Cabot Learning Federation

I am a geographer…

I am a geographer. I seek to understand the why of where. I study places and the relationships between people and their environments in order to make sense of the world and my place in it. As a geographer, I explore both the physical properties of Earth's surface and the human societies that spread across it. I examine how human culture interacts with the natural environment and the way that location and places can have an impact on people. As a geographer, I seek to understand where things are found, why they are there, and how they develop and change over time.

Key Concepts for Geographers

<table>
<tr><td rowspan="4">What is Geography?
The Earth was formed 4.5 billion years ago and, 200,000 years ago, modern humans evolved. The story of understanding where things are found on earth and why they are present in those places; how things that are located in the same or distant places influence one another over time; and why places and the people who live in them develop and change in particular is geography.</td><td>Substantive Concepts</td><td>Place
Places are spaces that have been defined by a given name. They can be described by their location, shape, boundaries, features, physical and human characteristics. Places are created by a shared human experience.</td><td>Space
Space is about the significance of location and the ways people organise and manage the spaces we live in. It describes how natural and man-made places fit together in the jigsaw of the world. Concept of space is continually changing due to technological and communication advances.</td><td>Scale
Scale provides the lens to look at the world. Through using a ‘zoom-in-zoom-out’ approach, we can identify personal, local, regional and global patterns, relationships and connections.</td><td>Environments change as a result of human influences or physical processes.
Environmental change relates to the land and oceanic surface of the earth, its geology, and its atmosphere. It includes the range of Earth’s physical and human-created features and the natural and human actions affecting the world. It explains the processes that create and change natural, manufactured, and social environments. This concept helps us predict and plan what might happen.</td><td>Environmental impact and Sustainability
The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future. It concerns the interactions between the physical and human environments and their effect on each other - particularly of change and its consequence.</td><td>Cultural Awareness and Diversity
This encompasses social and cultural interests and the way in which people use, adapt, value, and conserve different aspects of their environments, cultures and identities.
It also explores how outside events can impact the culture and identity of a place.</td></tr>
<tr><td rowspan="3">Disciplinary Concepts: 'Thinking like a geographer’</td><td>What is this place called and why is called this?
What is it like?
What features are there and why?
How and why is it changing?
What do people do here and why?</td><td>How does this place connect to other places?
How can this place be mapped?
What is significant about its location?</td><td>How does my view of this place change when I zoom in and zoom out?
How might this place be viewed differently using a personal, local, regional, global perspective?</td><td>What are the physical and human features/ processes in the environment and why are they happening in this place?
How has this changed over time?
Why is this changing?
How does geology shape human geography?
How can we plan for the future?
What do we predict may happen?
How is human activity shaped the earth?</td><td>How do we measure the impact of humans on the environment?
What is natural and what is man-made in our environment?
What are the consequences of our actions – living creatures, landscape, climate?
How can we live more sustainably?
Why do some places have more of an impact than others?</td><td>What does it mean to belong to this place and culture?
What does it mean to have a local / national identity?
How do identities evolve?
Why is it important to conserve national identity/heritage?</td></tr>
<tr><td colspan="6">Interconnection
The concept of interconnection emphasises that no object of geographical study can be viewed in isolation. It refers to the nature and significance of links between features, places, events, and people. The links can be organised as systems, networks for the movement goods, information/ideas and people.
How do people live alongside their environment? How are places linked?</td></tr>
<tr><td colspan="6">Geographical Skills and fieldwork
Geographical skills involve collecting, representing and interpreting spatial information. It incorporates questioning, presenting findings and drawing conclusions.
What resources can I use to find the information?
How do I use the resource/equipment and what am I expecting it to tell me?
What does this information show?
Are there patterns, trends or conclusions I can make based on the exploration and or analysis of the information?</td></tr>
</table>

Key Concepts, Knowledge, Vocabulary and Skills - Geographers: Year 1

Disciplinary Concepts 'Thinking like a geographer'

Map Skills	Fieldwork	Observing	Questioning	Concluding
• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; • devise a simple map; and use and construct basic symbols in a key	• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • use simple fieldwork tools: calendar, anemometer, rain gauge, thermometer, cloud cover using oktas	• make observations about the local area • name different jobs that people might do in their area	• ask and answer simple questions about the locality • use information books and pictures to find out information • investigate surroundings	• give opinions about what they like and dislike about the local area

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How do people live alongside their environment? How are places linked?

Substantive Concepts	Key Knowledge and Vocabulary	
Place	**Context: UK - Locational investigations & patterns – Where I live**	
	Learner Narrative: I know that I live in _____ and I can tell you my address. I know that my school is in _____ and I can name the road it is in. I know that my home and school are in England, which is part of the United Kingdom. I can point to the area in which I live on a map of the United Kingdom.	**Common misconceptions** • The United Kingdom is a country. (The United Kingdom is the geographic term for the group of islands that includes Great Britain, Ireland, and many smaller islands).
	• know the location of the school, naming road name, immediate area (e.g. village/suburb/area) • know location of own home (naming road name, immediate area) • know location of home and school within UK in reference to countries (England, Scotland, Wales and Northern Ireland) <u>*Suggested Assessment Questions*</u> • *What is the name of your school? Describe where it is located?* • *Describe and name where you live.* • *Using a map, point to the location of your school and home.*	
Space and scale	**Context: Global UK: Locational investigations & patterns**	
	Learner Narrative: I can name the four countries that make up the United Kingdom and their capital cities. I can use geographical language (physical and human) to name some similarities and differences between these countries and I can name and locate the seas/ ocean that surrounds them.	**Common misconceptions** • All places in the United Kingdom are like our local area. • Other countries, and not the United Kingdom, are the only countries specific physical features such as mountains and beaches.
	• locate capital cities of UK (London, Cardiff, Edinburgh, Belfast) • identify characteristics of four countries (zoom in and zoom out to give concept of scale): - size (order) - climate (temperate) - physical: highland (mountainous, hills, river) lowland (flat, valley, river), coastal (cliffs, beaches, bays) - land use: rural (farm, countryside, village) and urban areas (town, city). • Identify characteristics of capital cities (famous landmarks both physical and human e.g. *Thames River and Palace of Westminster)* • Know that the UK is surrounded by seas and is an island. (Note for teachers: Those seas are Atlantic Ocean, North Sea, Irish Sea, English Channel) <u>*Suggested Assessment Questions:*</u> • *Name the four countries, and their capital cities, that make up the United Kingdom.* • *How are rural areas different from urban areas?* • *Name some physical features of each country using a map and locate the seas and oceans that surround them.*	

Environment – Physical Processes	**Context: Seasons**	
	Learner Narrative: I can name the four seasons and tell you when they occur. I can also describe how they are similar and different using scientific language	**Common misconceptions** • Climate is the same as weather. Describing the weather unscientifically as a result of 'moods in the sky' e.g. thunderstorms happen when the sky is angry.
	• Identify seasonal and daily weather patterns in the United Kingdom. • The following key knowledge and vocabulary is specified in Science Curriculum Year 1 Seasonal Changes: - *Identify the four seasons: Autumn, winter, spring, summer* - *Be able to describe characteristic local weather patterns during the different seasons.* - *Recognise the importance of the sun as a source of light and warmth.* - *Understand daily weather changes.* - *Temperature: thermometers are used to measure temperature* - *Clouds: rainfall comes from clouds* - *Rainfall: how the condition of the ground varies with rainfall; rainbows* - *Thunderstorms: lightning, thunder, hail, safety during thunderstorms* • *Snow: snowflakes, blizzards* *<u>Suggested Assessment Questions:</u>* • *Name the four seasons and describe when they occur in the United Kingdom.* • *Using scientific language, describe what weather we can expect in each season.* • *In general terms, how is the weather measured?*	

Key Concepts, Knowledge, Vocabulary and Skills - Geographers: Year 2

Disciplinary Concepts 'Thinking like a geographer'

Map Skills	Fieldwork	Observing	Questioning	Concluding
• use a range of maps at various scales, atlases and globes • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map using 'compass language'. • use aerial photographs and plan perspectives ('bird's eye view') to recognise landmarks and basic human and physical features; • devise a simple map; and use and construct basic simple-plan-view symbols in a key	• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (asking questions including asking people, photographs, plan view annotations, collecting data e.g. tally charts & see Y1 fieldwork tools, measuring sketches, (collecting items in the environment), journey sticks / strings • Record weather patterns	• make observations of my local area • name different jobs that people might do in their area	• ask and answer questions • use information books, aerial photos and the internet to find out information See Appendix 2 for high quality questions in a contrast study	• investigate surroundings and make simple comparisons • infer how living in a certain location can affect people and their lifestyle • understand what buildings in the environment are for

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How do people live alongside their environment? How are places linked?

Substantive Concepts	Key Knowledge and Vocabulary	
Place	**Context: UK - Locational investigations & patterns: My region**	
	Learner narrative: I can name where I live and tell you that it is in the South-west of England. I can use a map, globes to show you that England is made up of lots of regions and I can use compass points to describe the location of some of the other regions. I know that in the South-west we have a major waterway called the Severn Estuary and I can use maps to show you how this flows out from other rivers inland. I can describe why waterways are important to our life today.	**Common misconceptions** • Rivers flow inland from the sea. Note: tidal changes. • Using incorrect compass language – *up, down, left, right*
	• know the location of the school and home within UK region (South-west) • know there are regions of the UK (for example North-east, North-west, Yorkshire & Humber, East Midlands, West Midlands, East Anglia, London, South-east, South-west). • Know major waterways in the region (South-west: Avon, Severn Estuary). <u>*Suggested Assessment Questions:*</u> *Which town/village do you live in and what region is it in?* *Using a map, locate the major waterways in the South-west and tell us why they are important*.	
Place **Space** **Scale**	**Context: Global - Locational investigations & patterns**	
	Learner narrative: I can tell you that the UK is part of the continent of Europe, and I know that Europe is one of seven continents in the world. I can use a map/globe to show you where all the continents are located, and I can tell you whether they are hot or cold based on their location. I can also find and name the five oceans of the world.	**Common misconceptions** • Difference between continents and countries. • Oceania may be referred by children as Australia
	• know the world's seven continents (Europe, North America, South America, Africa, Asia, Oceania, Antarctica) • know the world's five oceans (Indian, Pacific, Atlantic, Southern, Arctic) • location of hot and cold areas of the world in relation to the Equator and the North and South Poles • The following key knowledge and vocabulary is specified in Science Curriculum Year 2 The Earth and its place in the solar system: Geographical features of the Earth's surface: - *The shape of the Earth, the horizon* - *Oceans and continents* - *North Pole and South Pole, Equator.* <u>*Suggested Assessment Questions:*</u> *Which continent do you live in?* *Can you name any other continents?* *Using geographical language describe where the continents are in relation to each other and say whether they are warmer or colder climates.* *Find the oceans of the world on a map/globe and name the continents they are closest to.*	

<table>
<tr><td rowspan="3">Environment-Physical and Human

Cultural awareness and diversity</td><td colspan="2">Context: Contrasting study: local study (South-West England) and non-European area – (Recommendation: Guizhou, South-west China)
Guizhou, South-west China
This region is suggested.</td></tr>
<tr><td>Learner narrative: I can describe the human and physical features of my area (referencing the fieldwork I have undertaken). I can compare my location with the south-west region in China naming similarities and differences between the human and physical features and in the climate</td><td rowspan="2">Common misconceptions
• Climate is the same as weather.
• China is the same across the county in its physical and human geography.</td></tr>
<tr><td>• understand geographical similarities and differences through studying the human and physical geography;
• use basic geographical vocabulary to refer to:
- key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including city, town, village, factory, farm, house, office, port, harbour and shop
• Review knowledge & vocabulary detailed Y1 Seasons and daily weather patterns
• Understand the difference between weather and climate
-Weather is day to day atmospheric conditions
- Climate is the average weather conditions measured over years

<u>Suggested Assessment Questions:</u>
• How is the _____ similar or different in south-west China and your location? Use for different human and physical geography language such as land use, climate, topography within the answer.
• How does the _____ affect _____ in ___? E.g. How does the climate zone affect the vegetation in China?
• How have you used maps to investigate England/China?</td></tr>
<tr><td rowspan="3">Environmental impact and sustainability</td><td colspan="2">Context: Changing Environments (Recommendation: Local or regional studies)</td></tr>
<tr><td>Learner narrative: I can describe how human behaviour affects the environment around us (using software and other sources to demonstrate the damage caused). I can suggest ways that we can help our environment.</td><td rowspan="2">Common misconceptions</td></tr>
<tr><td>The following key knowledge and vocabulary is specified in Science Curriculum Year 2 Living things and their habitats environment:
Environmental change and Habitat destruction
Environments are constantly changing, and this can sometimes pose dangers to specific habitats, for example: effects of population and development; deforestation, pollution, litter.

<u>Suggested Assessment Questions:</u>
Describe the damage humans can cause to their environment? Give examples to support your answer.
How can we help? Give practical ideas in your answer.</td></tr>
</table>

Key Concepts, Knowledge, Vocabulary and Skills – Geographers: Year 3

<table>
<tr><td rowspan="2">Disciplinary Concepts
'Thinking like a geographer'</td><td>Map Skills</td><td>Fieldwork</td><td>Observing</td><td>Questioning</td><td>Concluding</td></tr>
<tr><td>• use maps, atlases, globes, google maps and digital/computer mapping to locate countries and describe features studied
• use the 8 points of a compass, 4-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 relational language to describe where countries are in relation to each other
• Zoom in and out using Google Earth to give idea of scale
• Using blank maps to plot countries and cities of Europe and cities and landmarks of South -West</td><td>• use fieldwork to observe, measure record
• present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
• carry out simple questionnaires/ surveys</td><td>• use books, maps, atlases, the internet, satellite and aerial photos to make observations and find out information.
• Investigate the human and physical features of places and make observations</td><td>• ask and answer questions, sharing ideas and considering others
• See Appendix 2 for high quality questions relating to comparison studies</td><td>• collect and record evidence to make comparisons
• record in different ways including diagrams, charts and writing at length.</td></tr>
<tr><td colspan="6">Interconnection
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• How do people live alongside their environment? How are places linked?</td></tr>
<tr><td>Substantive Concepts</td><td colspan="5">Key Knowledge and Vocabulary</td></tr>
<tr><td>Place</td><td colspan="5">Context: UK - Locational investigations & patterns – Exploring my region</td></tr>
<tr><td></td><td colspan="4">Learner narrative: I know that we live in the South-west of England, and I can find it on a map. It is made up of counties and I can name the county I live in, and those surrounding me. I can name the significant town I live in and the significant cities that are in my region. I can identify human and physical landmarks in the South-west.

• Know the counties of own region (South-west: Bristol, Somerset, North Somerset, South Gloucestershire, Gloucestershire, Devon, Dorset, Cornwall, Wiltshire)
• Know the significant town I live in and cities within own region (South-west: Bristol, Exeter, Bath)
• Identify features of the region (famous landmarks both physical and human e.g. Cheddar Gorge, Somerset Levels, Avon Gorge, Clifton Suspension Bridge, Stonehenge, Bath Royal Crescent, Eden Project)

<u>Suggested Assessment Questions:</u>
Where is the South-west of England and locate places using maps.
Where do I live in the South-west and what is it like? Refer to physical and human features within your answer.</td><td>Common misconceptions
• The south-west is a county of England.</td></tr>
<tr><td>Space and Scale</td><td colspan="5">Context: Global - Locational investigations & patterns</td></tr>
<tr><td></td><td colspan="4">Learner narrative: I know that the UK is in Europe and that this is one of the 7 continents of the world. I can find it on a world map or globe, and I can name other countries within Europe. I can locate them in relation to each other and find their region. I also know the seas that surround Europe. I can draw conclusions as to why Europe is significant and some of the capital cities that make it so.

• Locate UK within Europe
• Name some countries within Europe (For example: Western: France, Belgium, Germany, Netherlands / Northern: Norway, Finland, Sweden, Denmark / Southern Europe: Portugal, Spain, Italy, Greece / Central Europe: Poland, Czech Republic, Slovakia, Bulgaria, Lithuania)
• Reference European countries in relation to each other using the compass and state their location in Europe (Western, Northern, Southern, Eastern) including common references to regions (British Isles, Scandinavia/Nordic, Mediterranean, Western Europe and Europe)
• Know the location of Russia in relation to Europe.
• Know the major cities of Europe
- UK: London, Cardiff, Edinburgh, Belfast (This is revised from Year 1)
- Europe: Athens, Berlin, Brussels, Dublin, Madrid, Paris, Rome, Warsaw)

<u>Suggested Assessment Questions:</u>
• Name some of the counties in describe them in relation to each other. Use compass related language (e.g. northern Europe) within their answer.
• Name some of the capitals in Europe and state their country and identify key landmarks or reasons for significance.
• Describe in relation to the rest of the world and the UK.</td><td>Common misconceptions
• The UK is not in Europe – politically correct, but not geographically.
• Russia is in Europe</td></tr>
</table>

Environment-human and physical processes **Cultural Awareness & Diversity**	**Context: Contrasting study - England and the Mediterranean** *(Suggested case study: own location and East-Spain coastline)* Learner narrative: I can compare my locality with another area in Europe. I can make observations about where I live and ask questions about the Mediterranean. I can name similarities and differences in their physical geography, and I can use geographical vocabulary to describe this. I can find similarities and differences in their human geography and the way humans live and connect in both areas. Know location of Mediterranean countries (France, Italy, Greece, Spain) • Identify the country/countries' location in relation to the globe: hemisphere (northern), latitude, longitude and time zones in relation to Greenwich Mean Time (GMT). • Understand the terms biome, vegetation belt, climate zones, topography – see below: • Know geographical similarities and differences through the study of physical geography. Notes for teachers - Physical: • Biomes; a biome is a large naturally occurring community of flora and fauna occupying a major habitat that formed in response to a shared physical climate. The Mediterranean biome is known as Mediterranean and is characterised as hot dry summers, mild and rainy winters with woodlands and shrubs. England's temperate biome is characterised as mild climate with seasonal variation receiving heavy rainfall with mixed woodland. • Vegetation belt: a vegetation belts is an area with distinctive plant types. There are 5 types of vegetation belt: forest, grassland, tundra, desert, and ice sheet. The vegetation belt in the England is typically temperate broadleaf forest. The vegetation belt in the Mediterranean is typically shrubs and grassland. • Climate zones are divisions of the Earth's climates into general climate zones according to average temperatures and average rainfall. The three major climate zones on the Earth are the polar, temperate, and tropical zones. • The Mediterranean and the England are in a temperate climate zone and experience seasonal change (autumn, winter, spring, summer). • Topography is the arrangement of the physical and human features of an area. The topography of the Mediterranean is varied: high mountains, rocky shores, scrubland, coastal wetlands, sandy beaches and islands. The topography of the England is varied: mountains and hilly landscapes, rolling valleys, varied coastal types (e.g. cliffs, pebble or sandy beaches, coastal wetlands), • Know geographical similarities and differences through the study of human geography: - Identify the different land use patterns within each area using maps and images (recreational, transport, agricultural, residential and commercial) and understand that aspects have changed over time. - Identify economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <u>*Suggested Assessment Questions:*</u> • *Where is the Mediterranean and state countries are in the Mediterranean?* • *How is the _____ similar or different in East Spain and your location? Use for different human and physical geography language such as biomes, climate, topography within he answer.* • *How does the _____ affect _____ in ___? E.g. How does the climate zone affect the vegetation in East-Spain?* • *How have you used maps to investigate England/East Spain?*	**Common misconceptions** • Temperate is the same as temperature. • Places on a map are further east or west of each other when they are on the same longitude as shown on a globe.

Key Concepts, Knowledge, Vocabulary and Skills - Geographers: Year 4

Disciplinary Concepts 'Thinking like a geographer'

Map Skills	Fieldwork	Observing	Questioning	Concluding
• use maps, atlases, globes , google maps and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 6-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 • present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies • carry out simple questionnaires/ surveys • map evidence from fieldwork e.g. sketch annotated views. • apply some mathematical skills in data handling to Geography fieldwork.	• use books, maps, atlases, the internet, satellite and aerial photos to make observations and find out information. • Investigate the human and physical features of places and make observations	• ask and answer questions, sharing ideas and considering others • SEE APPENDIX 2 for high quality questions relating to comparison studies	• collect and record evidence to make comparisons • record in different ways including diagrams, charts and writing at length.

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• *How do people live alongside their environment? How are places linked?*

Substantive Concepts — **Key Knowledge and Vocabulary**

Place
Space
Scale

Context: UK - Locational investigations & patterns: Our capital city

Learner narrative: I can explain that England is divided into counties. I can say which county I live in (linked to Year 3 prior learning) and name some of the counties in the South-east of England. I can name some significant cities in England and explain the human and physical landmarks of these cities that make them significant. I can use maps to investigate these cities and locate significant landmarks. I can tell you about our case study of London as the capital city of England and explain why it is a significant place in England and the rest of the world.

Common misconceptions
- Cities named as capital cities.

- Know there are counties in the south-east region (South-east & London: Kent, Berkshire, Surrey, West Sussex, East Sussex, Essex, Buckinghamshire, Hampshire, Oxfordshire, Herefordshire)
- Case study of a city within South-east: London – human and physical features in London.
- Know significant cities in England (London, Bristol, Manchester, Birmingham, Liverpool, Leeds, Sheffield, Newcastle).
- Identify characteristics of the England (famous landmarks both physical and human e.g. Dover Cliffs, River Thames, Peak District, Blackpool Tower, Windsor Castle, Lake District, Angel of the North, Hadrian's Wall)
- Identify the hemisphere (northern), latitude, longitude and time zones in relation to Greenwich Mean Time (GMT).

Suggested Assessment Questions:
- *What is the capital city of England? Why is it significant? Tell me about what you learnt in your case study of London.*
- *What is a county? Can you name counties in the south-east of England?*
- *Name some physical and human landmarks of England. Why are these important?*

Place
Space
Scale

Environment – physical and human processes

Context: Global - Locational investigations & patterns

Learner narrative: I can use a wide range of world maps to investigate locations and times zones around the world. I can locate the northern and southern hemisphere and explain how geographers use longitude and latitude on maps to locate different places in the world. I can locate the Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle on a world map and tell you about the physical and human features of these areas. I can also explain how time zones differ across the world. I can name some of the countries in South America and explain some of the physical and human factors of the environment there. I can ask and answer questions about the location of South America (as a whole continent and individual countries) using a compass in relation to the rest of the world and compare the size of the countries with the UK.

Common misconceptions
- Places on a map are further east or west of each other when they are on the same longitude as shown on a globe.

- Name countries within South America (Brazil, Ecuador, Chile, Bolivia, Colombia)
- Reference South American countries in relation to each other using the compass and North America
- Locate American continents in relation to the Arctic Circle and Antarctic Circle.
- Identify the hemisphere (southern), latitude, longitude and time zones in relation to Greenwich Meridian mean time.
- Identify the position of Equator & the tropics of Cancer and Tropic of Capricorn

Suggested Assessment Questions:
- *Where is South America? Use compass points, hemispheres, other continents, and tropics in your answer.*
- *Name three countries in South America. Are they in the same time zone as the UK? Explain your answer and consider the size of the countries.*
- *Tell me about some of the physical and human features of South America. How are they important / significant to life in that country?*

Environment- Human and Physical Processes **Cultural Awareness and Diversity**	**Context: Contrasting study - England and a region in South America (Peru/ Brazil)**	
	Learner narrative: I can tell you about our fieldwork learning about the climate zone, biome and vegetation in my local area. I can explain the similarities and differences between my location and a country in South America in relation to physical geography (topography, climate zones, biomes) and human geography (farming, landmarks, recreation, transport). I can describe what it would be like to live in this country and how each one of these physical and human geography ideas interconnects with others. I can explain how geographers use map to learn about different areas and explain what I have learnt about Peru / Brazil through my investigations of different maps.	**Common misconceptions** • Vegetation is to with vegetables. • The soil in the rainforest is very fertile

	• Know location of Peru/ Brazil and surrounding countries (Ecuador, Chile, Bolivia, Colombia)
	• Identify the country/countries location in relation to the globe: hemisphere (northern), latitude, longitude and time zones in relation to Greenwich Mean Time (GMT).
	• Know geographical similarities and differences through the study of physical geography:
	- Physical:
	  • See Year 3 curriculum for definitions for biomes, vegetation belts, climate zone and topography.
	  • Peru/ Brazil biomes are characterised as desert, tundra and tropical rainforest.
	  • The vegetation belt in Peru/ Brazil is complex as a result of the physical geography. It includes a dense belt of lomas (flowering plants and grasses) and high attitude vegetation.
	  • Peru/ Brazil's climate zone is in the tropical climate zone. The tropical zone occurs in the latitudes between the tropics and experiences a warm climate with high cloud cover.
	  • The topography of the Peru is coastal, highlands and rainforest.
	• Know geographical similarities and differences through the study of human geography:
	• Identify the different land use patterns within each area using maps and images (recreational, transport, agricultural, residential and commercial) and understand that aspects have changed over time.
	  - - Identify economic activity including trade links, and the distribution of natural resources including energy (non-renewables and hydro-power), food (e.g. beans, maize, peppers, potatoes, quinoa, tomatoes), minerals (e.g. copper, silver, gold, oil) and water.
	
	<u>*Suggested Assessment Questions:*</u>
	• *How is the _____ similar or different in Peru / Brazil and your location? (Use for different human and physical geography ideas.)*
	• *How does the _____ affect _____ in ___? E.g. How does the climate zone affect the vegetation in Peru?*
	• *How have you used maps to investigate Peru / Brazil?*	

Key Concepts, Knowledge, Vocabulary and Skills – Geographers: Year 5

Disciplinary Concepts 'Thinking like a geographer'

Map Skills	Fieldwork	Observing	Questioning	Concluding
• use maps, atlases, globes, google maps and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 6-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 • follow a short route on an OS map and identify features shown • use relational language to describe where countries are in relation to each other	• use fieldwork to observe, measure, record and present the human and physical features of a city • use a range of methods to record including sketch maps, plans, graphs and digital technologies • include a river study: calculate velocity of river (distance/average time) and measure depth of the river cross section in upper, middle and lower course. Bristol and Avon River Trust can support with this • collect, analyse & communicate with a range of data gathered in experiences of fieldwork to show understanding of geographical processes.	• use primary and secondary sources and understand their limitations • investigate places on a larger scale and describe processes that cause human and physical geography to occur, including how some processes depend on or relate to one another • collect and record evidence	• confidently suggest questions for investigation	• analyse evidence and draw conclusions • regularly apply maths skills to help understanding • draw upon knowledge & understanding beyond the local area, UK, Europe, N & S America to suggest suitable questions and make decisions based on knowledge, understanding and facts. • I can use ICT to enhance learning & present findings

Interconnection
The concept of interconnection emphasises that no object of geographical study can be viewed in isolation.
It refers to the nature and significance of links between features, places, events, and people. The links can be organised as systems, networks for the movement goods, information/ideas and people.
- *How do people live alongside their environment? How are places linked?*

Substantive Concepts	Key Knowledge and Vocabulary	
Place	**Context: UK - Locational investigations & patterns - Waterways**	
	Learner narrative: Using maps and compass points, I can describe the location of some of the most significant waterways in England. I can identify patterns that help me understand why waterways are in these places. Using a case study, I can describe the location and function of a significant waterway.	**Common misconceptions** • All waterways in-land are rivers. • Fresh and saltwater differences
	• Know significant waterways in England (Avon, Grand Union Canal, Mersey, Ouse, Trent, Thames, Tyne). • Pick a city from above and conduct a case study (possible link to natural resources/rivers below) identifying significant landmarks/ development/activity that takes place on the watercourse. *Suggested Assessment Questions:* • Where are significant waterways in England located? Describe why you think they are located here. • Using a case study example describe the significance of a waterway to a particular town or city and or region.	
Scale Space	**Context: Global- Locational investigations & patterns**	
	Learner narrative: Using geographical language and maps to support I can name the seven continents and describe their location in relation to each other. I can describe the similarities and differences between the continents (biomes, climate, topography). I can name some of the significant cities of the world and give reasons why they are significant.	**Common misconceptions** • The size and shape of continents on a flat map and net of globe map.
	• Name countries within 7 major continents and compare the size of continents. • Reference continents within their respective hemispheres. • Revise global biomes, vegetation belts, and climate zones (See Year 3 & 4). • Know major cities of the world, their respective countries and continents. (London, Moscow, Mumbai, New York, Paris, Rio de Janeiro Singapore, Sydney, Tokyo) *Suggested Assessment Questions:* • I can use maps / globes to describe the seven continents in relation to each other. • Compare two continents and describe their similarities and differences using geographical language (physical, human features, biomes, climate), as well the size of the continents comparatively.	

<table>
<tr><td>Environment- Physical Processes</td><td colspan="2">Context: The Water Cycle & Rivers</td></tr>
<tr><td></td><td>Learner narrative: I can describe how the water cycle works and its importance to our lives. I can tell you how rivers and waterways play a part in that cycle. I can describe using fieldwork examples how rivers are formed and how they travel.</td><td rowspan="2">Common misconceptions
Confusion between the source and the mouth of the river.
Rivers start on the coast and flow inland.
The branch of river flows away from the mainstream.
Rivers flow faster in mountains.
Rivers only occur in rural settings and are more likely to be associated with countryside than towns.
Erosion and weathering are the same.</td></tr>
<tr><td></td><td>Understand the Water Cycle (Detailed within Science Curriculum Year 3: Introduction to Water Cycle & Year 5 Meteorology)
Evaporation from the sea/lakes, condensation, precipitation, run-off and groundwater
Discuss the different paths that water takes.
Discuss how urban areas modify the drainage of water.
Rivers
Know the features of a river: bank, bed, upper/middle and lower course, source, mouth, basin
Understand that a river basin is an area of land drained by a river and its tributaries.
Identify features of a river basin: springs, mountain streams, channel, valley, floodplain, lakes, estuary, coastline.
Follow the course of a river from source to mouth while using a map.
Discuss differences between mountain streams and lowland meandering rivers.
Understand the terms erosion and deposition: Erosion is a physical process in which soil, rock and other surface material are removed from one location and transported to another. Most erosion is performed by liquid water, wind or ice. Deposition is the processes where material being transported by a river is deposited. Deposition occurs when a river loses energy.
<u>Suggested Assessment Questions:</u>
How does the water cycle work?
Using a field study example, describe how a river was formed and how it travels?</td></tr>
<tr><td>Environmental impact and sustainability</td><td colspan="2">Context: Natural Resources</td></tr>
<tr><td></td><td>Learner narrative: I can describe what natural resources are and I can give reasons why humans need them. I can also tell you the difference between renewable and non-renewable sources. I know the reasons why burning fossil fuels is wrong and can describe the damage they do to our environment and how they contribute to climate change.</td><td rowspan="2">Common misconceptions
Climate is the same as weather</td></tr>
<tr><td></td><td>The earth provides finite resources.
Identify the non-renewable resources found in the ground, including the south-west England.
Natural resources can be extracted from underground (drilling, open cast mining, underground mining)
Natural resources are used to for human purposes (building materials, jewellery, energy, transport, food)
Identify the impact of the removal of natural resources on the physical landscape. Understand why natural resources are needed and how they are used.
Burning fossil fuels, such as coal, contribute to climate change.
<u>Suggested Assessment Questions:</u>
I can name the difference between renewable and non-renewable resources.
What natural resources can you name? Describe why they are important to humans today.
How does burning fossil fuels damage our world? Give examples.</td></tr>
</table>

Key Concepts, Knowledge, Vocabulary and Skills - Geographers: Year 6

<table>
<tr><td rowspan="2">Disciplinary Concepts
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• use the 8 points of a compass, 6-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 relational language to describe where countries are in relation to each other
• Zoom in and out using Google Earth to give idea of scale
• Using blank maps to plot counties of West and Highland areas of Scotland
• compare maps with aerial photos and select a resource for a specific purpose
• use a scale bar to measure distance</td><td>• use fieldwork to observe, measure, record and present the human and physical features of a city
• use a range of methods to record including sketch maps, plans, graphs and digital technologies
• use live web cams/ Google Maps to look at active volcanoes
• collect, analyse & communicate with range of data gathered in experiences of fieldwork to show understanding of geographical processes</td><td>• use primary and secondary sources and understand their limitations
• investigate places on a larger scale and describe processes that cause human and physical geography to occur, including how some processes depend on or relate to one another
• collect and record evidence</td><td>• confidently suggest questions for investigation</td><td>• analyse evidence and draw conclusions
• regularly apply maths skills to help understanding
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The concept of interconnection emphasises that no object of geographical study can be viewed in isolation.
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<tr><td>Substantive Concepts</td><td colspan="5">Key Knowledge and Vocabulary</td></tr>
<tr><td rowspan="3">Place
Space
Scale</td><td colspan="5">Context: UK: Locational investigations & patterns - Highlands</td></tr>
<tr><td colspan="4">Learner narrative: I can use different maps to help me identify the different highlands within the UK. I can use a 6-figure grid reference and directional language to tell you where highlands are located. Using a case study of a highland area, I can describe the physical and human features and how this may have changed over time.

• Use the scale bar to describe the distances represented on the map
• Use directional language to describe the relationship between places.
• Know significant highland areas nationally (Brecon Beacons, Black Mountains, Lake District, Grampians, Peak District, Pennines, Southern Uplands & Southern Highlands) and locally.
• Pick an area above and conduct a case study – link to mountains below
• Understand contour lines on a variety of maps.

<u>Suggested Assessment Questions:</u>
• Can you identify highlands on a map of the UK?
• Can you describe where highlands are in comparison to each other and other places and regions in the UK using compass directional language.</td><td>Common misconceptions
• A highland is a mountain
• Difference between contour lines and isobars</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td rowspan="3">Environment:
Physical Processes</td><td colspan="5">Context: Mountains, Volcanoes & Earthquakes</td></tr>
<tr><td colspan="4">Learner Narrative: I know the Earth is made of layers. I can explain Continental Drift Theory. I know that the crust is broken into different tectonic plates and at the plate boundaries, geographical processes such as mountain formation (volcanoes) and earthquakes (tsunamis) occur. I know that different plates movements cause different types of mountains. I know and I can explain how mountains are formed. I know that a volcano is a type of mountain and I can explain why some volcanoes erupt and other don't (dormant or extinct). I can explain the impact of plate tectonics on humans through case study examples (fieldwork).

The Earth's Layers / Volcanoes & Earthquakes
• Crust, mantle, core (outer core and inner core)
• Movement of tectonic plates
• Earthquakes: Faults, San Andreas fault; Measuring intensity: seismograph and Richter scale; Tsunamis
• Volcanoes: Magma, lava and lava flow; Active, dormant and extinct; Famous volcanoes: Vesuvius, Krakatoa, Mount St. Helens
• Hot springs and geysers: Old Faithful (in Yellowstone National Park, USA)
• Theories of how the continents and oceans were formed: Pangaea and continental drift.
• Understand the impact on humans when they erupt or quake.

Mountains
• Know the names of some of the world's mountain ranges in the world: The Alps; The Himalayas; The Andes and The Appalachian Mountains; The Atlas Mountains.
• The terms peak meaning the highest point of a mountain and range meaning a connected group of mountains.
• How mountains are formed: Folded mountains, fault-block mountains, dome-shaped mountains

<u>Suggested Assessment Questions:</u>
-Explain Continental Drift theory. -Describe the layers of the Earth. Use diagrams to describe the related process and the result of that process ie. What is created at a transform boundary.
- Link geographical features to human impacts.</td><td>Common misconceptions
• Plate tectonics line up with countries.
• Mountains have sharp peaks</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td></td><td colspan="5">Context: Climate Change</td></tr>
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Environmental impact and sustainability	Learner narrative: I can explain the difference between weather and climate. I can explain that natural heating and cooling of the world (glacial and interglacial periods) has always occurred. I know what global warming is and I can explain some of the scientific explanations. (questioning). I know that scientists believe human activity is contributing to global warming. I can explain the impact of global warming on our world (environment and wildlife) through climate change. I can explain the impact of climate change on humanity and how this might look different in different places (concluding). Children understand what climate change is and how it is affecting our world. They learn different ways in which it can be reduced in order to conserve the world around us. • Awareness that the world's climate changes and has warmed and cooled at different points in Earth's history. • The world's climate is currently changing. • Currently the climate is getting hotter. • Climatologists widely believe that the current climate change is caused by human activity (burning fossil fuels, farming, deforestation). • A warmer climate leads to increased rainfall, changing seasons, shrinking sea ice, rising sea levels. • Climate change impacts upon wildlife and people. • Physical processes cause climate change (volcanic activity, solar output, orbital changes). <u>*Suggested Assessment Questions:*</u> *- Explain the difference between weather and climate* *- Using scientific language, explain what global warming is and the impact it is having on our world* *- Describe the impact of climate change in different places across our world* *- Suggest ways in which we can reduce this happening*	**Common misconceptions** • Weather and climate are the same. • Climate change is solely man-made. • A warmer world is better.

Appendix 1: Curriculum Rationale:

This curriculum is coherent, which means it has been carefully considered, and each context follows a deliberate order. That order starts with the viewpoint and mind-set of our youngest children, who view the world from their experience and their own location and its immediate surroundings. As our children grow up, the curriculum will invite them to explore the world further, whilst maintaining focus on their local and national landscapes. The further away we travel, the less resources and opportunity we may have to physically visit places and despite technological advances to view virtual 'streets', places at a distance are more abstract to study. Our children will be able to, as geographers, appreciate the disjointed evidence, and have a greater chance to 'piece together' bodies of evidence to understand the physical and human geography of distant places and we as humans understand and interact with these environments.

Contexts have been organised to allow pupils year on year to learn to investigate locational knowledge at a local and national scale, as well places at a distance. This will enable children, year on year, to focus their lenses in and out as geographers. They will learn the about the locations that are in their region and country, which will assist in their broader understanding of their world in which they live in. There are opportunities to explore the UK through location/map studies: identifying similarities and differences in counties and regions; noting visual human and physical differences; building knowledge of waterways and cities through case studies. Children will make the connections between people and places shared in their lives such as news items, stories, historical studies and sports teams.

The key substantive concepts of place, space, scale and environment (human and physical), environmental impact and sustainability, cultural awareness and diversity are be revisited throughout each key stage, where knowledge is built upon prior learning. The approach is to build layers of meaning that crucially support accessing the disciplinary and conceptual understanding of what is means to be a geographer. It is more helpful to children to build layers of meaning through a holistic view of geographical contexts; and this can enable our geographers to explore the disciplinary concepts of 'Thinking like a geographer' with investigative questions, geographical fieldwork and exploring the interconnection between all aspects of geography. Interconnection threads through all geography contexts as all concepts are inextricably linked. Environmental impact and sustainability and Cultural awareness and diversity feature at the end of KS1 and in UKS2 and through contrasting studies in Years 3 and 4. These important concepts help children to understand the impact that humans have on the world around them. Contexts in geography have been aligned to other curriculum areas, such as history and science as these too have been deliberately constructed, for example, when children have an opportunity to study Romans, they will have already learnt the geography of the Europe and Mediterranean region.

Research sources:

- Geographical Association https://new.geography.org.uk/write/MediaUploads/Support%20and%20guidance/Think_Piece__Concepts_in_geography_2022.pdf
- Ofsted https://www.gov.uk/government/publications/research-review-series-geography/research-review-series-geography
- High Quality School Improvement group https://www.hfleducation.org/blog/what-do-substantive-and-disciplinary-mean-when-thinking-about-primary-foundation-subjects
- 2014 DfE National Primary Curriculum https://assets.publishing.service.gov.England/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf
- Core Knowledge: http://www.coreknowledge.org.England/
- https://www.geography.org.England/ https://www.geography.org.England/write/MediaUploads/Support%20and%20guidance/GA_ADVBookletFULL.pdf
- National Geographic www.nationalgeographic.org/
- Perter Jackson: https://people.uwec.edu/kaldjian/1Courses/GEOG401/401Readings/Thinking_Geographically_Jackson_2006.pdf
- Understanding and Teaching Primary Geography Simon Catling, John Catt Publishing
- New Zealand Ministry of Education https://seniorsecondary.tki.org.nz/Social-sciences/Geography/Key-concepts
- Geographical Association https://www.geography.org.uk/download/ga_con14_fieldwork%20in%20the%20school%20grounds%20website%20version.ppt
- Leading Primary Geography, edited by Tessa Willy , Geographical Association