none"> ➤ Identify and describe the physical and human features of these regions, including megacities, such as their population, size, and challenges, fostering awareness of urban environments. ➤ Study the characteristics of jungles, including biodiversity and their importance to the global ecosystem, enhancing understanding of natural environments. ➤ Explore the unique features of deserts, such as extreme temperatures, adaptations of flora and fauna, and human activities like nomadic lifestyles, developing knowledge of arid landscapes. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> ➤ Describe the physical features of rivers and mountains, building upon understanding of natural landforms. ➤ Understand the water cycle and how it impacts different environments, connecting concepts of hydrology with geography. 	<p>Megacities: Human and physical features, city, megacity, population, economy, high rise, civilisation, urbanisation, urban, rural, continent, distribution</p> <p>Jungles and deserts: Human and physical features, biome, climate, distribution, interaction, interdependence, location, processes, weather, climate, rainforest, deserts, Tropic of Cancer; Tropic of Capricorn</p>
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	<p>Learn about the characteristics of deserts, including how they are formed, the adaptations of plants and animals, and the challenges faced by human populations living in deserts.</p> <p>Geographical Skills and Fieldwork: Use atlases and digital mapping tools to locate countries, cities, jungles, and deserts. Discuss sustainability in the context of megacities, exploring how urban planning and green initiatives can improve the quality of life for residents and reduce environmental impact.</p> <p>Explore the importance of conservation efforts in jungles and deserts, considering how human activities impact these ecosystems and what can be done to protect them.</p>	<ul style="list-style-type: none"> ➤ Discuss the growth and challenges of megacities, including issues related to infrastructure, housing, pollution, and population density, examining urbanization trends and challenges. ➤ Investigate the biodiversity of jungles and the importance of conservation efforts, fostering awareness of environmental conservation. ➤ Learn about the characteristics of deserts, including how they are formed, the adaptations of plants and animals, and the challenges faced by human populations living in deserts, deepening understanding of arid ecosystems and human-environment interactions. <p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"> ➤ Use atlases and digital mapping tools to locate countries, cities, jungles, and deserts, refining mapping and research skills. ➤ Discuss sustainability in the context of megacities, exploring how urban planning and green initiatives can improve the quality of life for residents and reduce environmental impact, promoting awareness of sustainable development. ➤ Explore the importance of conservation efforts in jungles and deserts, considering how human activities impact these ecosystems and what can be done to protect them, fostering environmental stewardship. 	
<p><u>5</u></p>	<p>Locational Knowledge: Explore rivers around the world, including famous rivers like the Amazon in South America and the River Stour in the UK.</p> <p>Place Knowledge:</p>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> ➤ Explore rivers around the world, including famous rivers like the Amazon in South America and the River Stour in the UK, deepening understanding of global water systems. 	<p>Volcanoes: Human and physical features, volcano, latitude, longitude, hemisphere, glacier, Fjord, climate, tectonic plates.</p>

<p>Identify and describe the physical and human features of these regions, including major rivers like the Amazon and the River Stour. Study the characteristics of mountains, focusing on the Alps mountain range in Europe.</p> <p>Introduce volcanoes and their locations, such as the Pacific Ring of Fire, which includes many active volcanoes in South America.</p> <p>Human and Physical Geography: Investigate the impact of rivers on the landscape, ecosystems, and human settlements.</p> <p>Understand the processes of erosion, transportation, and deposition in river systems.</p> <p>Discuss the formation and significance of mountains, including how they affect climate and human activities.</p> <p>Study the causes and effects of volcanic eruptions, including their impact on the environment and human settlements.</p> <p>Geographical Skills and Fieldwork: Use more advanced maps and digital mapping tools to analyse geographical data.</p> <p>Plan and carry out fieldwork investigations related to rivers, such as studying the River Stour and its features.</p> <p>Explore the role of rivers in human activities like transport, agriculture, and leisure.</p> <p>Discuss the risks and benefits of living near mountains and volcanoes, considering how communities adapt to these environments.</p>	<ul style="list-style-type: none"> ➤ Develop knowledge of key rivers and their significance in different regions. <p>Place Knowledge:</p> <ul style="list-style-type: none"> ➤ Identify and describe the physical and human features of these regions, including major rivers like the Amazon and the River Stour, fostering awareness of river landscapes and settlements. ➤ Study the characteristics of mountains, focusing on the Alps mountain range in Europe, enhancing understanding of mountain environments and their impact on landscapes and climates. ➤ Introduce volcanoes and their locations, such as the Pacific Ring of Fire, which includes many active volcanoes in South America, expanding knowledge of geological hazards and landforms. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> ➤ Investigate the impact of rivers on the landscape, ecosystems, and human settlements, examining the role of rivers in shaping environments and supporting human activities. ➤ Understand the processes of erosion, transportation, and deposition in river systems, connecting physical geography concepts with real-world examples. ➤ Discuss the formation and significance of mountains, including how they affect climate and human activities, exploring the role of mountains in shaping landscapes and influencing weather patterns. ➤ Study the causes and effects of volcanic eruptions, including their impact on the environment and human settlements, fostering awareness of geological processes and hazards. 	<p>Mountains: Human and physical features, mountains, mountain range, tectonic plates, tourist, climate, fold mountain, fault line, precipitation.</p> <p>Rivers: Human and physical features, river, landscape, course, meander, water cycle, flood plain, river island, source, mouth, erosion, trade, economic activity, settlement,</p>
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		<p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"> ➤ Use more advanced maps and digital mapping tools to analyse geographical data, developing advanced mapping and data analysis skills. ➤ Plan and carry out fieldwork investigations related to rivers, such as studying the River Stour and its features, applying geographical fieldwork techniques to explore real-world environments. ➤ Explore the role of rivers in human activities like transport, agriculture, and leisure, examining the importance of rivers in supporting human societies. ➤ Discuss the risks and benefits of living near mountains and volcanoes, considering how communities adapt to these environments, promoting awareness of environmental hazards and risk management strategies. 	
6	<p>Locational Knowledge: Understand the significance of the Equator and the Tropics of Cancer and Capricorn. Explore how climate change affects different regions of the world, including Africa.</p> <p>Place Knowledge: Identify and describe the physical and human features of these regions, including the impact of climate change on African environments. Study fair trade and its principles, focusing on how it supports sustainable development in African countries. Introduce British national parks, such as the Lake District and Snowdonia, and their importance for conservation and recreation.</p>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> ➤ Understand the significance of the Equator and the Tropics of Cancer and Capricorn, deepening understanding of global climate zones. ➤ Explore how climate change affects different regions of the world, including Africa, connecting geographical concepts with contemporary issues. <p>Place Knowledge:</p> <ul style="list-style-type: none"> ➤ Identify and describe the physical and human features of these regions, including the impact of climate change on African environments, fostering awareness of environmental change. ➤ Study fair trade and its principles, focusing on how it supports sustainable development in African countries, promoting awareness of ethical trading practices and global inequalities. 	<p>National Parks: Human and physical features, national park, landscape, conservation, urban, rural, moorland, cultural heritage, deciduous, coniferous, fells, loch, heathland, coastline, saltmarsh, gorge, weathering, habitat.</p> <p>Climate Change: Human and physical features, climate, drought, bushfire, flood defence, fossil fuel, global warming, greenhouse gasses, insurance, natural disaster, renewable energy, sustainability.</p>

	<p>Human and Physical Geography: Investigate global issues such as migration, trade, and sustainable development, with a focus on Africa. Understand the impact of climate change on different environments, including changes in weather patterns, sea levels, and ecosystems. Discuss the principles of fair trade and how it promotes ethical and sustainable trading practices. Study British national parks and their role in conserving natural landscapes, biodiversity, and providing opportunities for recreation and tourism.</p> <p><u>Geographical Skills and Fieldwork:</u> Use GIS (Geographical Information Systems) to analyse and present data related to climate change across the world. Plan and carry out fieldwork investigations related to fair trade, such as researching products that are ethically sourced. Explore British national parks through virtual tours or study materials, discussing their features, conservation efforts, and visitor management. Discuss the role of individuals and communities in combating climate change, supporting fair trade, and preserving national parks.</p>	<ul style="list-style-type: none"> ➤ Introduce British national parks, such as the Lake District and Snowdonia, and their importance for conservation and recreation, connecting local landscapes with global conservation efforts. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> ➤ Investigate global issues such as migration, trade, and sustainable development, with a focus on Africa, exploring the interconnectedness of global issues and their impacts. ➤ Understand the impact of climate change on different environments, including changes in weather patterns, sea levels, and ecosystems, fostering awareness of environmental challenges. ➤ Discuss the principles of fair trade and how it promotes ethical and sustainable trading practices, fostering awareness of global economic systems and inequalities. ➤ Study British national parks and their role in conserving natural landscapes, biodiversity, and providing opportunities for recreation and tourism, connecting local environments with global conservation efforts. <p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"> ➤ Use GIS (Geographical Information Systems) to analyse and present data related to climate change across the world, developing advanced data analysis skills. ➤ Plan and carry out fieldwork investigations related to fair trade, such as researching products that are ethically sourced, applying geographical research skills to real-world issues. 	<p>Fair Trade: Human and physical features, fair trade, domestic trade, trade, international trade, manufacture, plantation, sustainable, urban, rural, settlement</p>
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		<ul style="list-style-type: none">➤ Explore British national parks through virtual tours or study materials, discussing their features, conservation efforts, and visitor management, connecting virtual experiences with real-world environments.➤ Discuss the role of individuals and communities in combating climate change, supporting fair trade, and preserving national parks, fostering awareness of personal and collective responsibilities in addressing global challenges.	
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Progression of our Key Concepts

Place			
<p>Place as a concept develops understanding of the physical and human characteristics of places. Understanding a place relates to the opinion and meaning that people attach to a location. We may distinguish the importance of the place as a home, but the sense of place is much greater for those living there because of their attachment and experience of that place. As a concept it examines the uniqueness of a space and questions what is specific about this area. Place scrutinises the diversity, sustainability and intangibles of an area although these are often personal and subjective.</p>			
End of EYFS	End of KS1	End of LKS2	End of UKS2
<ul style="list-style-type: none"> ➤ Describe human and physical features of their immediate environment. ➤ Identify physical and human features of places studied. 	<ul style="list-style-type: none"> ➤ Describe physical and human features of their locality and key features of the four countries of the United Kingdom. ➤ Identify similarities and differences of physical and human features between where they live and other places. ➤ Identify some 'hot' and 'cold' countries/places and know what it is like there (weather, temperature, plants and animals etc) 	<ul style="list-style-type: none"> ➤ Identify the similarities and differences of physical and human geographical features between places studied. 	<ul style="list-style-type: none"> ➤ Explain and discuss a range of reasons for geographical similarities and differences between countries. ➤ Use a variety of maps to locate and identify geographical regions and physical and human characteristics of countries and places studied.

Location			
<p>Location as a concept can be explained in terms of a designated area, a locality such as a town, city or country. It can be defined as a human settlement or archaeological site. Location is used as a geographer's tool of description. Also studied is a place's 'absolute location' its precise and fixed place on Earth, regularly referred to in terms of latitude and longitude. Whereas 'relative location' will allow the involvement and opportunity to compare position in relation to differing landmarks or places.</p>			
End of EYFS	End of KS1	End of LKS2	End of UKS2
<ul style="list-style-type: none"> ➤ Know where they live. 	<ul style="list-style-type: none"> ➤ Know the names of the four countries and capital cities 	<ul style="list-style-type: none"> ➤ Know the names of counties and cities of the UK. 	<ul style="list-style-type: none"> ➤ Know the names the countries and capital cities

<ul style="list-style-type: none"> ➤ Describe their journey from home to school. 	<p>of the United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> ➤ Know the name and location of the world's continents and oceans. ➤ Draw comparisons on their locality to other places. 	<ul style="list-style-type: none"> ➤ Know the names of the countries and capital cities of neighbouring European countries. ➤ Name and locate the world's major biomes and vegetation belts using a world map. 	<p>of countries around the world.</p> <ul style="list-style-type: none"> ➤ Identify and name the tropics of Cancer and Capricorn, as well as the Arctic and Antarctic circles, and locate the lines of longitude and latitude, and use them to help describe the location of a place.
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Interaction			
<p>The concept of interactions studies the flows, movements or exchanges that link places together. Interactions like migration can lead to two places becoming interdependent upon each other. It looks at how an incident in one area can have an effect on a different area and become interconnected. Examining the movement between countries, seas, rivers and mountains are all encompassed within spatial interactions. It also looks at the interaction between humans and land.</p>			
End of EYFS	End of KS1	End of LKS2	End of UKS2
<ul style="list-style-type: none"> ➤ Know simple connections between people and places and places and places (for example farm, food and distribution). 	<ul style="list-style-type: none"> ➤ Describe and understand different types of settlement and how land is used and why it is used in that way. ➤ Know that changes in seasons and daily weather impacts on how people live. 	<ul style="list-style-type: none"> ➤ Explain how physical features of a landscape influence where settlements have developed and how the land is used. ➤ Describe and understand the impact natural resources has on the economic activity of an area. 	<ul style="list-style-type: none"> ➤ Describe and understand volcanoes and earthquakes and their impact on physical and human geography of an area ➤ Explain how countries and geographical regions are interconnected and interdependent. ➤ Identify and describe how the physical features affect the human activity within a location (including rivers and mountains). ➤ Understand Fairtrade.

Change and Sustainability

This concept looks at how people effect the world and how we have the ability to change it. The concept will develop an understanding of the natural world in relation to change, systems, biodiversity, living and non-living elements, interconnections, sustainability and various processes. It will also examine how people settle and move into and from areas for various reasons.

End of EYFS	End of KS1	End of LKS2	End of UKS2
<ul style="list-style-type: none"> ➤ Identify how a place has changed. ➤ Know how to care for the natural environment. 	<ul style="list-style-type: none"> ➤ Identify how people have changed a place or feature. ➤ Explain how some people spoil an area. ➤ Explain how some people try to make an area better (physical and human elements). ➤ Describe what we can do daily to reduce our waste, save energy and create a more sustainable world. 	<ul style="list-style-type: none"> ➤ Suggest ways a location could be changed and/or improved. ➤ Explain how people are trying to manage and sustain or improve their environment. ➤ Explain what a place might be like in the future taking account of issues impacting on a human and/or physical features. ➤ Know how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future. 	<ul style="list-style-type: none"> ➤ Explain how a location has changed over time. ➤ Identify ways in which humans have both improved and damaged the environment and suggest responses. ➤ Explain how some human activity has caused damage to the environment. ➤ Know a range of strategies that can be used to reduce the negative impact that humans can have on the environment.

Fieldwork Skills

These skills help develop practical skills and techniques that help children understand and explore the world around them. These skills include map reading, interpreting aerial photographs, analysing geographical data, interpreting maps and fieldwork techniques. Through fieldwork, Children learn how to collect and analyse data about the physical and human features of their local environment. They also develop the ability to ask geographical questions, make observations, and draw conclusions based on their findings. These skills not only deepen children’s understanding of geography but also equip them with valuable tools for exploring and engaging with the complexities of our world.

End of EYFS	End of KS1	End of LKS2	End of UKS2
<ul style="list-style-type: none"> ➤ Explain own knowledge and understanding, and ask appropriate questions. ➤ Retrieve information from maps and photographs. ➤ Record, using marks they can interpret and explain. 	<ul style="list-style-type: none"> ➤ Ask and answer questions. ➤ Understand some ways we find out about different places. ➤ Choose and use information from different sources to communicate geographically (for example, drawing a map). 	<ul style="list-style-type: none"> ➤ Understand that different sources can give us different information. ➤ Vocalise and express their own opinions, backing this up with evidence. ➤ Present data from geographical fieldwork in different ways. 	<ul style="list-style-type: none"> ➤ Plan and conduct their on lines of enquiry. ➤ Construct informed responses by considering different sources of information. ➤ Select and organise relevant geographical information, making informed conclusions based on fieldwork.