



GEOGRAPHY CURRICULUM

'Geography explains the past, illuminates the present and prepares us for the future.'

Michael Palin

Geography intent:

At our school, we believe that Geography is an integral part of a child's development and we are committed to providing all of our pupils with a high quality and varied Geography curriculum.

According to 'Impact', the journal of the Chartered College of Teaching, Geography is referred to as the 'umbrella' subject, due to its ability to create connections across the curriculum. At Nascot Wood Junior School, Geography is taught discretely is designated Geography lessons every other half term.

As well as traditional Geography based learning, we regularly take part in Outdoor Learning using the school's ancient woodland and local park as a basis for our enquiries.

We want every child to leave Nascot Wood Junior School with a love of learning and a will to explore.

Geography National Curriculum purpose of study:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The Geography Curriculum:

There are four key knowledge concepts that make up the Geography curriculum. These run across the year groups throughout the Key Stage.



Pupils should be taught to do the following:

Locational Knowledge

- 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
- 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
- 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)

Place Knowledge

- 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

Human and Physical Geography

- describe and understand key aspects of the following:
- **physical geography:** climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- **human geography:** types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food,

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
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

National Curriculum Aims:

The national curriculum for geography aims to ensure that all pupils:

- To 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.
- To 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.
- To be 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.

How the Geography curriculum is covered at Nascot Wood:

At Nascot Wood Junior School, our Geography curriculum is adapted from the Grammarsaurus programme in order to extend the children's knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. The children are taught to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. At the end of each unit, the children will be able to apply their knowledge learnt in an assessment lesson.

How Geography is taught at Nascot wood Junior School:

Geography is taught discretely through three units each year in the second half of each term. Each year group will cover at least one fieldwork topic.

Year 3	Year 4	Year 5	Year 6
Unit 1: The United Kingdom Unit 2: Land Use (fieldwork) Unit 3: Conservation of Bees (fieldwork)	Unit 1: My region and Campania, Italy Unit 2: Locality Unit (St Albans) Unit 3: Weather and Climate (fieldwork)	Unit 1: Rivers (fieldwork) Unit 2: Biomes and Ecosystems (fieldwork) Unit 3: My region and the Western United States	Unit 1: Sustainability (fieldwork) Unit 2: The economic activity of the UK Unit 3: My region and the North Region of Brazil

Geography in Year 3:

The United Kingdom – Autumn 2

Lesson	Objective	NC Link	Key Vocabulary
Lesson 1 – What are the countries, counties, regions and settlements of the UK?	<p>LA – Recall the four countries and capital cities within the UK. Name their region in England. – Label some major cities in the UK on an annotated map, including their own nearest city. Mark and label their county and surrounding counties on a coloured map</p> <p>MA – Identify and locate the four countries and capital cities within the UK. Name and locate their region in England. – Label major cities in the UK on an annotated map, including their own nearest city. Mark and label their county and the counties in their region on a coloured map. Understand counties can have distinct physical and human features and cultural identities.</p> <p>HA – Identify and locate the four countries and capital cities within the UK. Name and locate the nine regions of England. Name and locate their region in England. Label major cities in the UK on an annotated map, including their own nearest city. Mark and label their county and the counties in their region on a coloured map. Understand counties can have distinct physical and human features and cultural identities.</p>	<p>Pupils should be taught to name and locate the four countries and capital cities of the United Kingdom (KS1 recap.)</p> <p>Pupils should be taught to name and locate cities and geographical regions of the United Kingdom.</p> <p>Pupils should be taught to name and locate counties and cities of the United Kingdom.</p>	<p>aerial photograph, atlas, beach, characteristics, city, coast, compass, compass rose, continent, country, county, eastings, elevation, factory, farm, forest, harbour, hill, house, human processes, landmark, landscape, land use,</p>
Lesson 2 – What are the human and physical features of the UK?	<p>LA – Be able to explain what a human geographical feature is. Be able to name some human features. Be able to name some landmarks in the UK. Use a simple map in an atlas to name, locate and identify some key physical features of the four countries of the UK and their region.</p> <p>MA – Be able to explain what a human geographical feature is. Be able to name some human features and their uses. Be able to name and locate some human landmarks in the UK. Use maps in an atlas to name, locate and identify a range of physical characteristics of the four countries of the UK and their region. Mark them onto a blank UK map.</p> <p>HA – Be able to explain what a human geographical feature is. Be able to name some human features and their uses. Be able to name and locate some human landmarks in the UK. Be able to design a landmark using a list of criteria. Use a variety of maps/photographs in an atlas to name, locate and identify a range of physical characteristics of the</p>	<p>Pupils should be taught to use geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop (KS1 recap.)</p> <p>Pupils should be taught to name and locate areas of the United Kingdom and their identifying human characteristics.</p> <p>Pupils should be taught to locate geographical areas and their identifying physical characteristics.</p>	

	four countries of the UK and their region. Mark them onto a blank UK map. Compare physical features according to location, height, length, depth etc.		locality, location, map, mountains, northings, ocean, office, pattern, physical population, processes, region, river, rural, scale, shop, symbol, topographical, urban, valley, village
Lesson 3 – How can I use compasses, keys, symbols and four-figure grid references to read a map?	<p>LA – Identify a compass, key and symbols on a map. Identify the four main cardinal directions. Begin to use symbols and keys on maps. Be able to explain why four-figure grid references are used. Begin to read four-figure grid references.</p> <p>MA – Identify a compass, key and symbols on a map. Identify and use the four main cardinal directions. Be able to design and use symbols on a map. Be able to explain why four-figure grid references are used. Be able to read and create four-figure grid references.</p> <p>HA – Identify a compass, key and symbols on a map. Identify and use the four main cardinal directions and be aware of the eight cardinal directions. Be able to design and use symbols on a map. Be able to explain why four-figure grid references are used. Be able to read and create four-figure grid references. Be able to explain to others how to use four-figure grid references using key vocabulary, including ‘eastings’ and ‘northings.’</p>	<p>Pupils should be taught to use the eight points of a compass, symbols and keys.</p> <p>Pupils should be taught to use four-figure grid references.</p>	
Lesson 4 – What are the key topographical features found in the UK?	<p>LA – Identify simple topographical features on a map.</p> <p>MA – Identify and locate simple topographical features on a map.</p> <p>HA – Identify and locate simple topographical features on a map. Describe the topographical features of the area in which they live.</p>	<p>Pupils should be taught to name and locate key topographical features of the United Kingdom.</p>	
Lesson 5 – How have land use patterns changed over time in the UK?	<p>LA – Understand how changes in land use can affect an area.</p> <p>MA – Understand and explain how changes in land use can affect an area.</p> <p>HA – Understand and explain how changes in land use can affect an area. Consider how we may use the land to meet the needs of humans.</p>	<p>Pupils should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their land-use patterns; and understand how these aspects have changed over time.</p>	
Lesson 6 – What are the key human and physical features of the East of England region? How can I create a sketch map of my local area?	<p>LA – Identify my region and some of the counties within it. Be able to explain what a sketch map is. Be able to identify some features of sketch maps. Be able to create a simple sketch map with some features from the local area.</p> <p>MA – Identify my region and the counties within it. Describe some of the human and physical features of my region. Be able to explain what a sketch map is. Be able to identify features of sketch maps. Be able to create a simple sketch map with accurate features from the local area.</p> <p>HA – Identify my region and the counties within it. Describe some human and physical features and name the main cities which you can find in my region. Be able to explain what a sketch map is. Be able to identify all the features of sketch maps. Be able to create a sketch map with accurate human and physical features from the local area.</p>	<p>Pupils should be taught to name and locate geographical regions of the United Kingdom and their identifying human and physical characteristics.</p> <p>Pupils should be taught to record and present the human and physical features in the local area using a range of methods, including sketch maps.</p>	

Land Use (fieldwork) – Spring 2

Lesson	Objective	NC Link	Key Vocabulary
Lesson 1 – Which counties are in the East of England region?	<p>LA – Begin to identify the different counties that are in the East of England region.</p> <p>MA – Be able to identify the counties that are in the East of England region.</p> <p>HA – Be able to confidently identify the counties in the East of England region and key settlements.</p>	Pupils should be taught to name and locate counties and cities of the United Kingdom.	analyse, bar chart, city, commuters, evaluate, facilities, hamlet, land use, line graph, population, questionnaire, raw materials, re-urbanisation, rural, semi-rural, settlement, site, suburb, suburban, tally chart, town, urban, village
Lesson 2 – What are the types of land use in the East of England region?	<p>LA – Begin to explain different types of land use. Begin to understand each type of land use and its facilities.</p> <p>MA – Be able to explain different types of land use. Be able to understand each type of land use and its facilities. Explain how land use can be shown on maps.</p> <p>HA – Be able to confidently explain different types of land use. Be able to confidently understand each type of land use and its facilities. Explain how land use can be shown on maps.</p>	Pupils should be taught to describe and understand key aspects of human geography, including types of settlement and land use.	
Lesson 3 – What are the important features of a settlement and why do settlers choose specific places?	<p>LA – Begin to explain the important features of settlements. Begin to explain why settlers choose specific settlements.</p> <p>MA – Be able to explain the important features of settlements. Be able to explain how settlements have changed through time. Be able to explain why settlers choose specific settlements.</p> <p>HA – Be able to confidently explain the important features of settlements. Be able to confidently explain how settlements have changed through time. Be able to confidently explain multiple reasons why settlers choose specific settlements.</p>	Pupils should be taught to identify and explain land-use patterns and understand how some of these aspects have changed over time.	
Lesson 4 – How can I record the facilities that are available in my local area?	<p>LA – Begin to understand the facilities and transport links of a specific place. Begin to explain how to plan and prepare for a fieldwork visit to a local town.</p> <p>MA – Be able to explain how we are connected to other places. Be able to understand the facilities and transport links of a specific place. Be able to explain how to plan and prepare for a fieldwork visit to a local town.</p> <p>HA – Be able to explain confidently how we are connected to other places. Be able to confidently understand a specific place's facilities and transport links and how they may encourage a person to live there. Be able to confidently explain how to plan and prepare for a fieldwork visit to a local town.</p>	<p>Pupils should be taught to describe and understand key aspects of human geography, including types of settlement and land use.</p> <p>Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
Lesson 5 – How can I present and analyse information about local facilities?	<p>LA – Begin to record and present data accurately. Begin to analyse the data collected.</p> <p>MA – Be able to record and present data accurately. Be able to analyse data collected. Be able to evaluate the data collected. Be able to explain why settlers choose specific settlements</p> <p>HA – Be able to record and present data accurately. Be able to confidently analyse data collected. Be able to confidently evaluate data collected and suggest further enquiries.</p>	<p>Pupils should be taught to describe and understand key aspects of human geography, including types of settlement and land use.</p> <p>Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	

Conservation of Bees (fieldwork) – Summer 2

Lesson	Objective	NC Link	Key Vocabulary
Lesson 1 – What can we learn about bees?	<p>LA – Begin to explain the importance of bees. Begin to explain the differences between bumblebees and honeybees. Begin to explain the process of pollination.</p> <p>MA – Be able to explain the importance of bees. Be able to explain the differences between bumblebees and honey bees. Be able to explain the process of pollination.</p> <p>HA – Be able to confidently explain the importance of bees. Be able to confidently explain the differences between bumblebees and honeybees. Be able to confidently explain the process of pollination.</p>	Pupils should be taught to describe and understand key aspects of physical geography.	analyse, bar chart, biodegrade, blueprint, cardinal points, colony, compass, conservation, conserve, domesticated, evaluate, extinct, food chain, heathland, herbicides, insect, line graph, nectar, pesticides, pollen, pollination, pollinator, reproduction, seedlings, species, tally chart, ultraviolet, venom, x-axis, y-axis
Lesson 2 – What are the key issues affecting bees?	<p>LA – Begin to understand that bee numbers are declining across the UK. Begin to understand how B-Lines can help conserve bees. Begin to explain why bee numbers are declining.</p> <p>MA – Be able to understand that bee numbers are declining across the UK. Be able to understand how B-Lines can help conserve bees. Be able to explain why bee numbers are declining.</p> <p>HA – Be able to confidently explain and understand that bee numbers are declining across the UK. Be able to confidently explain and understand how B-Lines can help conserve bees. Be able to confidently explain why bee numbers are declining.</p>	Pupils should be taught to describe and understand key aspects of physical geography.	
Lesson 3 – How can our school environment help bees?	<p>LA – Begin to explain some general ways to help the conservation of bees. Begin to explain some specific ways that schools can help the conservation of bees.</p> <p>MA – Be able to explain many general ways to help the conservation of bees. Be able to explain many specific ways that schools can help the conservation of bees.</p> <p>HA – Be able to confidently explain all general ways to help the conservation of bees. Be able to confidently explain all the specific ways schools can help conserve bees.</p>	<p>Pupils should be taught to describe and understand key aspects of physical geography.</p> <p>Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
Lesson 4 – How can we plan and carry out effective ways to help conserve bees?	<p>LA – Begin to assess how bee-friendly school grounds are. Begin to plan ways to make their school more bee-friendly. Begin to implement ideas to make their school more bee-friendly.</p> <p>MA – Be able to assess how bee-friendly school grounds are. Be able to plan ways to make their school more bee-friendly. Be able to implement ideas to make their school more bee-friendly.</p> <p>HA – Be able to assess how bee-friendly school grounds are. Be able to confidently plan ways to make school more bee-friendly. Be able to confidently implement ideas to make their school more bee-friendly</p>	<p>Pupils should be taught to describe and understand key aspects of physical geography.</p> <p>Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
Lesson 5 – How can I record and evaluate the effectiveness of bee	<p>LA – Begin to record and present data accurately. Begin to analyse the data collected. Begin to evaluate the data collected.</p> <p>MA – Be able to record and present data accurately. Be able to analyse data collected. Be able to evaluate the data</p>	Pupils should be taught to describe and understand key aspects of physical geography.	

conservation in my school?	collected. HA – Be able to confidently record and present data accurately. Be able to confidently analyse data collected. Be able to confidently evaluate data collected.	Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
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Geography in Year 4:

My region and Campania Italy – Autumn 2

Lesson	Objective	NC Link	Key Vocabulary
Lesson 1 – How is the world represented on maps and globes?	LA – Children will begin to understand what maps and globes tell us. Children will begin to understand what lines of latitude and longitude are. Children will begin to understand what the tropics are. MA – Children will understand what maps and globes tell us. Children will understand the lines of latitude and longitude and how we can use them. Children will understand what the tropics are and how we can use them. HA – Children will confidently understand what maps and globes tell us and can explicitly explain how we can use them. Children will confidently understand the lines of latitude and longitude and explicitly explain how they are used in different contexts. Children will confidently understand the tropics and explicitly explain how they are used in different contexts.	Pupils should be taught to identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	aerial photograph, agriculture, Arctic Circle, atlas, beach, capital, characteristics, city, climate, coast, continent, country, earthquake, environment, equator, factory, farm, fieldwork, forest, hemisphere, hill, house, landmark, land use, latitude, locality, location, longitude, map, mountains,
Lesson 2 – What are the key geographical features of the UK and East of England region?	LA – Name and find key settlements in my region MA – Name and find key settlements and main rivers in my region. HA – Name and find my region’s key settlements, main rivers and landforms.	Pupils should be taught to name and locate geographical regions and their identifying human and physical characteristics including key topographical features (including hills, mountains, coasts and rivers.)	
Lesson 3 – What are the human and physical features of Europe, including countries and capital cities? What are the key geographical features of Italy?	LA – Recall and locate some of the countries and capital cities of Europe. Recall and locate some geographical features of Italy. MA – Identify and locate some of the countries and capital cities of Europe. Describe the physical and human features of one European country/city. Recall and locate some geographical features of Italy. Describe some physical and human features of Italy. HA – Identify and locate all the countries and capital cities of Europe. Describe the physical and human features of one European country/city. Identify, compare and contrast human and physical features of different European countries. Recall and locate some geographical features of Italy. Describe some physical and human features of Italy. Explain the importance of the geographical features of Italy.	Pupils should be taught to locate the world’s countries, using maps to focus on Europe, concentrating on their key physical and human characteristics, countries, and major cities. Pupils should be taught to locate the world’s countries, using maps to focus on Europe and concentrating on the key physical and human characteristics and major cities.	
Lesson 4 – What are plate tectonics and what are	LA – Recall the names of the tectonic plates. To understand what earthquakes are and how they occur. MA – Identify and locate the tectonic plates. Demonstrate understanding of physical processes created by plates. To understand and explain what earthquakes are and how they occur.	Pupils should be taught to describe and understand key aspects of physical geography: mountains, volcanoes and earthquakes.	

earthquakes and how do they occur?	HA – Identify and locate the tectonic plates. Demonstrate understanding of physical processes created by plates. To understand and explain what earthquakes are and how they occur. To demonstrate an understanding of how physical geography might affect a region.	Pupils should be taught to describe and understand key aspects of physical geography, including earthquakes.	observational skills, ocean, office, peninsula, region, river, rural, scale, shop, tropic of Capricorn, tropic of Cancer, urban, valley, village, volcano, weather
Lesson 5 – What are volcanoes, and how do they occur? What are the key physical features of Campania, Italy and how do they compare to my region?	LA – To understand what volcanoes are and how they occur. Locate and identify key physical features of Campania. Label them on a blank, coloured relief map using the given labels. MA – To understand and explain what volcanoes are and how they occur. Use a simple map or an atlas to name, locate and identify key physical features of Campania. Mark them onto a blank, coloured relief map. HA – To understand and explain what volcanoes are and how they occur. To demonstrate an understanding of how the physical geography might affect a region. Use a simple map or an atlas to name, locate and identify key physical features of Campania. Mark and label them on a blank map and colour the features of the area.	Pupils should be taught to describe and understand key aspects of physical geography, including volcanoes. Pupils should be taught to understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in a European country.	
Lesson 6 – What are the key settlements in Campania, Italy and how do they compare to my region? How is the land used in Campania, Italy, what are the economic activities and how do they compare to my region? What are the similarities and differences between my region and Campania, Italy?	LA – Name, categorise and locate a settlement in Campania, Italy and one in their own region in England. Give a simple description of the features of these settlements. Name and categorise the main land use types in Campania, Italy and their region in England. Name three key economic activities in Campania. Give information about the key geographical features of my region and show an understanding that other areas in the world are different. MA – Name and locate a settlement in Campania, Italy and one in their own region, in England, and give their populations. Give a more detailed description of the features of these settlements, including landmarks. Name and categorise the main land use types in Campania, Italy and their region in England. Make comparisons between the two regions. Begin to understand how the tectonic movement has influenced economic activity in Campania. Give information about the key geographical features of my region and those of Campania, explaining some similarities and differences. HA – Name and locate (using a sketch map) a settlement in Campania, Italy and one in their own region, in England, and give their populations. Give a detailed description of the features of these settlements, including landmarks and other features that may attract visitors. Name and categorise the main land use types in Campania, Italy and their region in England. Make comparisons between the two regions, giving reasons for the differences. Explain how the tectonic movement has influenced economic activity in Campania. I can identify key geographical features of my region. I understand that there are similarities and differences in geographical features between my region and other European regions.	Pupils should be taught to understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region in a European country. Pupils should be taught to understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region in a European country. Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.	

Locality Unit (St Albans) – Spring 2

Lesson	Objective	NCLink	Key Vocabulary
Lesson 1 – Where is St Albans?	LA – Locate my locality on a map and describe its location. MA – Locate my locality on a map and describe its location. Locate and describe other human features and mark them on the map. HA – Locate my locality on a map and describe its location. Locate and describe other human features and mark them on the map. Locate and describe other physical features and mark them on a map.	Pupils should be taught to use maps, atlases and digital/computer mapping to locate settlements and describe geographical features studied.	aerial view, amenity, annotation, cardinal directions, commercial, compass, coordinates, grid

Lesson 2 – How is the land used in my locality?	<p>LA – Identify an example of different land use on a map of my locality, using a key.</p> <p>MA – Identify an example of different land use on a map of my locality, using a key and locate them using 4-figure grid references.</p> <p>HA – Identify examples of different land use on a map of my locality, using a key and locate them using 4-figure grid references.</p>	Pupils should be taught to understand and describe human geography, including types of settlement and land use.	code, grid reference, industrial, key, land use, map symbols, National Grid, open space,
Lesson 3 – What are the geographical features of my locality?	<p>LA – Identify and locate given geographical features on a map of my locality with support.</p> <p>MA – Identify and locate given human geographical features on a map of my locality.</p> <p>HA – Identify and locate given human geographical features on a map of my locality. Justify the answers using the map key.</p>	<p>Pupils should be taught to understand and describe human geography.</p> <p>Pupils should be taught to use the eight points of a compass, four-figure grid references, symbols and key, to build their knowledge of their nearest large settlement.</p>	Ordnance Survey, Ordnance Survey map, recreational, residential, scale, sketch map, transport, urban, visitor/tourist attraction
Lesson 4 – Can I draw a sketch map of St Albans?	<p>LA – Understand the features of a sketch map are different to those of an Ordnance Survey map. Draw features onto a sketch map, using symbols, pictures and a key. Plan a simple route between features.</p> <p>MA – Name the key features of a sketch map. Draw features onto a sketch map, including roads, buildings, symbols, pictures and a key. Plan a route between features.</p> <p>HA – Name the similarities and differences between a sketch map and an Ordnance Survey map. Draw a sketch map, including roads, buildings, symbols, pictures and a key. Plan a route between features. Give directions using directions and place names.</p>	Pupils should be taught to use digital maps (Digimap for Schools) to observe, record and present the human and physical features in the local settlement using a sketch map.	
Lesson 5 – Can I create an informative presentation about St Albans?	<p>LA – Begin to describe human and physical feature of a location.</p> <p>MA – Be able to describe human and physical features of a location.</p> <p>HA – Be able to confidently describe human and physical features of a location</p>	Pupils should be taught to understand and describe human geography.	

Weather and Climate – Summer 2

Lesson	Objective	NC Link	Key Vocabulary
Lesson 1 – What is the difference between weather and climate?	<p>LA – With support, children to describe the weather and climate and name the climate zones. Children to be able to explain why predicting weather is important.</p> <p>MA – Children to define weather and climate and their differences. Children to name and locate the climate zones. Children to explain why the equator is hot. Children to be able to explain why predicting weather is important.</p> <p>HA – Children to define weather and climate and their differences. Children to name and locate the climate zones and some countries that can be found in each one. Children to explain why the equator is hot. Children are to be able to explain why predicting weather is important and give an example.</p>	Pupils should be taught to describe and understand key aspects of physical geography, climate zones.	atmosphere, climate, climate zone, equator, forecast, meteorologist, mild, precipitation, temperate, temperature, weather, analyse, anemometer, axes, bar chart, collaborate, evaluate, fieldwork, horizontal, investigate, key, line
Lesson 2 – How can we collect weather data?	<p>LA – With support, children demonstrate how the weather is measured.</p> <p>MA – Children demonstrate an understanding of how to measure precipitation, cloud, wind and temperature across a week.</p> <p>HA – Children demonstrate an understanding of how to measure precipitation, cloud, wind and temperature across a week. Children are to make decisions about the type of data they will collect.</p>	Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods.	

<p>Lesson 3 – How can we collect and record weather data?</p>	<p>LA – With support, children can make predictions based on average climates. Children are to read the instruments and record their findings. MA – Children are to make predictions based on average climates. Children are to read the instruments and record their findings. HA – Children are to make predictions based on average climates and other relevant information and explain their reasoning clearly. Children are to read instruments and record their findings, suggesting ways to ensure accurate measurements and recordings.</p>	<p>Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods.</p>	<p>graph, monitor, North Pole, observe, okta, record, reflect, pictogram, poles, present, rain gauge, reflect, South Pole, table, thermometer, vertical, weathervane</p>
<p>Lesson 4 – How can we present weather data?</p>	<p>HA – With support, present their fieldwork data on a pre-prepared table, pictogram, bar charts and line graphs. HA – Children present their fieldwork data on tables, pictograms, bar charts and line graphs. They label the charts correctly, including titles and a key. HA – The children are to present their fieldwork data on a table, pictogram, bar charts, and line graphs. They label the charts correctly and create a key using their own symbols. They also suggest alternative ways to present data.</p>	<p>Pupils should be taught to describe and understand key aspects of physical geography, including the water cycle.</p>	
<p>Lesson 5 – How can we analyse our weather data and evaluate our fieldwork?</p>	<p>LA – The children are to present their fieldwork data on a table, pictogram, bar charts, and line graphs. They label the charts correctly and create a key using their own symbols. They also suggest alternative ways to present data. MA – To be able to interpret and analyse their fieldwork data. To compare different data sets to make connections. To be able to evaluate their fieldwork and suggest some improvements. Be able to comment on whether the weather was expected or unexpected according to their original prediction. HA – To interpret and analyse their fieldwork data. To compare different data sets to make connections and observe trends to make predictions. To evaluate their fieldwork and suggest improvements. Be able to comment on whether the weather was expected or unexpected according to their original prediction and explain their response.</p>	<p>Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods.</p>	

Geography in Year 5:

Rivers (fieldwork) – Autumn 2

Lesson	Objective	NC Link	Key Vocabulary
<p>Lesson 1 – What are rivers, and how are they formed?</p>	<p>LA – Begin to explain what rivers are. Begin to explain the process of the formation of rivers. MA – Be able to explain what rivers are. Be able to explain the process of the formation of rivers. HA – Be able to confidently explain what rivers are. Be able to confidently explain the process of the formation of rivers.</p>	<p>Pupils should be taught to name and locate geographical regions and their identifying physical characteristics and key topographical features including rivers. Pupils should be taught to describe and understand key aspects of physical geography, including rivers.</p>	<p>analyse, channel, confluence, course, data, delta, erosion, estuary, evaluate, field sketch, floodplain, lower course, meander, middle course, mouth, numerical, observe, OS map, oxbow lake, present, quantitative, river basin, river course,</p>
<p>Lesson 2 – What can I learn about the River Trent?</p>	<p>LA – Locate the River Trent on a map. With support, use photographs to identify and label physical features of the River Trent's upper, middle and lower course. MA – Locate the River Trent on a map. Use photographs to identify and label physical features of the River Trent's upper, middle and lower course. HA – Locate the River Trent on a map. Use photographs to identify and label physical features of the River Trent's upper, middle and lower course. Explain how the land's topography creates the physical features typical of each of the three river courses.</p>	<p>Pupils should be taught to name and locate geographical regions and their identifying physical characteristics and key topographical features including rivers. Pupils should be taught to describe and understand key aspects of physical geography, including rivers. Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area.</p>	

<p>Lesson 3 – What can I learn about the River Thames?</p>	<p>LA – Locate the River Thames on a map. With support, identify and label physical features of the River Thames’s upper, middle and lower course. MA – Locate the River Thames on a map. Identify and label physical features of the River Thames’s upper, middle and lower course. HA – Locate the River Thames on a map. Identify and label physical features of the River Thames’s upper, middle and lower course. Identify some key uses of the river Thames.</p>	<p>Pupils should be taught to name and locate geographical regions and their identifying physical characteristics and key topographical features including rivers. Pupils should be taught to describe and understand key aspects of physical geography, including rivers. Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area.</p>	<p>silt, source, spring, tributaries, upper course, valley</p>
<p>Lesson 4 – How can I collect data from a local river in the East of England Region?</p>	<p>LA – I can explain what fieldwork is. I can observe, measure and record when conducting fieldwork with support. MA – I can explain what fieldwork is and what I will carry out. I can independently observe, measure and record when conducting fieldwork.</p>	<p>Pupils should be taught to name and locate geographical regions and their identifying physical characteristics and key topographical features including rivers. Pupils should be taught to describe and understand key aspects of physical geography, including rivers. Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area.</p>	
<p>Lesson 5 – How can I collect data from a local river in the East of England Region?</p>	<p>LA – I can explain what fieldwork is. I can observe, measure and record when conducting fieldwork with support. MA – I can explain what fieldwork is and what I will carry out. I can independently observe, measure and record when conducting fieldwork.</p>	<p>Pupils should be taught to name and locate geographical regions and their identifying physical characteristics and key topographical features including rivers. Pupils should be taught to describe and understand key aspects of physical geography, including rivers. Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area.</p>	
<p>Lesson 6 – How can I analyse and present data collected from fieldwork?</p>	<p>LA – I can explain what analysing, presenting and evaluating are. I can present my data with some support. I can notice some simple patterns in my data. MA – I can explain what analysing, presenting and evaluating are. I can independently present my data and draw conclusions from my data. HA – I can explain what analysing, presenting and evaluating are. I can independently present my data. I can conclude my data and suggest some meaningful evaluations of my fieldwork.</p>	<p>Pupils should be taught to name and locate geographical regions and their identifying physical characteristics and key topographical features including rivers. Pupils should be taught to describe and understand key aspects of physical geography, including rivers. Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area.</p>	

Biomes and Ecosystems (fieldwork) – Spring 2

Lesson	Objective	NC Link	Key Vocabulary
<p>Lesson 1 – What biomes and ecosystems are found in the UK?</p>	<p>LA – I can name and describe ecosystems found in the UK. MA – I can name and describe the geography of the UK, including the biome, ecosystems and vegetation belt. HA – I can name and describe the geography of the UK, including the biome, ecosystems and vegetation belt using geographical language.</p>	<p>Pupils should be taught to identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn and the Arctic and Antarctic Circle. Pupils should be taught to describe and understand key aspects of physical geography, including: biomes and vegetation belts.</p>	<p>analyse, biome, classify, climate, compass, data, eastings, ecosystem,</p>

Lesson 2 – What can I learn about ecosystems by studying the New Forest?	<p>LA – I can name some of the ecosystems that can be found in the New Forest. I can name and describe animals native to the New Forest.</p> <p>MA – I can name many of the ecosystems that can be found in the New Forest. I can name and describe mammals, birds, reptiles, amphibians, fish and invertebrates native to the New Forest.</p> <p>HA – I can name most of the ecosystems that can be found in the New Forest and suggest some animals that could be found in several of them. I can name and describe mammals, birds, reptiles, amphibians, fish and invertebrates native to the New Forest.</p>	Pupils should be taught to describe and understand key aspects of physical geography, including biomes.	fieldwork, grid references, habitat, identification, latitude, longitude, measuring, native, northings, observing, precipitation, present, qualitative, quantitative, recording, species, temperate, tropic of Cancer, tropic of Capricorn, vegetation, vegetation belt
Lesson 3 – How can I use six-figure grid references to study a local ecosystem?	<p>LA – I can use compass directions.. I can use six-figure grid references with some support.</p> <p>MA – I can use compass directions. I can use six-figure grid references.</p> <p>HA – I can use compass directions. I can use six-figure grid references confidently. I can interpret maps which use six-figure grid references.</p>	Pupils should be taught to 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.	
Lesson 4 – What data can I collect from my local woodland ecosystem?	<p>LA – I can observe, measure and record when conducting fieldwork with support.</p> <p>MA – I can name the types of data collection. I can independently observe, measure and record when conducting fieldwork.</p> <p>HA – I can name the types of data collection. I can independently observe, measure and record when conducting fieldwork. I can create an accurate map of the area being studied.</p>	Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs, and digital technologies.	
Lesson 5 – How can I present the data collected from my local ecosystem?	<p>LA – I can create a bar chart and pictogram from my data with some support. I can make some suggestions of what I learnt from my fieldwork.</p> <p>MA – I can create a bar chart and pictogram from my data. I can analyse my data and state what I learnt. I can make some evaluation points about my fieldwork.</p> <p>HA – I can create a bar chart and pictogram from my data. I can analyse my data and state what I learnt. I can make some evaluation points about my fieldwork. I can create a presentation displaying my data.</p>	Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including plans and graphs, and digital technologies.	

My region and the Western United States – Summer 2

Lesson	Objective	NC Link	Key Vocabulary
Lesson 1 – What are the key geographical features of the UK and the East of England region?	<p>LA – Identify some key geographical features found in the UK and my region.</p> <p>MA – Identify and show the location of some key geographical features found in the UK and my region.</p> <p>HA – Identify and show the location of key geographical features and landmarks in the UK and my region.</p>	Pupils should be taught to name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.	aerial photograph, atlas, beach, biome, characteristics, city, climate, coast, continent, country, desert, earthquake, environment, equator, factory,
Lesson 2 – Where and what is the USA?	<p>LA – I can identify the cities in the USA from given coordinates. I can work out the time in the different time zones in the USA. To name the four regions of the USA. To name some states of the USA. To recall some physical and human geographical features of a region in the USA.</p> <p>MA – I can give coordinates of the squares containing given cities in the USA. I can work out the time in different states in the USA. – To name the four regions of the USA. To name a few states within each region. To recall some physical and human geographical features of a region in the USA.</p>	Pupils should be taught to identify the prime/Greenwich meridian and time zones. Pupils should be taught to locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human	

	<p>HA – I can estimate exact coordinates of given cities in the USA. I can work out the time in different cities around the world. To name the four regions of the USA. To name a few states within each region and all the states of a chosen region. To recall some physical and human geographical features of a region in the USA.</p>	<p>characteristics, countries, and major cities. Pupils should be taught to locate the world’s countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>farm, fieldwork, forest, global, hemisphere, hill, house, human processes, landmark, land use, latitude, locality, location, longitude, map, mountains, ocean, office, pattern, physical processes, region, river, scale, shop, significance, soil, symbol, time zone, topographical, trade, tropic of Capricorn, tropic of Cancer, variation, vegetation belt, valley, village, volcano, water cycle, weather industry, economy, river, erosion, climate zone, state, tectonics, population</p>
<p>Lesson 3 – What are rivers and the water cycle?</p>	<p>LA – To explain what a river is. To know the physical features of a river. To compare a river in the Western United States to a river in their region. Begin to identify the stages of the water cycle. Begin to identify whether a process is an evaporation or condensation. Begin to discuss some of the pros and cons of precipitation. Begin to list some ways in which the water cycle affects us.</p> <p>MA – To explain what a river is. To know the physical features of a river. To compare a river in the Western United States to a river in their region. Be able to identify the stages of the water cycle and explain what they are. Be able to identify whether a process is an evaporation or condensation and explain how we know. Be able to discuss some of the pros and cons of precipitation. Be able to list most of the ways in which the water cycle affects us.</p> <p>HA – To explain what a river is. To know the physical features of a river. To compare a river in the Western United States to a river in their region. To understand why rivers are important to people and how they are used. Be able to accurately and confidently identify the stages of the water cycle and explain what they are. Be able to accurately and confidently identify whether a process is evaporation or condensation and explain how we know by explaining both of these processes. Be able to accurately and confidently discuss precipitation’s pros and cons. Be able to accurately and confidently list all the ways the water cycle affects us.</p>	<p>Pupils should be taught to describe and understand key aspects of physical geography, including rivers. Pupils should be taught to describe and understand key aspects of physical geography, including the water cycle.</p>	
<p>Lesson 4 – What are mountains? What are the volcanoes and earthquake zones of the Western USA?</p>	<p>LA – To explain what a mountain is. To know the physical features of a mountain. To compare a mountain in the Western United States to a mountain in their region. Begin to explain the formation of volcanoes and some of their locations in the Western United States. Begin to explain what earthquake zones are and some of their locations in the Western United States. Begin to understand how we can use the locations of volcanoes and earthquake zones for the future of our planet.</p> <p>MA – To explain what a mountain is. To know the physical features of a mountain. To compare a mountain in the Western United States to a mountain in their region. Be able to explain the formation of volcanoes and most of their locations in the Western United States. Be able to explain what earthquake zones are and most of their locations in the Western United States. Be able to explain how we can use the locations of volcanoes and earthquake zones for the future of our planet.</p> <p>HA – To explain what a mountain is. To know the physical features of a mountain. To compare a mountain in the Western United States to a mountain in their region. To demonstrate an understanding of the climate and the part mountains play in the water cycle. Be able to confidently explain the formation of volcanoes and all their locations in the Western United States. Be able to confidently explain what earthquake zones are and all their locations in the Western United States. Be able to confidently explain how we can use the locations of volcanoes and earthquake zones for the future of our planet.</p>	<p>Pupils should be taught to describe and understand key aspects of physical geography, including mountains.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including volcanoes and earthquakes.</p>	
<p>Lesson 5 – What are the biomes and</p>	<p>LA – Begin to list some of the states of the Western United States and the divisions within it. Begin to explain some of the climate zones and their conditions. Begin to explain some of the biomes and their wildlife.</p>	<p>Pupils should be taught to describe and understand key aspects of physical geography,</p>	

climate zones of the Western United States? What are the vegetation belts of the Western United States?	<p>Begin to explain what a vegetation belt is. Begin to explain some of the vegetation belts of the Western United States and their vegetation. Begin to understand what we can learn from vegetation belts.</p> <p>MA – Be able to list most of the states of the Western United States and the divisions within it. Be able to explain most of the climate zones and their conditions. Be able to explain most of the biomes and their wildlife. Be able to explain what a vegetation belt is. Be able to explain most of the vegetation belts of the Western United States and their vegetation. Be able to explain what we can learn from vegetation belts.</p> <p>HA – Be able to accurately and confidently list all of the states of the Western United States and the divisions within it. Be able to accurately and confidently explain the climate zones and their conditions. Be able to accurately and confidently explain the biomes and their wildlife. Be able to explain what a vegetation belt is. Be able to confidently explain all of the vegetation belts of the Western United States and their vegetation. Be able to explain what we can learn from vegetation belts confidently.</p>	<p>including climate zones and biomes.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including vegetation belts.</p>	
Lesson 6 – What is the main economic activity of the states in the Western United States? What are the key settlements in the Western United States and how do they compare to my region? What are the similarities and differences between my region and the Western United States?	<p>LA – To explain the main economic activity in some states in the Western United States. Locate and identify key settlements in the Western United States. Use simple data to present information about my region’s chosen geographical features and a state in the Western United States and explain some similarities and differences.</p> <p>MA – To explain the main economic activity in different states in the Western United States and give specific examples. To begin to make comparisons between the economic activity of different states. Locate and identify key settlements in the Western United States, showing an understanding of the difference between capital cities and other large cities. Use data to present information about various geographical features of my region and some states in the Western United States and explain similarities and differences.</p> <p>HA – To explain the main economic activity in different states in the Western United States and give specific examples. To compare the economic activity of different states in the Western United States. Locate and identify key settlements in the Western United States, showing an understanding of location and proximity to other countries in North America. Use a wide range of data to present information about various geographical features of my region and some states in the Western United States, explaining key similarities and differences and giving reasons for these.</p>	<p>Pupils should be taught to describe and understand key aspects of human geography, including economic activity.</p> <p>Pupils should be taught to understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region within North America.</p> <p>Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America.</p>	

Geography in Year 6:

Sustainability (fieldwork) – Autumn 2

Lesson	Objective	NCLink	Key Vocabulary
Lesson 1 – What is plastic waste?	<p>LA – Begin to understand what plastic is and its history. Begin to understand the uses of plastic.</p> <p>MA – Be able to understand what plastic is and its history. Be able to understand the uses of plastic.</p> <p>HA – Be able to confidently understand what plastic is and its history. Be able to confidently understand the uses of plastic.</p>	<p>Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	<p>audit, biodegradable, carbon emissions, database,</p>

Lesson 2 – How can I make a plastic pledge?	<p>LA –Begin to understand the problems that plastic creates.</p> <p>MA –Be able to understand the problems that plastic creates.</p> <p>HA –Be able to confidently understand the problems that plastic creates.</p>	Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area.	durability, extracted, formulate, fossil fuel, implemented, incinerated, innovative, microplastics, pelletised, putrid, raw materials, refinery, survey, synthetic
Lesson 3 – What can our school do to reduce plastic waste?	<p>LA – Begin to explain ways we can reduce plastic at home and school. Begin to understand the 5 Rs.</p> <p>MA – Be able to explain ways we can reduce plastic at home and school. Be able to understand the 5 Rs. Be able to explain how plastic is recycled and reused.</p> <p>HA – Be able to confidently explain ways we can reduce plastic at home and school. Be able to confidently understand the 5 Rs. Be able to confidently explain how plastic is recycled and reused.</p>	<p>Pupils should be taught to describe and understand key aspects of human and physical geography.</p> <p>Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
Lesson 4 – How can we plan ways to reduce plastic waste in school?	<p>LA –Begin to plan effective ways to reduce plastic waste in school.</p> <p>MA – Be able to plan effective ways to reduce plastic waste in school.</p> <p>HA – Be able to confidently plan effective ways to reduce plastic waste in school</p>	<p>Pupils should be taught to describe and understand key aspects of human and physical geography.</p> <p>Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs.</p>	
Lesson 5 – How can we carry out effective ways to reduce plastic waste in school?	<p>LA –Begin to carry out effective ways to reduce plastic waste in school.</p> <p>MA –Be able to carry out effective ways to reduce plastic waste in school.</p> <p>HA –Be able to confidently carry out effective ways to reduce plastic waste in school and suggest some further ways.</p>	<p>Pupils should be taught to describe and understand key aspects of human and physical geography.</p> <p>Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs.</p>	
Lesson 6 – How can we record and evaluate effective ways to reduce plastic waste in school?	<p>LA – Begin to record effective ways to reduce plastic waste in school. Begin to evaluate effective ways to reduce plastic waste in school.</p> <p>MA – Be able to record effective ways to reduce plastic waste in school. Be able to evaluate effective ways to reduce plastic waste in school. Be able to explain future solutions for reducing plastic waste.</p> <p>HA – Be able to confidently record effective ways to reduce plastic waste in school. Be able to confidently evaluate effective ways to reduce plastic waste in school. Be able to confidently explain future solutions for reducing plastic waste.</p>	<p>Pupils should be taught to describe and understand key aspects of human and physical geography.</p> <p>Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs.</p>	

The Economic Activity of the UK – Spring 2

Lesson	Objective	NC Link	Key Vocabulary
Lesson 1 – What are the key geographical features of the UK? What are the main sectors of the UK economy?	<p>LA – Give examples of some of the key geographical features of the UK. Be able to name the 3 sectors of the UK economy. Be able to give an example of a job from each sector. Be able to explain what the economy is. Be able to name and describe the 3 sectors of the UK economy. Be able to give several examples of jobs from each sector.</p> <p>MA – Give examples of and show the location of some of the UK’s key geographical features and landmarks. Be able to explain what the economy is. Be able to name and describe the 3 sectors of the</p>	Pupils should be taught to name and locate countries, cities and geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. Pupils should be taught	agriculture, artificial intelligence, automation, capture, chart,

	<p>UK economy. Be able to give several examples of jobs from each sector.</p> <p>HA – Give examples of, show the location of and describe some of the key geographical features and landmarks of the UK. Be able to explain what the economy and tax are. Be able to name and describe the 3 sectors of the UK economy. Be able to give several examples of jobs from each sector. Be able to explain types of industry in different areas of the UK.</p>	to describe and understand key aspects of human geography: economic activity including trade links, and the distribution of natural resources.	consumption, contaminate, controversial, desalination, disposal, drought, economy, economic activity, efficient, element, energy, environmental, export, finite, fossil fuel, generate, greenhouse gases, gross domestic product (GDP), hierarchy, hydrologist, import, industry, industrial land, interview, job, landfill, manufacture, metallic elements, mining, population, process, radioactive, rare earth elements, raw materials, recycle, reduce, reuse, renewable energy, replenish, reservoir, reuse, rural, sector, sewage, shortfall, sustainable, source, tax,
Lesson 2 – How sustainable is agriculture in the UK?	<p>LA – Be able to explain what agriculture is. Be able to explain what a mega-farm is. Begin to explain the positives and negatives of mega-farms.</p> <p>MA – Be able to explain what agriculture is. Be able to explain what a mega-farm is and the positives and negatives of their use. Begin to explain the sustainability of mega-farms.</p> <p>HA – Be able to explain what agriculture is and what it is like in the UK. Be able to explain what a mega-farm is and the positives and negatives of their use. Be able to explain the sustainability of mega-farms.</p>	Pupils should be taught to describe and understand key aspects of human geography: land use, economic activity and the distribution of natural resources including food.	
Lesson 3 – How sustainable is energy generation in the UK? How sustainable is water production in the UK?	<p>LA – Be able to explain what energy is. Be able to explain what energy sources are. Be able to identify which energy sources are more sustainable. Be able to outline the key steps of electricity and gas distribution with some support. Be able to explain why water is finite. Begin to explain how water is supplied and traded. Suggest how sustainable water use is in the UK.</p> <p>MA – Be able to explain what energy is and why we need it. Be able to explain what energy sources are and state if they are renewable or non-renewable. Be able to identify which energy sources are more sustainable. Be able to outline the key steps of electricity and gas distribution. Be able to explain the water cycle and why water is finite. Begin to explain how water is supplied and traded and list some countries that the UK trades with. Suggest how sustainable water use is in the UK.</p> <p>HA – Be able to explain what energy is and why we need it. Be able to explain what energy sources are and state if they are renewable or non-renewable. Be able to identify which energy sources are more sustainable. Be able to outline the key steps of electricity and gas distribution. Be able to decide if they think energy generation in the UK is sustainable. Be able to explain the water cycle and why water is finite. Begin to explain how water is supplied and traded and list some countries that the UK trades with. Make reasoned suggestions about sustainable water use in the UK and give some ideas of how people can conserve water.</p>	<p>Pupils should be taught to describe and understand key aspects of human geography: economic activity and the distribution of natural resources including energy.</p> <p>Pupils should be taught to describe and understand key aspects of human geography: economic activity including trade links, and the distribution of natural resources.</p>	
Lesson 4 – How sustainable is the use of rare earth elements? How sustainable is waste management in the UK?	<p>LA – Be able to explain what rare earth elements are and what they are used for. Be able to suggest how sustainable they think the use of rare earth elements is. Be able to explain what waste is. Be able to suggest ways we can manage waste sustainably.</p> <p>MA – Be able to explain what rare earth elements are and what they are used for. Be able to give some consequences of mining for rare earth elements. Be able to suggest how sustainable they think the use of rare earth elements is. Be able to explain what waste is and give examples of different types. Be able to explain the hierarchy of waste management in the UK. Be able to suggest ways we can manage waste more sustainably.</p> <p>HA – Be able to explain what rare earth elements are and what they are used for. Be able to give consequences of mining for rare earth elements. Be able to explain where rare earth elements come from and how limits on their exports could affect the production of items. Be able to suggest how</p>	<p>Pupils should be taught to describe and understand key aspects of human geography: economic activity and the distribution of natural resources including minerals.</p> <p>Pupils should be taught to describe and understand key aspects of human geography.</p>	

	sustainable they think the use of rare earth elements is. Be able to explain what waste is and give examples of different types of household waste. Be able to explain the hierarchy of waste management in the UK. Be able to suggest ways we can manage waste more sustainably. Be able to explain the impact of landfill.		topography, urban, virtual water, waste
Lesson 5 – How does automation affect economic activity in the UK? How sustainable is the economic activity of the UK?	<p>LA – Be able to explain what automation and AI are. Be able to give some benefits and consequences of automation and AI. Be able to explain how sustainable different economic activities in the UK are.</p> <p>MA – Be able to explain what automation and AI are. Be able to give benefits and consequences of automation and AI. Be able to explain the potential impacts of automation and AI on the UK economy. Be able to explain how sustainable different economic activities in the UK are, giving different examples.</p> <p>HA – Be able to explain what automation and AI are and give examples of how they can both be used in the workplace. Be able to give the benefits and consequences of using automation and AI in the workplace. Be able to explain the potential impact of automation and AI on the UK economy. Be able to explain how sustainable different economic activities in the UK are, giving different examples. To make suggestions on how the UK can be more sustainable.</p>	<p>Pupils should be taught to describe and understand key aspects of human geography, including economic activity.</p> <p>Pupils should be taught to describe and understand key aspects of human geography, including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	

My region and the North Region of Brazil – Summer 2

Lesson	Objective	NC Link	Key Vocabulary
Lesson 1 – What are the key features of the UK and my region? (recap) Where is Brazil?	<p>LA – Identify some key geographical features found in the UK and my region. I can identify the cities in Brazil from given coordinates. I can work out the time in the different time zones in Brazil.</p> <p>MA – Identify and show the location of some key geographical features found in the UK and my region. I can give coordinates of the squares containing given cities in Brazil. I can work out the time in different states in Brazil.</p> <p>HA – Identify and show the location of key geographical features and landmarks in the UK and my region. I can estimate exact coordinates of given cities in Brazil. I can work out the time in different cities around the world.</p>	<p>Pupils should be taught to name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.</p> <p>Pupils should be taught to locate the world’s countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Pupils should be taught to identify the prime/Greenwich meridian and time zones (including day and night).</p>	aerial photograph, atlas, beach, biome, characteristics, city, climate, coast, continent, country, desert, environment, equator, factory, farm, fieldwork, forest, global, hemisphere, hill, house, human
Lesson 2 – What are the geographical features of Brazil? (Regions, states, cities, landmarks, biomes)	<p>LA – To name the five regions of Brazil. To name some states of Brazil. To recall some physical and human geographical features of a region in Brazil.</p> <p>MA – To name the five regions of Brazil. To name a few states within each region. To recall some physical and human geographical features of a region in Brazil.</p> <p>HA – To name the five regions of Brazil. To name a few states within each region and a chosen region’s states. To recall some physical and human geographical features of a region in Brazil.</p>	<p>Pupils should be taught to locate the world’s countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.</p>	processes, landmark, land use, latitude, locality,
Lesson 3 – What is the main economic activity of the North Region of Brazil?	<p>LA – To explain the main economic activity in some states in the North Region of Brazil.</p> <p>MA – To explain the main economic activity in different states in the North Region of Brazil and give specific examples. To begin to make comparisons between the economic activity of different states.</p>	<p>Pupils should be taught to describe and understand key aspects of human geography, including economic activity.</p>	

	<p>HA – To explain the main economic activity in different states in the North Region of Brazil and give specific examples. To compare the economic activity of different states in Brazil's North Region.</p>		<p>location, longitude, map, mountains, ocean, office, pattern, physical processes, region, river, scale, shop, significance, soil, symbol, time zone, topographical, trade, tropic of Cancer, tropic of Capricorn, variation, vegetation belt, valley, village, water cycle, weather industry, economy, river, erosion, climate zone, state, tectonics, population, rural, urban</p>
<p>Lesson 4 – What are the biomes and climate zones of the North Region of Brazil? What are the vegetation belts of the North Region of Brazil?</p>	<p>LA – Begin to list some of the states of the North Region of Brazil. Begin to explain some of the climate zones and their conditions. Begin to explain some of the biomes and their wildlife. Begin to explain what a vegetation belt is. Begin to explain some of the vegetation belts of the North Region of Brazil and their vegetation. Begin to understand what we can learn from vegetation belts.</p> <p>MA – Be able to list most of the states of the North Region of Brazil. Be able to explain most of the climate zones and their conditions. Be able to explain the biomes and their wildlife. – Be able to explain what a vegetation belt is. Be able to explain most of the vegetation belts of the North Region of Brazil and their vegetation. Be able to explain what we can learn from vegetation belts.</p> <p>HA – Be able to accurately and confidently list all the states of the North Region of Brazil. Be able to accurately and confidently explain the climate zones and their conditions. Be able to accurately and confidently explain the biomes and their wildlife. Be able to explain what a vegetation belt is. Be able to confidently explain all of the vegetation belts of the North Region of Brazil and their vegetation. Be able to explain what we can learn from vegetation belts confidently.</p>	<p>Pupils should be taught to describe and understand key aspects of physical geography, including climate zones and biomes.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including vegetation belts.</p>	
<p>Lesson 5 – What are the key settlements in the North Region of Brazil, and how do they compare to my region? What are the similarities and differences between my region and the North Region of Brazil?</p>	<p>LA – Locate and identify key settlements in the North Region of Brazil. Use simple data to present information about my region's chosen geographical features and a state in the North Region of Brazil and explain some similarities and differences.</p> <p>MA – Locate and identify key settlements in the North Region of Brazil, showing an understanding of the difference between capital cities and other large cities. Use data to present information about various geographical features of my region and some states in the North Region of Brazil and explain similarities and differences.</p> <p>HA – Locate and identify key settlements in the North Region of Brazil, showing an understanding of location and proximity to other countries in North America. Use a wide range of data to present information about various geographical features of my region and some states in the North Region of Brazil, explaining key similarities and differences and giving reasons for these.</p>	<p>Pupils should be taught to understand geographical similarities and differences by studying the human geography of a region in the United Kingdom and South America.</p> <p>Pupils should be taught to understand geographical similarities and differences by studying the human and physical geography of a region of the United Kingdom and a region in South America.</p>	

Geography skills progression:

Within the curriculum, there are 8 disciplinary concepts that are covered across the year groups through a range of topics:



Geographical Skills and Fieldwork is covered in all year groups.

Geography skills in Year 3:

The United Kingdom – Autumn 2

Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	
<p>I can understand that places can have meaning to people.</p> <p>I can understand that people can choose to use land differently, and I can give some examples.</p>	<p>I can understand that the UK is split into countries and regions.</p> <p>I can understand that regions are split into counties.</p> <p>I understand that counties contain settlements.</p>	<p>I understand that England, Scotland, Wales and Northern Ireland are countries in the UK.</p> <p>I can understand how my region is an area within England.</p> <p>I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets.</p>	<p>I can understand that land has height.</p> <p>I can identify mountains, hills and rivers on maps.</p> <p>I understand human processes in the UK, including settlements and land use.</p> <p>I understand that land use patterns change over time.</p> <p>I can identify some key human and physical features of the UK and my region.</p>	<p>I can understand that England is made up of different regions and counties.</p> <p>People living in these regions and counties may have different senses of identity based on where they live.</p>	<p>I can use compass points, four-figure grid references, symbols, and keys.</p> <p>I can devise a sketch map of my local area.</p> <p>I can identify physical features on a map.</p> <p>I can locate settlements on a map.</p> <p>I can use maps and atlases to discover the United Kingdom.</p>

Land Use (fieldwork) – Spring 2

Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Independence	
I can understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples.	<p>I can understand that the UK is split into countries and regions.</p> <p>I can understand that regions are split into counties.</p> <p>I understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial.</p>	I understand that hamlets, villages, towns and cities are settlements of different sizes.	I understand human processes in the UK, including settlements and land use.	I understand that UK settlements rely on different areas of land use to thrive.	<p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can use digital mapping to collect data.</p> <p>I can record data using tables and questionnaires.</p> <p>I can present collected data using bars and charts.</p> <p>I can analyse data and explain what I have learnt.</p>

Conservation of Bees (fieldwork) – Summer 2

Place Knowledge	Physical and Human Geography			Geographical Skills and Fieldwork
Place	Physical and Human Processes	Environmental Impact	Sustainable Development	
I can understand that people can choose to use land differently, and I can give some examples.	I can understand how bees are involved in physical processes.	<p>I can understand how land use impacts the survival of bees.</p> <p>I can understand how personal choices on how to use land impact the environment.</p>	I can suggest how to make the school locality more environmentally friendly.	<p>I can carry out a geographical enquiry using fieldwork and observational skills.</p> <p>I can record data.</p> <p>I can analyse data and evaluate fieldwork.</p> <p>I can devise a simple map using information learnt from a geographical enquiry.</p>

Geography skills in Year 4:

My region and Campania Italy – Autumn 2

Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	
<p>I understand that places can have meaning to people and make some suggestions or examples.</p> <p>I understand that people can choose to use land in different ways, depending on the land's physical geography.</p> <p>I can understand the similarities and differences between my region and Campania and give some examples.</p>	<p>I can identify the continents of the world.</p> <p>I can use maps to identify some of the countries of Europe and their capital cities.</p> <p>I can identify some key physical features and settlements in Campania.</p> <p>I can identify the location of my region in England and the key human and physical features.</p> <p>I can identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian.</p>	<p>I can understand how my region is an area within England with different-sized settlements.</p> <p>I can understand that Campania is a region within Italy, with settlements of different sizes.</p> <p>I can understand that England and Italy are countries within the continent of Europe.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features.</p> <p>I understand how tectonic movement has shaped the Earth's surface.</p> <p>I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy.</p> <p>I understand human processes in my region and Campania, including settlements and economic activity.</p>	<p>I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centers.</p>	<p>I can use atlases, maps and globes to locate places and describe features studied.</p>

Locality Unit (St Albans) – Spring 2

Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	
<p>I understand that places can have meaning to people and make some suggestions or examples.</p> <p>I understand that people can choose to use land in different ways, depending on the land's physical geography.</p>	<p>I can identify the location of my settlement and region in England and the key human and physical features.</p> <p>I can understand and describe human geography, including types of settlement and land use.</p>	<p>I can understand how my region is an area within England with different-sized settlements.</p> <p>I can understand that my local settlement is within a region of England, which is a country within the continent of Europe.</p>	<p>I can understand and describe human geography.</p> <p>I understand human processes in my local settlement, including land use, types of settlements and economic activity.</p>	<p>I can use atlases, maps and globes to locate places and describe geographical features studied.</p> <p>I can use digital maps (Digimap for Schools) to observe, record and present the human and physical features in my local settlement using a sketch map.</p> <p>I can use the eight points of a compass, four-figure grid references, symbols and key, to build my knowledge of my local settlement.</p>

Weather and Climate – Summer 2

Locational Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
Space	Physical and Human Processes	
<p>I can identify climate zones worldwide and their relation to the equator and poles.</p>	<p>I can understand the differences between weather and climate and give examples.</p> <p>I can explain how the equator, poles, circles and tropics affect climate.</p> <p>I can give reasons for the climate and weather in the United Kingdom.</p> <p>I can identify climate zones worldwide and their relation to the equator and poles.</p>	<p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can collect weather data using a range of equipment.</p> <p>I can record weather data in a variety of ways.</p> <p>I can present my data using charts and graphs.</p> <p>I can analyse data and explain what I have learnt.</p>

Geography skills in Year 5:

Rivers (fieldwork) – Autumn 2

Place Knowledge	Locational Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
Place	Space	Physical and Human Processes	
I can understand that physical features are significant within the local area in which they are located.	<p>I can identify the names and locations of the five longest rivers in England.</p> <p>I can identify the location of a river in my region.</p> <p>I can identify the location of the River Trent.</p>	<p>I can identify key features of the River Trent basin, including the source and the mouth.</p> <p>I can understand what rivers are and how they are formed.</p> <p>I can name and explain the different features of rivers.</p>	<p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can record data in a variety of ways.</p> <p>I can present my data using charts and graphs.</p> <p>I can analyse data and explain what I have learnt.</p>

Biomes and Ecosystems (fieldwork) – Spring 2

Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	
I can understand that physical features are significant within the local area in which they are located.	<p>I can name biomes and vegetation belts that are found across the world.</p> <p>I can name the biomes and ecosystems found in the UK.</p> <p>I can identify the location of the New Forest.</p>	<p>I can understand that you can find different ecosystems, vegetation belts and biomes within countries.</p>	<p>I can understand how the climate impacts the landscape through biomes and vegetation belts.</p> <p>I can understand what animals, plants and habitats can be found in a woodland ecosystem in the UK.</p>	<p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can collect data using a range of equipment.</p> <p>I can record data in a variety of ways.</p> <p>I can present my data using charts and graphs.</p> <p>I can analyse data and explain what I have learnt.</p> <p>I can use compass points and six-figures and references to build my knowledge of the world.</p>

My region and the Western United States – Summer 2

Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	
<p>I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.</p>	<p>I can identify the location of my region in England and the key human and physical features.</p> <p>I can identify some of the countries of North America and their capital cities.</p> <p>I can identify some key settlements in the Western USA.</p> <p>I can give examples of how the landscape in the Western USA varies massively, e.g. climate zones, vegetation belts and biomes.</p> <p>I can identify how physical geography and climate can affect the type and location of settlements in my region and the Western USA.</p> <p>I can identify the Prime/Greenwich Meridian and time zones, including day and night.</p>	<p>I can understand how my region is an area within England, and there are counties, towns and cities within my region.</p> <p>I can understand that England is a country within the continent of Europe.</p> <p>I can understand that the USA/Brazil is a country within the North American.</p> <p>I can understand that Western USA is within the USA.</p> <p>I understand that there are states, cities, and towns within the West Region of the USA.</p> <p>I can make comparisons between my country and the USA in terms of the size of the land and the population.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle.</p> <p>I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA.</p> <p>I can understand how tectonic movement has shaped the Earth's surface.</p> <p>I understand human processes in my region and Western USA, including settlements and economic activity.</p>	<p>I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centers.</p>	<p>I can use atlases, maps and globes to locate places and describe features studied.</p>

Geography skills in Year 6:

Sustainability (fieldwork) – Autumn 2

Place Knowledge	Physical and Human Geography				Geographical Skills and Fieldwork
Place	Physical and Human Processes	Independence	Environmenta impact	Sustainable Development	
I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area.	I can understand that human actions can disrupt the natural physical processes on Earth.	<p>I can understand that what happens in the United Kingdom can impact other places.</p> <p>I can understand that events in other places can impact the UK.</p> <p>I can understand that the actions of individuals can have a large-scale impact.</p>	I can explain the impact that plastic waste has on the environment.	I can make suggestions on how the school can reduce the impact it is having on the environment.	<p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can collect data using a range of equipment.</p> <p>I can record data in a variety of ways.</p> <p>I can present my data using charts and graphs.</p> <p>I can analyse data and explain what I have learnt.</p>

The Economic Activity of the UK – Spring 2

Place Knowledge	Locational Knowledge		Physical and Human Geography			
Place	Space	Scale	Physical and Human Processes	Interdependence	Environmental Impact	Sustainable Development
I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.	<p>I can identify the location of my region within England.</p> <p>I can use clues to identify my region's key human and physical geographical features and landmarks.</p>	<p>I can understand how my region is an area within England, and there are counties, towns and cities within my region.</p> <p>I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.</p>	<p>I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market.</p> <p>I can explain how economic activity in the United Kingdom has changed over time.</p>	<p>I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products.</p> <p>I can understand that events in other places can impact the UK.</p>	I can outline the environmental impact caused by different economic activities in the UK.	I can use facts and evidence to judge the sustainability of economic activity in the UK.

My region and the North Region of Brazil – Summer 2

Place Knowledge	Locational Knowledge		Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Human Processes	Cultural Awareness and Diversity	
I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.	<p>I can identify the location of my region in England and the key human and physical features.</p> <p>I can identify some of the countries of South America and their capital cities.</p> <p>I can identify some key settlements in the Northern Brazil.</p> <p>I can give examples of how the landscape in Northern Brazil varies massively, e.g. climate zones, vegetation belts and biomes.</p> <p>I can identify how physical geography and climate can affect the type and location of settlements in my region and Northern Brazil.</p> <p>I can identify the Prime/Greenwich Meridian and time zones, including day and night.</p>	<p>I can understand how my region is an area within England, and there are counties, towns and cities within my region.</p> <p>I can understand that England is a country within the continent of Europe.</p> <p>I can understand that the Brazil is a country within the South American continent.</p> <p>I can understand that Northern Brazil is a region within Brazil.</p> <p>I understand that there are states, cities, and towns within the North Region of Brazil.</p> <p>I can make comparisons between my country and the Brazil in terms of the size of the land and the population.</p>	I understand human processes in my region and Northern Brazil, including settlements and economic activity.	I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centers.	I can use atlases, maps and globes to locate places and describe features studied.

Vocabulary progression

As the children progress through the school, as well as their skills and knowledge developing, they will also gain a wider understanding of a variety of vocabulary which they will be able to implement.

	Year 3	Year 4	Year 5	Year 6
Locational and Place knowledge	<p>The United Kingdom and my Region: capital, city, continent, country, county, landmark, land use, locality, location, region</p> <p>Land use: city, hamlet, land use, rural,</p>	<p>My Region and Campania: Arctic Circle, capital, city, continent, country, county, equator, hemisphere, landmark, land use, latitude, longitude, poles, region, tropic of Cancer, tropic of Capricorn</p>	<p>My region and the Western United States: Arctic Circle, capital, city, continent, conurbation, country, county, equator, global, hemisphere, landmark, land use, latitude,</p>	<p>Economic Activity of the UK: rural, urban</p> <p>My region and the North Region of Brazil: Arctic Circle, capital, city, continent, conurbation, country,</p>

	semi-rural, settlement, site, suburb, suburban, town, urban, village	<p>Weather and Climate: equator, North Pole, poles South Pole</p> <p>Locality Unit (St Albans): aerial view, urban</p>	<p>locality, location, longitude, megacity, metropolis, region, state, time zone, tropic of Cancer, tropic of Capricorn, village</p> <p>Biomes and Ecosystems: latitude, longitude,</p>	<p>county, equator, global, hemisphere, landmark, land use, latitude, locality, location, longitude, megacity, metropolis, region, time zone, tropic of Cancer, tropic of Capricorn, village</p>
Human and Physical Geography	<p>The United Kingdom and my region: characteristics, elevation, harbour, human processes, landscape, moorland, mountain range, ocean, physical processes, population, river, rock formations, rural, topography, trade, urban, valley</p> <p>Land use: facilities, population, raw materials</p> <p>Conservation of bees: biodegrade, conservation, conserve, domesticated, extinct, food chain, heathland, herbicides, insect, pollination, species</p>	<p>My Region and Campania: agriculture, bay, characteristics, climate, climate zone, continental drift, earthquake, economic activity, environmental, epicentre, eruption, flank, focus, geographic features, human feature, landform, landmark, lava, magma, magnitude, natural area, peninsula, physical feature, plain, plate tectonics, population, province, Richter Scale, river, rural, scenery, seismic waves, seismometer, tectonic plates, terraces, terrain, topography, tourism, UNESCO world heritage site, urban, volcano, weather</p> <p>Weather and Climate: atmosphere, climate, climate zone, forecast, meteorologist, mild, precipitation, temperate, temperature, weather</p> <p>Locality Unit (St Albans): amenity, commercial, industrial, land use, open space, recreational, residential, transport, visitor/tourist attraction</p>	<p>My region and the Western United States: accumulation, biome, characteristic, climate, climate zone, condensation, desert, earthquake, economic activity, economy, environment, erosion, gross domestic product (GDP), industry, infiltrate, manufacturing, mineral, mining, mountain range, peak, physical processes, plateau, plate tectonics, population, population density, precipitation, quarrying, raw materials, real estate, river, run-off, rural, summit, tectonic plates, tectonics, temperate, topographical, trade, transpiration, urban, valley, vegetation, vegetation belt, volcano, water cycle, weather</p> <p>Biomes and Ecosystems: biome, climate, ecosystem, habitat, species, vegetation, vegetation belt</p> <p>Rivers: channel, confluence, course, delta, erosion, estuary, evaporation, floodplain, levee, lower course, meander, middle course, mouth, oxbow lake, river basin, river course, silt, source, spring, tributary, upper course, valley</p>	<p>Economic Activity of the UK: agriculture, artificial intelligence, automation, capture, consumption, contaminate, desalination, disposal, drought, economic activity, economy, element, energy, environment, export, finite, fossil fuel, generate, greenhouse gases, gross domestic product (GDP), hydrologist, implemented, import, industrial land, industry, job, landfill, manufacture, metallic elements, mining, population, process, radioactive, rare earth elements, raw materials, recycle, reduce, refuse, renewable energy, replenish, reservoir, reuse, rural, sector, sewage, shortfall, source, sustainable, tax, topography, urban, virtual water, waste</p> <p>Sustainability: biodegradable, carbon emissions, durability, extracted, fossil fuel, incinerate, microplastics, pelletise, raw materials, refinery, synthetic</p> <p>My region and the North Region of Brazil : accumulation, biodiverse, biome, characteristic, climate, climate zone, condensation, desert, earthquake, ecologically diverse,</p>

				<p>economic activity, economy, environment, erosion, gross domestic product (GDP), industry, infiltrate, manufacturing, mineral, mining, mountain range, peak, physical processes, plateau, plate tectonics, population, population density, precipitation, quarrying, raw materials, river, run-off, rural, summit, tectonic plates, tectonics, temperate, topographical, trade, transpiration, urban, valley, vegetation, vegetation belt, water cycle, weather</p>
Geographical skills and fieldwork	<p>The United Kingdom and my region: aerial photographs, atlas, compass, compass rose, contour lines, eastings, key, map, northings, Ordnance Survey, pattern, scale, symbol</p> <p>Land use: analyse, bar chart, evaluate</p> <p>Conservation of bees: analyse, blueprint, cardinal directions, evaluate, line graph</p>	<p>My Region and Campania: aerial photograph, atlas, fieldwork, observational skills, scale</p> <p>Weather and Climate: analyse, anemometer, axes, bar chart, collaborate, evaluate, fieldwork, horizontal, investigate, key, line graph, monitor, observe, okta, record, reflect, pictogram, present, rain gauge, reflect, table, thermometer, vertical, weathervane</p> <p>Locality Unit (St Albans): annotation, cardinal directions, compass, coordinates, grid code, grid references, key, map symbols, National Grid, Ordnance Survey, Ordnance Survey map, scale, sketch map</p>	<p>My region and the Western United States: aerial photograph, atlas, fieldwork, map, pattern, scale, significance, symbol, variation</p> <p>Biomes and Ecosystems: analyse, classify, compass, data, eastings, fieldwork, grid references, identification, measuring, northings, observing, present, qualitative, quantitative, recording</p> <p>Rivers: analyse, data, evaluate, numerical, observe, Ordnance Survey maps, present, quantitative</p>	<p>Economic Activity of the UK: chart, controversial, efficient, hierarchy, interview</p> <p>Sustainability: audit, database, formulate, graph, implement, innovative, survey</p> <p>My region and the North Region of Brazil: aerial photograph, atlas, fieldwork, map, pattern, scale, significance, symbol, variation</p>

The impact of Geography at Nascot Wood:

- Our children are able to build on skills and vocabulary learnt as they progress through the school
- Children are engaged and interested in learning about the world around them
- The children are able to relate what they have learnt to the real world
- Pupils at Nascot Wood are able to benefit from outdoor education

We want every child to leave Nascot Wood Junior School with:

- An understanding of the subject links between Geography and other curriculum subjects especially: History, Maths and Science
- An interest in the natural world and an understanding of the importance of its preservation
- A developed interest and curiosity in the subject
- An understanding of the possible further study and career opportunities