

Shoreham Village School

National Curriculum – Geography

Early Years Foundation stage:

People, Culture and Communities:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.

The Natural World:

- Explore the natural world around them, making observations.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Key stage 1:

Pupils should be taught to:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge □ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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 Geographical skills and fieldwork
- 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.

Key stage 2:

Pupils should be taught to:

- 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: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle □ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and waste.

Progression throughout the school

Topic	People Culture and Communities	Our Natural World	Fieldwork
Texts	Annahabiscus		
Reception	Describe their immediate environment using	Explore the natural world around them, making observations.	Make observations of animals and plants and explain why some things

	<p>knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>occur, and talk about changes.</p>
	Term 2	Term 4	Term 6
Year 1	Oceans and Seas	Continents and Countries	Where I Live
	<p>Know the names and locations of the world's oceans and seas.</p> <p>Know the different layers of the ocean.</p> <p>To understand the importance of the oceans and how they contribute to life on earth.</p> <p>To know about the different aquatic animals that live in the oceans.</p> <p>To understand that our oceans need protecting and know what we can do to help protect our oceans.</p>	<p>To know the definition of a continent.</p> <p>To be able to name the seven continents.</p> <p>To understand the geographical features of each continent.</p> <p>Know the differences and similarities of each continent.</p> <p>To know about the animals that live on each continent.</p> <p>To look at countries in each continent.</p> <p>To look at the weather in each continent and discuss its difference.</p>	<p>Focus on Shoreham</p> <p>Explore the key features of the village, manmade and natural landmarks.</p> <p>Look at interactive maps and paper maps.</p> <p>Explore Shoreham Village church (local trip)</p> <p>Use a compass to find north, east, south and west.</p> <p>Use secondary information to find out about significant people in our local area, Palmer, Barton, Cameron and Moore.</p> <p>Explore the geographical difference between the countryside and a town.</p>
Year 2	London	Enchanted Woodlands	Rio De Vida
	<p>To know that London is the capital city of England, located in Europe.</p> <p>To know about the diverse ways to travel in London: by boat, car, train, tube, ext.</p>	<p>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.</p>	<p>Identify the characteristics of a settlement.</p> <p>Use interactive and paper maps to locate Brazil and Rio De Vida.</p> <p>Look at the culture, fashion, food and music of Brazil.</p>

	<p>To explore the different landmarks in London Field trip – methods of travel survey and landmarks. Map skills. Extended geography writing opportunity</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. 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.</p>	<p>Temperature and seasonal differences Compare Brazil to England</p>
Year 3	Villages, Towns and Cities	Mountains, Volcanoes and Earthquakes	Water, Weather and Climate
	<p>Population of continents, countries, and cities around the world. To know the difference between villages, towns, and cities. To identify landscapes and physical characteristics. To identify man made features, houses, parks, commercial buildings. Compare the differences and similarities between a Village and a city. Look at Shoreham and compare this to over villages. Extended writing opportunity.</p>	<p>Know the layers of the earth. To know how mountains are formed and the names of different mountains eg, fold mountains. Know how volcanoes are formed and what happens when they erupted. Know how earthquakes occur and what happens during an earthquake eg, tsunamis. Extended writing opportunity.</p>	<p>Know the location of earth's water. To have an understanding of how weather is created and what contributes to its changes. To know the water cycle and to know why it rains. To know that the UK is an Island and is located between the Atlantic Ocean and a huge land mass which can cause "wild weather". To know that the Earth is tilted on its axis and this causes the seasons. Understand that the world is becoming warming and this affects the worlds weather. Extended writing opportunity.</p>
Year 4	Rivers	Migration	Natural Resources

	<p>Locate the worlds rivers, including the Nile and the river in Shoreham.</p> <p>To know the process of erosion, transportation and disposition.</p> <p>To know how a delta is formed and how they are used.</p> <p>To understand how the flow of water can create a meander and convex banks.</p> <p>Explore the habitat of an oxbow lake.</p> <p>To understand why rivers are important to people: transport, exploration, fertile soils, ext.</p> <p>Understand the affects a river flood can cause looking at Karala, York and Aswan High.</p>	<p>To know what migration is, why is occurs (forced, voluntary, economic) and that it can be temporary or permanent.</p> <p>Know and understand the effects of migration.</p> <p>To know what a refugee is and why they would migrate.</p>	<p>Know the worlds natural resources and understand why they are used.</p> <p>Understand that the world is using more natural resources than can be replenished leading to deforestation, degraded soils and polluted air.</p> <p>Know the resources that are available in Chile and compare that to the UK.</p> <p>To know the dangers of exploiting earth's resources, link to Chilean mining accident.</p> <p>Look at environmentally friendly ways to produce goods, the circular economy.</p> <p>Extended writing opportunity.</p>
Year 5	Slums	Biomes	Energy and sustainability
	<p>To know what a slum is and understand how it develops.</p> <p>Compare life in two different slums: Dharavi and Rocinh.</p> <p>Explore the challenges of living in slums and how is can be improved.</p>	<p>To know what a biome is, the different types of biomes and what affects an ecosystem.</p> <p>Understand how biomes can be damaged and what is in place to protect them.</p> <p>Extended writing opportunity.</p>	<p>To know the different ways energy is produced and understand which are sustainable.</p> <p>Use secondary sources to research Curitiba, Freiburg way of life.</p> <p>Extended writing opportunity.</p>
Year 6	Local Fieldwork	Population	Globalisation
	<p>Focus on Shoreham Village.</p> <p>Making observations, asking questions, collecting, recording and analysing data in all forms in order to reach a conclusion.</p> <p>Explore primary and secondary field work involving quantitative and qualitative data.</p> <p>Create field sketches, surveys and questionnaires.</p> <p>Use maps.</p> <p>Use different types of data collection methods and present the findings.</p>	<p>Explore varying populations around the world and understand how and why they change.</p> <p>Analyses population pyramids.</p> <p>Explore the effects of a growing population and an aging population linking to a country or place.</p> <p>Use secondary information to understand and discuss population and world hunger.</p> <p>Extended writing opportunity.</p>	<p>To know what globalisation is and how it has changed our way of life, eg: communication, trade, food, fashion ext.</p> <p>Explore and research how globalisation may affect our future.</p>

	Analysis, conclude and evaluate the findings.		

Medium Term Plans

Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Term 2	Know the names and locations of the world's oceans and seas.	Know the different layers of the ocean.	To understand the importance of the oceans and how they contribute to life on earth.	To know about the different aquatic animals that live in the oceans.	To understand that our oceans need protecting and know what we can do to help protect our oceans.	
Term 4	To know the definition of a continent. To be able to name the seven continents. To know what the equator is and the northern and southern hemisphere.	To know about Europe and Australia including England, France, Spain and Italy Australia: Australia/ New Zeland And their capital cities and land marks. Population size	To know what Africa is like. Get the children to identify three countries in Africa using a map. Look at animals, food and currency. Population size. Discuss the weather and seasonal changes.	To know what Asia is like. look at Russia, China and Saudi Arabia. Look at Population size, physical features and key land marks such as Great Wall of China, Everest and Dragon Bridge. Discuss weather and seasonal changes.	To know what North and South America is like. Discuss physical features and weather patterns. Look at Canada and USA and discuss states. Look at the importance of the amazon rainforest.	To know what Antarctica is like. Look at weather and seasonal changes. Look at wild life and population.
Term 6	Focus on Shoreham Explore the key features of the village, manmade and natural landmarks.	Look at interactive maps and paper maps. Use interactive maps to look at Shoreham and get children to look for physical and natural features on a map.	Explore Shoreham's natural features such as the river. (local trip)	Use a compass to find north, east, south and west.	Explore the geographical difference between the countryside and a town.	Field work: Local trip Look at the village hall and place of worship.

Year 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Term 2	To know that London is the capital city of England, located in Europe.	To know about the diverse ways to travel in London: by boat, car, train, tube, ext.	To explore the different landmarks in London	Field trip –	Look at the population and culture of London.	geography writing opportunity
Term 4	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 e.g. 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	Look at the key human and physical features of the surrounding environment of the school.
Term 6 (Corner stones)	locate Brazil, Brazil's capital city, and identify any human features.	Use geographical vocabulary to identify human and natural features.	Think about what it might be like to live their. Look at their culture, fashion, food and music.	Look at the weather in Brazil and seasonal changes and compare to England.	Compare the culture of Brazil to England.	Try food from Brazil and compare it to England.

Assessment

	Place knowledge	Human and physical	Locational knowledge	Field work
Reception				
Year 1	Term 2, 4, 6	Term 2, 4, 6	Term 2, 4, 6	Term 6
Year 2	Term 2, 4, 6	Term 2, 4, 6	Term 2, 4, 6	Term 4
Year 3	Term 2, 4	Term 2, 4,6	Term 2,6	Term 2
Year 4	Term 2, 6	Term 2, 6	Term 6	Term 2
Year 5	Term 2	Term 4	Term 2, 6	
Year 6	Term 4, 6	Term 4, 6	Term 2, 4, 6	Term 2

Geography Vocabulary

Please use the following when discussing geography with the children.

Key Stage 1

Reception School House Park Shop Map	Oceans and Seas Oceans Seas Habitat Bioluminescence Gills Continents Mammals Fish Crustaceans Molluscs Sunlight zone Twilight zone Midnight zone Abyss Trenches	Continents Australia currency Europe population landmark country size Africa Ethiopia elephant leopard rhino buffalo lion Asia fruit different China Japan billions America North South rainforest Antarctica iceberg Southern blubber temperature scientist	London map United Kingdom capital city population London Romans Londinium Anglo-Saxons Vikings King Alfred Normans King James Guy Fawkes fire parliament gunpowder The Blitz bombing underground tube TfL Transport for London bus boat train taxi	Where I Live North South East West Map Town Countryside Village City	Enchanted Woodland	Rio
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Glossary – Key Stage 1

Lower Key Stage 2 Geography Vocabulary

Villages, Towns and Cities	Mountains, Volcanoes and Earthquakes	Weather	Rivers	Migration	Natural resources
Population Distribution Population density Settlement Village Town City Megacity Employment Leisure Advantage Disadvantage Hunter-gatherer Nomadic people Land use	Magma Tectonic plate margin Mountain range Fold mountain Volcano Earthquake Tsunami	Weather Climate Atmosphere Evaporation Transpiration Condensation Precipitation Surface runoff Ground water Lake Stream River Infiltration Temperature Air mass	River Landscape Lake Sea Ocean Source Mouth Erosion Transportation Sediment Deposition Riverbed River banks Land form Tributary Agriculture	Migration Deographic Source country Host country Push factor Pull factor Economic migrant migrant Employment Refugee Asylum seeker Persecution Refugee camps Climate change	Natural resources Exhaustible / non-renewable Consumption Abundance Scarcity Fossil fuels Renewable Lucrative Extraction Mining.

Glossary – Lower Key Stage 2

River- A flow of fresh water across the land into a lake, sea or ocean.

Landscape- A part of the Earth's surface.

Lake- A large area of water, surrounded by land.

Sea- An area of salt water.

Ocean- A large area of sea. There are five oceans: Atlantic; Pacific; India; Arctic; Southern.

Source- The start of a river.

Mouth- The end of a river, where it enters a lake, sea or ocean.

Erosion- The wearing away of the Earth's surface.

Transportation- The movement of sediment (material).

Sediment- Natural material that is carried and deposited by a river.

Disposition- The dropping of sediment.

Riverbed- The bottom of the river.

Riverbank- The sides of the river.

Landform - A feature on the Earth's surface that is part of the land.

Tributary - A smaller river that flows into a larger river.

Agriculture- Farming (growing crops, such as cereals, fruits and vegetables)

Natural resources- Materials that exist in the natural environment that are useful to humans. Most natural resources are unevenly distributed and exhaustible

Exhaustible / non-renewable- A material that is exhaustible will run out and not last forever. It is non-renewable.

Consumption- The action of using a resource.

Abundance- A large quantity of a material.

Scarcity- A short supply of a material.

Fossil fuels Coal, oil and gas. These are formed from the remains of plants and animals, that are changed into fossil fuels by millions of years of heat and pressure. They are non-renewable, exhaustible sources of energy.

Renewable- A material that will keep being generated, such as fish and forests. (Renewable resources can become exhaustible without careful management.)

Lucrative-Making lots of money.

Extraction- The removal of something, such as a natural resource.

Mining- The process of taking a natural resource out of the ground. It usually refers to the extraction of metals, stones and coal.

Upper Key Stage 2 Music Vocabulary

Slums	Biomes	Energy and sustainability	Field work	Population	Globalisation
Slum Settlement Densely populated Inhabitant Urbanisation Urban Rural Migration Push factors Pull factors Services Inequality Quality of life Standard of living	Biome Ecosystem. Climate Deciduous Dormant Equator Fauna Flora Latitude Tropics Deforestation	Sustainable Unsustainable Renewable energy Non-renewable energy Pivotal Of crucial importance Development Abode Economic Unprecedented Biodegradable Controversial Waste to Energy	Fieldwork Primary data Secondary data Quantitative data Qualitative data Analysis Conclusion Evaluation Accuracy Reliability Bias Correlation	Birth rate Death rate Infant mortality rate Natural increase Natural decrease Life expectancy Inequality Population Migration Population density Population distribution Rural area Urban area Sparsely populated Densely populated	Globalisation Imports Exports Trade International trade Politics Culture Cultural Technology Economy Economic Unsustainable GDP Revenue TNC

Glossary – Upper Key Stage 2

Biome- A large area of land with a particular climate, type of plants and animals.

Ecosystem- A community of living and non-living things that work together.

Climate- The general weather conditions and patterns in an area.

Deciduous- A tree that sheds its leaves in the autumn.

Dormant- When a plant or animal is in a deep, long sleep.

Equator- The imaginary line that runs around the middle of the earth.

Fauna- The animals that normally live in a particular biome.

Flora- The plants that normally grow in a particular biome.

Latitude- Imaginary lines goes around the earth horizontally.

Tropics- Any place on earth near the equator.

Deforestation Cutting down trees.

Sustainable- When something is good for people, the environment and the economy.

Unsustainable- When something is not good for people, the environment and the economy.

Renewable energy- Energy sources that do not run out, such as solar and wind energy.

Non-renewable energy- Energy sources that will run out, such as fossil fuels and nuclear energy.

Fossil fuels Coal, oil and gas. These fuels formed millions of years ago.

Pivotal Of crucial importance Development- The process of improvement.

Abode- Where someone lives.

Economic- Relating to money

Unprecedented- Never done before or known before.

Biodegradable- When something is able to break down in the soil.

Controversial- When something divides opinion and people have very different views about it.

Technology Tools and techniques that help solve problems.

Waste to Energy- Generating energy by burning waste