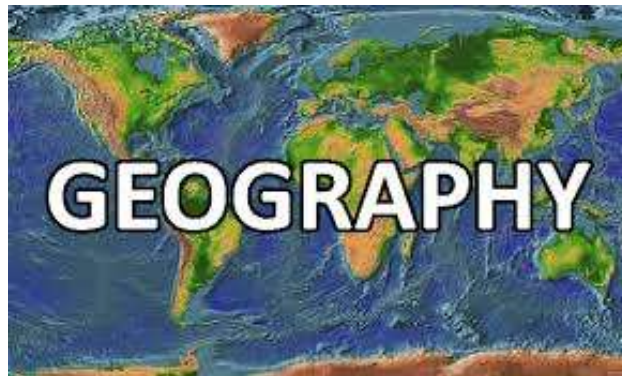




Welton St Mary's Church of England Primary Academy



Geography Curriculum

Together We Care, Learn and Thrive





















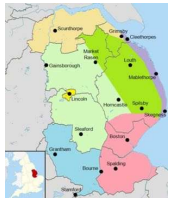










‘The world and the universe is an extremely beautiful place, and the more we understand about it the more beautiful does it appear.’ – Richard Dawkins








Geography Intent

At Welton St Mary’s our aim is for every child to be interested and inquisitive in the world that we live in. Through teaching, this should **provide pupils with the confidence to ask questions** about our world; a passion to **investigate new ideas**; and a drive to interpret their findings, developing their understanding about both far-off places and those closer to home. Furthermore, we intend to extend children’s knowledge through both independent study, high quality geographical teaching, and **by giving all children the opportunity to develop their geographical skills** to help them achieve this. **Our aim is to promote inclusivity through Geography by delivering high-quality teaching.** We will teach them to understand the connections between humans and the physical geography of the planet on which we live and how one can affect the other. They will have the **opportunities** to understand how their town, and the world around it, has changed over time and how technology and mankind has shaped this world to what it is today. We want our children to investigate the structure of our Earth and be able to understand the different cultures which inhabit the world round them. **We want to provide opportunities for the children to be advocates of positive change in the world in which we live; the generation who makes a difference.**

- Inclusive 
- Value each person 
- All to flourish 
- Strive for excellence 
- Rooted in God’s love 
- Agents of positive change 

Geography Overview

	➔				
Year 1	Our school 	Welton 	Countries of the UK 	Famous Landmarks 	Oceans and Continents 
	 Drawing Maps				
Year 2	Where is Welton in the world? 	Comparing Lincoln to Welton  	Climate 	Comparing UK and Brazil 	Rainforests 
	 Geographical skills and knowledge				
Year 3	Local study 	Directions and mapmaking 	Countries of Europe (European Study) 	Volcanoes and Earthquakes  	
	 Geographical skills and knowledge				
Year 4	Local Study – Meeting the needs of a community. 	Lincolnshire Towns 	Comparing Lincoln and London  Changing landscapes of Lincoln and London 	Europe 	Comparing locations (London/Athens)  
	 Geographical skills and knowledge				
Year 5	Mountains 	River formation 	Uses of a River (Nile and local fieldwork) 	South America (Amazon River) 	

	 Geography skills and locational knowledge (Ordnance Survey maps)			
Year 6	UK Coasts 	North America  	Rivers (North America) 	Waterways in World Wars 
	 Geography skills and locational knowledge including time zones			

Core Concepts

CONCEPT – Investigating and interpreting geographical information

- 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, Geographical Information Systems

CONCEPT –Physical and human features

- Deep understanding of Earth's key physical and human processes
- Knowledge of diverse places, people, resources and natural and end human environments
- Growing knowledge to deepen their understanding of interaction between physical and human processes and the formation and use of landscapes and environments
- 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

CONCEPT - Changes over time

- Growing knowledge to deepen their understanding of interaction between physical and human processes and the formation and use of landscapes and environments
- Explain how the Earth's features at different scales are shaped, interconnected and change over time
- 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.

CONCEPT – Geographical communication

- Communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length

Enquiry Questions and Concept Focus

Concepts

Enquiry Questions

	→				
Year 1	Our school What is our school like and how has it changed? How does weather change?	Welton Where do we live? What are the key geographical features of Welton? Where would you find most of the features used by the community?	Countries of the UK How are the countries of the UK different? What are the capital cities of the UK?	Famous landmarks What features make up the UK's capital cities?	Oceans and Continents Where are the continents and oceans of the world located?
	Drawing Maps - What features are in our school/village? Record changes in the weather.				
concept focus	Changes Over Time	Human and Physical	Geographical Communication	Investigating and Interpreting	Investigating and Interpreting
Year 2	Where is Welton in the World? What are the key geographical features of Welton?	Comparing Lincoln to Welton What are the human and physical similarities and differences between Lincoln and Welton?		Climate How does a country's location have an impact on its climate?	Comparing UK and Brazil What are the similarities and differences between the UK and Brazil?
	Geographical skills and knowledge - What are the key countries and seas of the UK? Can I identify the physical and human features of a settlement and plot them on a map.				
concept focus	Investigating and Interpreting	Human and Physical		Geographical Communication	Human and Physical
Year 3	Local study including directions and mapmaking How has Welton developed over time? (Focus on housing development and population and the impact on the local area).		Countries of Europe How has Rome changed over time?		Volcanoes and Earthquakes How do volcanoes occur and what impact do they have on an area? How do earthquakes occur and what impact do they have on an area?
	Geographical skills and knowledge - Where are the UK's major cities located? Use OS symbols to locate features and add features to a map. Use an atlas to locate counties in Europe. To be able to use compass points.				
concept focus	Investigating and Interpreting	Changes Over Time	Geographical Communication Investigating and Interpreting Changes over time		Human and Physical Investigating and Interpreting

Year 4	Local Study – Meeting the Needs of a Community Does Welton meet the needs of the community?	Lincolnshire Towns Which would be the best settlement to meet the needs of a family from Syria?	Comparing Lincoln and London What are the similarities between Lincoln and London? Changing landscapes of Lincoln and London How has human geography affected the physical geography?	Europe What are some of the major cities in known European countries?	Comparing locations (London/Athens) What impact does living in a city in the southern hemisphere have on daily living?
	Geographical Skills and Knowledge – To be able to identify some counties around the UK. To create a map that considers the development of an area based on fieldwork research. To construct a questionnaire in order to identify how a community use their village/town.				
concept focus	Investigating and Interpreting	Human and Physical	Human and Physical Changes Over Time	Investigating and Interpreting	Changes Over Time Geographical Communication
Year 5	Mountains -Does Lincolnshire have a mountain? How do you know? -What would it be like to climb a mountain and which one would you choose?		Rivers How are rivers formed and what impact do they have on the environment?	Uses of a River (Nile and Local Fieldwork) - Is the River Nile still being used in the same way it was used during the Ancient Egyptian era? - Do you think Welton Beck could flood and if so, where and why might this happen?	South America How does the Amazon River impact Brazil's way of life?
	Geography skills and locational knowledge - What is the significance of the lines of latitude and longitude? How can coordinates and OS symbols help us to understand the geography of where we live? To collect data to be able to answer an enquiry question. To understand the significance of contour lines in understanding the height of the land.				
	Investigating and Interpreting		Changes Over Time Human and Physical	Changes Over Time Human and Physical	Geographical Communication Human and Physical
Year 6	UK Coasts How has coastal erosion had an effect on the human and physical Geography of the UK?	North America Based on what you know about the physical and human features of different North American cities, where would you choose to migrate to?		Rivers (North America) What is the significance of the Mississippi River and Death Valley?	Waterways in World Wars How were waterways utilised during the First and Second World War?
	Geography skills and locational knowledge including Time zones - What is the significance of the Time Zones on our population? To be able to use atlases and digital mapping to identify the physical and human features of a settlement. To be able to collect data to answer an enquiry question. To use coordinates and OS symbols to identify the physical and human features of a settlement.				
concept focus	Human and Physical Changes Over Time	Investigating and Interpreting Human and Physical		Geographical Communication Human and Physical	Changes Over Time Human and Physical Geographical Communication

Overview of Coverage

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and interpret	<p>Name and locate 5 oceans and 7 continents.</p> <p>Name and locate 4 countries of the UK and their capitals.</p> <p>Weather and season changes.</p>	<p>Recap 5 oceans and 7 continents.</p> <p>Recap 4 countries and capitals of the UK and surrounding seas.</p> <p>Locate UK (including Lincolnshire) and Brazil on a map.</p> <p>Similarities between the UK and Brazil, including climates.</p> <p>Locate equator, north/south poles and discuss nearby climates.</p>	<p>Name and locate key countries of Europe.</p> <p>Roman → Norman link: Name and locate major cities and rivers of the areas studied.</p> <p>Carry out research to discover features of villages, towns, cities.</p> <p>Locate and name some of the world's most famous volcanoes and scenes of earthquakes.</p> <p>Recap equator and study significance of hemispheres.</p> <p>Use 4-figure grid references, index in an atlas and basic Ordnance Survey maps.</p> <p>Can collect and accurately measure information e.g. rainfall, temperature and identify changes in a village.</p>	<p>Recap key European countries (France, Germany, Italy, Austria, Poland, Greece, Russia). and locate their capitals.</p> <p>Locate Greece and Athens on a map.</p> <p>Recap key cities of the UK and locate at least 6 counties (Lincolnshire, Nottinghamshire, Yorkshire, Derbyshire, London, Cornwall).</p> <p>Locate Lincoln and London on a map, including Thames and Witham.</p> <p>Recap location and significance of equator and hemispheres, then locate tropics.</p> <p>Locate some of the key towns around Lincolnshire: Horncastle and Skegness.</p>	<p>Recap continents and oceans, as well as equator and tropics, then locate circles and lines of latitude/longitude.</p> <p>Name and locate countries of South America.</p> <p>Label parts of a river then discuss importance with focus on Nile and Amazon.</p> <p>Name and locate many of the world's famous mountainous regions in an atlas.</p> <p>Describe localities using atlas skills and photographs.</p> <p>Use Ordnance Survey symbols and 6-figure grid references.</p> <p>Can collect and accurately measure information e.g. height, speed and direction of water flow.</p>	<p>Recap countries/capitals of UK and key rivers/coasts.</p> <p>Recap oceans and continents, alongside equator, tropics, circles, latitude and longitude before exploring significance of time zones.</p> <p>Name and locate countries in North and Central America major cities/capital cities (New York City, Mexico City, Anchorage, Vancouver and Washington DC) and rivers – Mississippi.</p> <p>Use maps to study Ordnance Survey symbols, 6-figure grid references and answer relevant questions.</p> <p>Can collect and accurately measure information e.g. identify physical and human features</p>
Changes over time	<p>Changes of the school and village over time.</p> <p>Growth of Welton and Lincoln.</p>	<p>Positive and negative changes to UK and Brazil over time.</p> <p>Identify changes to the landscape of Welton and Lincoln.</p>	<p>Settlements causing landscape changes.</p> <p>Impact and effects that volcanoes and earthquakes have on a location.</p>	<p>Lincoln v London – how have they changed over time and why?</p> <p>Effect of growing populations and different population densities on locations.</p>	<p>Rivers' effects on landscape - Nile and Amazon.</p>	<p>Industrial and Agricultural Revolution and World Wars' effects on Lincolnshire.</p> <p>Settlements of North America.</p>

			Impact of housing developments on the local area. Identify changes in Rome over time.			Coastal changes and impact on settlements.
physical and human	Characteristics of the 4 countries of the UK. Fieldwork of local area (school grounds and centre of the village) Difference between village, town and city.	Characteristics of the 4 countries of the UK. Similarities and differences between Welton (village) and Lincoln (city). Similarities and differences between UK and Brazil. To recognise the human and physical characteristics and uses of a rainforest	Volcanoes and Earthquakes – Romans/Pompeii/ Vesuvius. Physical and human features of Rome.	Lincoln v London human and physical. London v Athens human and physical Lincoln v London How have humans changed the landscape? Water Cycle (taught through science)	Use of rivers – economic, trade, distribution of resources. Name parts of the river and its journey. Key mountainous areas.	Use of rivers through the wars – economic, trade links, distribution of resources and natural resources. Changes to coastal environments due to weathering. How a locality is impacted by both its physical and human characteristics.
geographical communication	Use of maps and globes to locate oceans and continents. Range of photographs to study landmarks. Drawing simple maps. Explain where they live, address, what makes a village etc... Think about what they like and dislike about places.	Use of maps and globes to locate oceans and continents. Range of photographs to study landmarks. Drawing maps. Explain what they like/dislike an area and why thinking about the effects on people, habitats, etc. Compare the climates of different places.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe how volcanoes and earthquakes are created and the effect they can have. Use 8-point compass. Use 4 – figure grid references.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 8-point compass. Use 4 – figure grid references. Explain why people choose to settle where they do, drawing on features and changes over time. Explain the water cycle (taught through science)	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 8-point compass. Use 6 – figure grid references. Explain why people may choose to locate near to a river.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Explain how rivers/coasts were used in the wars.

Fieldwork Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fieldwork	Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.	Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.	Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
Map work	Use world maps, atlases and globes to identify the United Kingdom and its countries.	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 world maps, atlases and globes to identify the countries of UK, continents and oceans.	Use maps, atlases, globes and digital mapping to locate countries of UK and Europe and describe features studied. Draw simple maps of local area with some basic Ordnance Survey symbols. Read 4-figure grid-references.	Use maps, atlases, globes and digital mapping to locate countries of UK and Europe and describe features studied. Read 4-figure grid-references.	Use maps, atlases, globes and digital mapping to locate countries of South America and describe features studied. Draw simple maps of local area with Ordnance Survey symbols. Read 6-figure grid-references.	Use maps, atlases, globes and digital mapping to locate countries of North and Central America and describe features studied. Draw simple maps of local area with Ordnance Survey symbols. Read 6-figure grid-references.
Location	School grounds and Welton village	School grounds and Welton village	School grounds and Welton	Welton, Lincoln and Lincolnshire	Welton	Runswick Bay - Yorkshire
Independence	Criteria for the fieldwork will be given.	Criteria for the fieldwork will be given.	Criteria for the fieldwork will be given.	Criteria for the fieldwork will be given.	Design of own fieldwork within the scope given.	Design of own fieldwork within the scope given.
Recording	Class discussion over outcomes, summary recorded with photos with/by the teacher.	Class discussion over outcomes, summary recorded with photos with/by the teacher.	Class discussion over outcomes, summary recorded with photos with/by the teacher. Pupil sketch maps.	Class discussion over outcomes, summary recorded with photos with/by the teacher. Graphs by pupils.	Children recording results of fieldwork in books independently following modelling.	Children recording results of fieldwork in books independently following modelling.
Activity	Comparative location data gathering in school grounds and village. Photographs.	Sketching and map symbols. Data gathering.	Annotated sketch map of an area. Population study – how many people visit a certain area in different locations e.g. town and city.	Observation and measurement of data – population density. Questionnaires	Sketch map of area with explanation. Measurement and comparison activity.	Interviews of local people. Observation of the physical and human features.

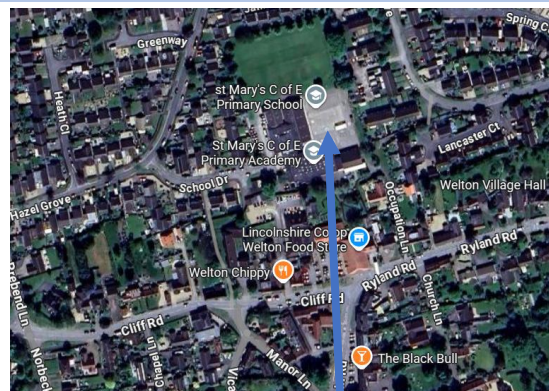
Knowledge Organisers

Where is our school?

Key Vocabulary

fieldwork	When you go outside and find out information about a place.
address	The details of where someone lives.
village	A small community made of houses and facilities.
street	A road that has houses or buildings on either side.
city	A very large settlement.
postcode	A group of numbers and letters that link to the area someone lives.
map	A drawing of part of the earth's surface that shows the features of that area.
weather	This is what is happening to the air outside. It could be raining, sunny, windy, snowing or thundering.
temperature	This tells us how hot or cold it is.

Where is our school on the maps?





My school address:
 Welton St Mary's Church of England Primary Academy,
 School Drive,
 Welton,
 Lincoln,
 LN2 3LA

What are its features?



Geography Year 1

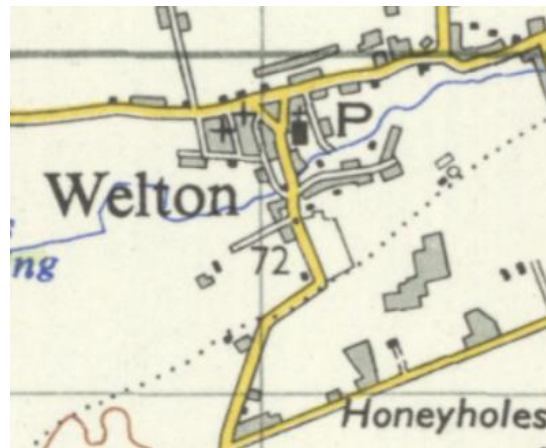
Welton

Key Vocabulary	
features	Something that you see around you.
physical 	Natural features of the earth that humans have not made.
human 	A feature that has been made or built by a human.
local area	The space around where you are.



Human Features 	Physical Features 
	
	
	
	

Changes Over Time








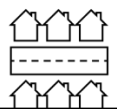

Geography Year 1

Countries of the UK

Key Vocabulary	
country	An area of land where people live under the same government.
capital city	A city from where the government of the country works from.
landmarks	An object or feature of a landscape or town that is easily seen and recognised from a distance.
sea	A large area of water surrounding an area of land.



Country		Capital City
Scotland		Edinburgh
Northern Ireland		Belfast
England		London
Wales		Cardiff

Features		
city		<ul style="list-style-type: none"> Universities Sports Stadiums Cathedral Many shops Many restaurants Many houses Flats Schools Hospitals
town		<ul style="list-style-type: none"> Schools Train stations Shops Houses Hospital
village		<ul style="list-style-type: none"> Post office Small shop Some houses Church

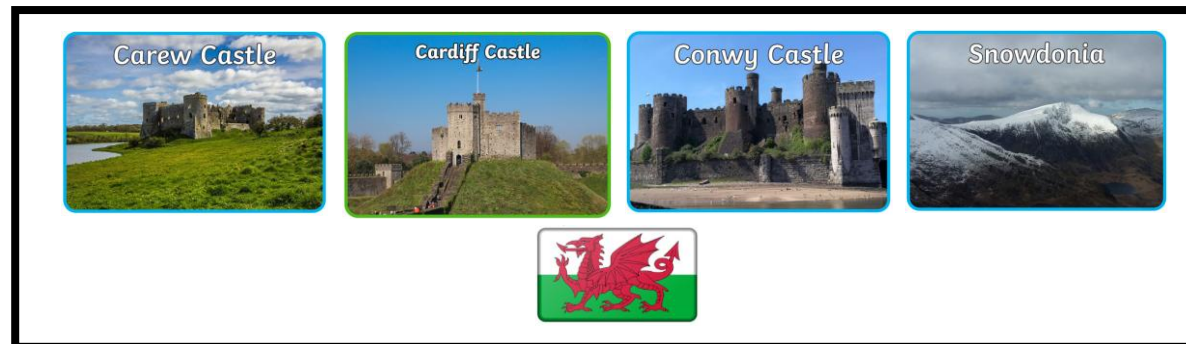
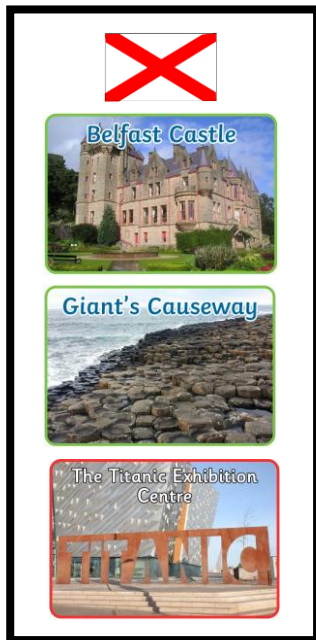
Seas Surrounding the UK
North Sea
Atlantic Ocean
Irish Sea
Celtic Sea
English Channel

Geography Year 1

Famous Landmarks

Key Vocabulary

landmark	An object or feature of a landscape or town that is easily seen and recognised from a distance.
city	A large human settlement.
town	A medium size human settlement.
village	A small human settlement.
feature	A different quality that makes up a place.



Geography Year 1

Continents and Oceans

Key Vocabulary

continent	A large solid area of land. Earth has 7 continents
ocean	A very large body of salt water. Earth has 5 oceans

The 7 continents

Asia

Africa

North America

South America

Antarctica

Europe

Australia

The 5 oceans

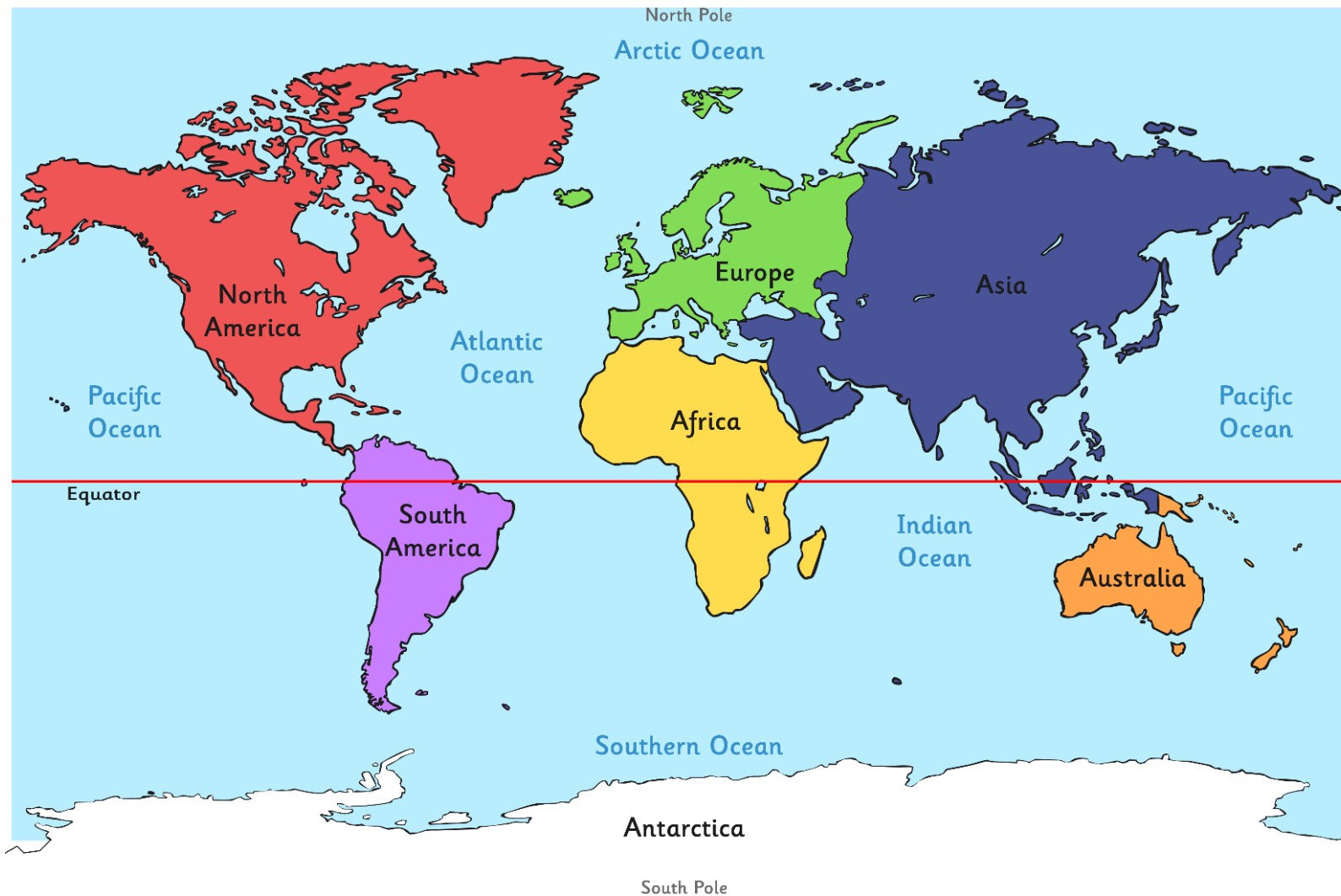
Pacific

Atlantic

Indian

Southern

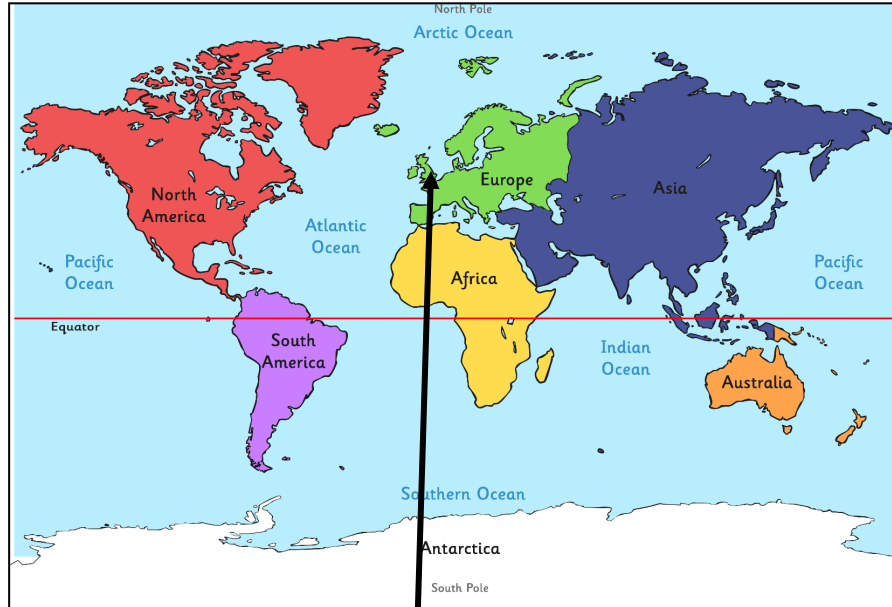
Arctic







Geography Year 2

Where is Welton in the world?







Key Vocabulary	
country	An area of land where people live under the same government.
capital city	A city from where the government of the country works from.
sea	A body of salt water that is a small part of an ocean.







Country and Capital City	Characteristics
England (London)	Flat land and the River Thames.
Northern Ireland (Belfast)	Coastline, Sperrin mountains and the River Erne.
Scotland (Edinburgh)	Southern lowlands and northern highlands where the highest peak, Ben Nevis, is situated.
Wales (Cardiff)	Three national parks, valleys in the south and ranges of hills and mountains in mid and north Wales.

Lincoln 	Welton 
Fieldwork - Features of Welton	
Human Features 	Physical Features 
village green shops coffee shop places of worship village pump school library new housing developments recreational ground village hall	woodland Beck pond fields vegetation Climate flat land

Welton and Lincoln – What are the human and physical similarities and differences?

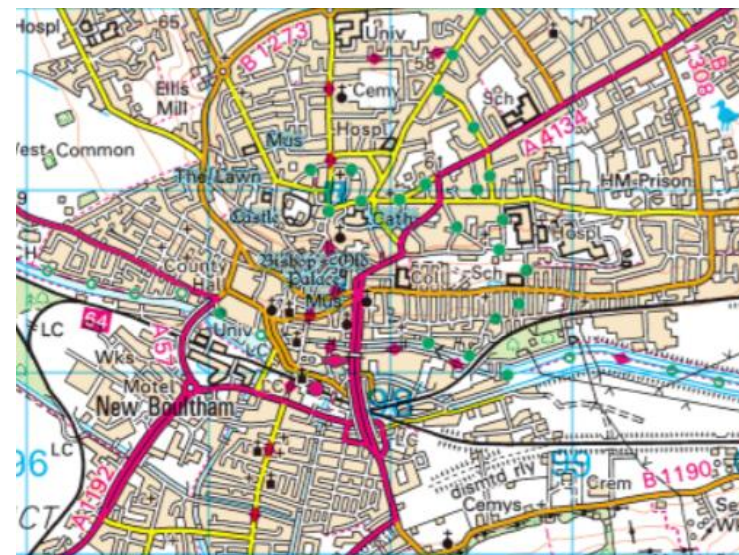
Key Vocabulary	
county 	how the country is divided up into areas and governed
city 	The largest type of settlement containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.
town 	Larger than a village but smaller than a city, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre.
village 	Usually smaller than a town but will have houses, and may have a primary school, a few shops, a Post Office and a village hall.
feature	A unique characteristic
physical feature 	Formed naturally - coast - forest - hill - mountain - river
human feature 	Things that people have built. - factory - farm - house - office - shop

Comparing Welton and Lincoln		
Place	Welton 	Lincoln 
Settlement Type	village 	city 
Physical Features	Beck fields park woodland pond vegetation	river parks hill inland harbour/ pool vegetation
Human Features	shops houses church school post office well/pump park village hall bus stops doctor's surgery	Steep Hill shops offices hospital university many houses schools churches castle cathedral parks train station bus station

Map of Welton



Map of Lincoln

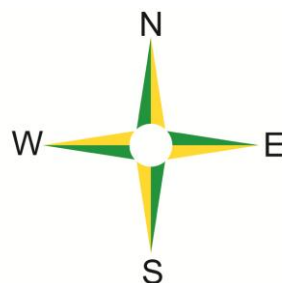


World Climates – How does a country’s location have an impact on its climate?

Key Vocabulary

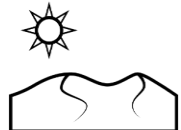



climate	A pattern of weather that occurs over a long period of time such as years or centuries across a large area.
Equator	Equator is an invisible line that runs around the centre of the Earth halfway between the North and South Poles.
North Pole	The northernmost point of the Earth.
South Pole	The southernmost point of the Earth.
hot places	A place is usually hot if it is near the Equator.
cold places	A place is usually cold if it is near the North or South Pole.
compass	A compass is a tool for finding direction.

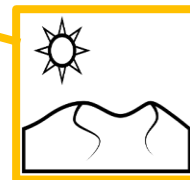
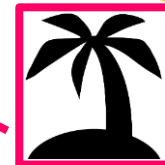
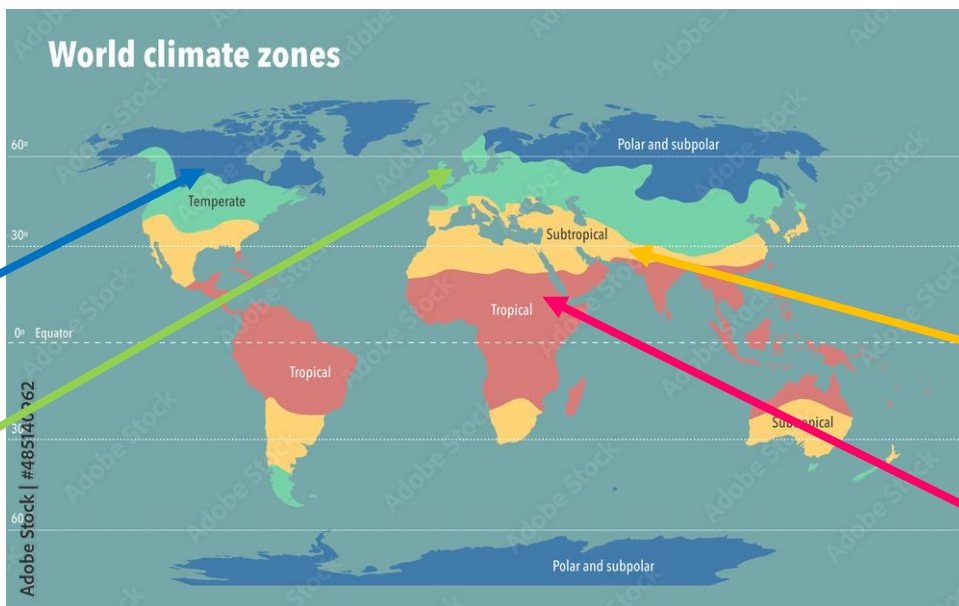
Compass Directions



forwards	backwards	rotate	direction
left	right	far	near

Types of Climate


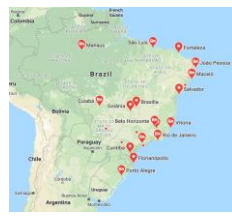


Climate	Vocabulary	Example
Desert 	- hot - drought - dry	- Sahara Desert - Africa - Egypt
Temperate 	- warm - mild - damp - mixed weather depending on seasons	- UK - France - New Zealand - USA
Tropical 	- hot - humid - rainy near equator	- Amazon - Rainforest - Brazil
Polar 	- cold - wet - icy - North Pole - South Pole	- Russia - Finland






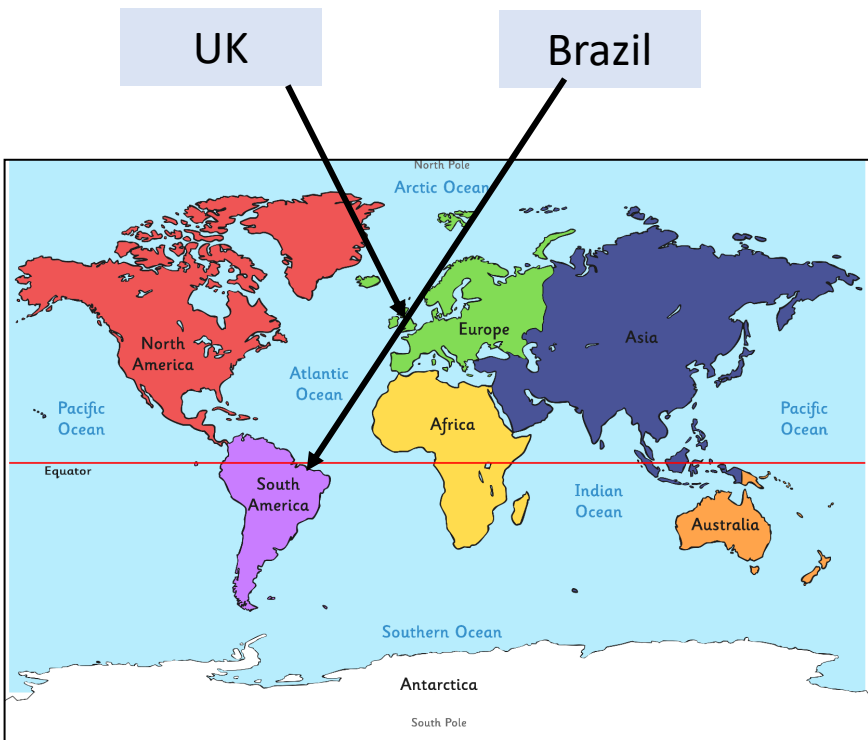
Geography Year 2







Comparing the UK with Brazil




Key Vocabulary	
population	The amount of people who live in an area.
locate	To identify where a place is situated.
compare	To find the similarities and differences between two places.

Comparing the UK and Brazil	
	
Continent – Europe	Continent – South America
Capital city – London	Capital city – Brasilia
Climate – Temperate 	Climate – Tropical 

Features of Lincoln	
	
Physical river parks hill inland harbour/ pool vegetation	 Human university many houses schools castle cathedral parks train station bus station



Physical and Human Features	
   	 

Features of Manaus	
	
Physical port, rivers, rainforest, range of wildlife, beach	 Human universities, cathedral, opera house, skyscrapers 2 million people airport football stadium

Rainforests of South America

Key Vocabulary

rainforest	A large forest which has a warmer and wetter climate.
habitat	The natural home of plants and animals.
indigenous	People that live in a particular place, e.g. indigenous to the rainforest.

Why are rainforests important?

Provide habitats for over half of the world's plants and animals.
The plants in the rainforest provide 20% of the Earth's oxygen.
Around 60 million indigenous people live in the world's rainforests.
They provide many job opportunities.
Around 25% of modern medicines contain ingredients found in the rainforests.
Food such as pineapples, potatoes, chocolate and coffee come from the rainforests.



Type of Climate



Tropical

Physical and Human Features



Physical



wide range of plants
wide range of habitats
river
swamp
rain
heat



Human



villages
huts
boats
bridges
land cleared for farms
litter

Geography Year 3

Local study

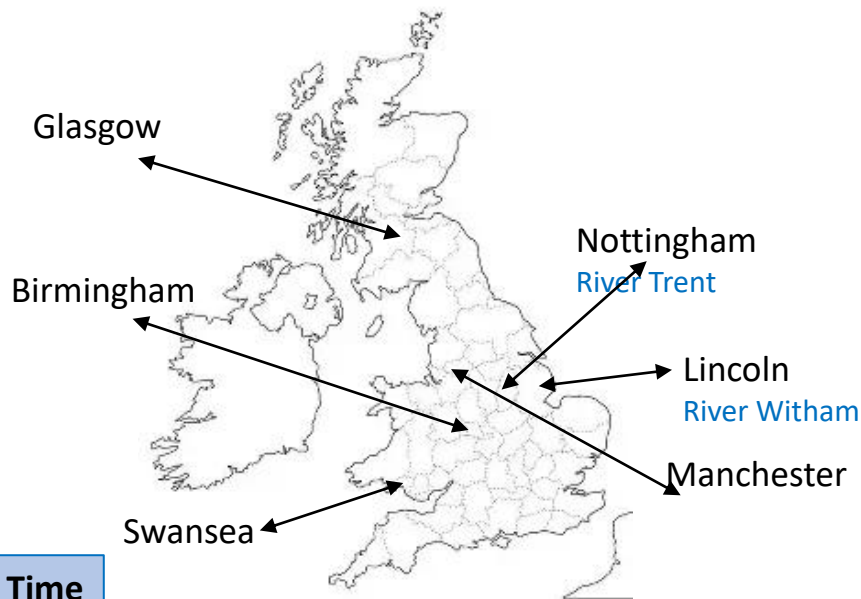
Key Vocabulary

settlement	A settlement is a place where humans have built houses to form a hamlet, village, town or city.
population	The number of people living in a particular place or area.
development	The process of converting land to a new purpose by constructing buildings or making use of its resources.

Physical and Human Changes Over Time



Cities of the United Kingdom

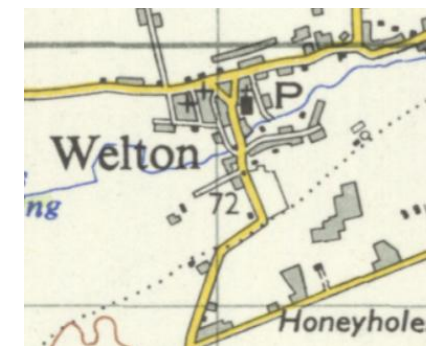


Changes over time

Year	Population of Welton
1914-1918	700
2001	3,821
2021	4,584

Positives of changes	Negatives of changes
<ul style="list-style-type: none"> - More housing - More facilities - More jobs - More schools - Tourism 	<ul style="list-style-type: none"> - More people using facilities - Less farmland - Impact on the environment - More cars

1850 Map of Welton



2023 OS Map of Welton



2023 Ariel View of Welton



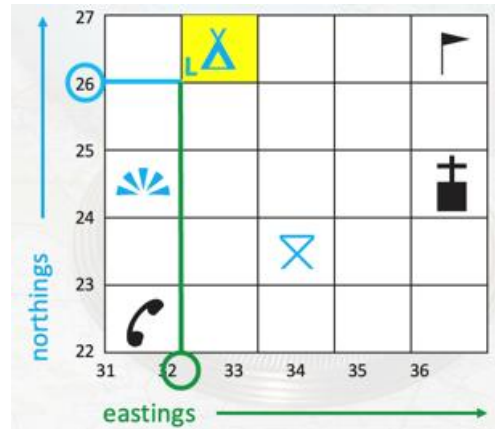
Geography Year 3

Directions and Map Making

Key Vocabulary

settlement	A settlement is a place where humans have built houses to form a hamlet, village, town or city.
Ordnance Survey	This is the mapping system used in the UK which includes symbols to identify key places.
compass	A compass is a tool which helps people to find a certain direction by always pointing towards magnetic north.
sketch map	Sketch maps are simple drawings of the landscape. They show things that are sometimes hidden in photographs or maps.

Four Figure Grid References

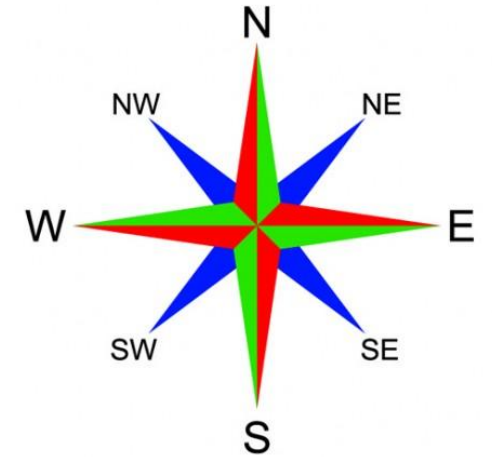


Remember

Eastings then northings.

Along the corridor and up the stairs!

Compass Points



Basic OS Map and Symbols



School Sch	Cycle Path 	Parking P
River 	Forest 	Footpath
Building 	Place of Worship +	Post Office PO

Sketch Map



N	North
NE	North-East
E	East
SE	South-East
S	South
SW	South-West
W	West
NW	North-West

Geography Year 3

European Study - Rome

Key Vocabulary

country	A country is a large area of land where people live under the same government or have the same culture.
continent	A continent is a large solid area of land containing many countries. Our Earth has 7.
capital city	A capital city is the settlement that holds primary status in that country.

Map of European Countries and Capital Cities

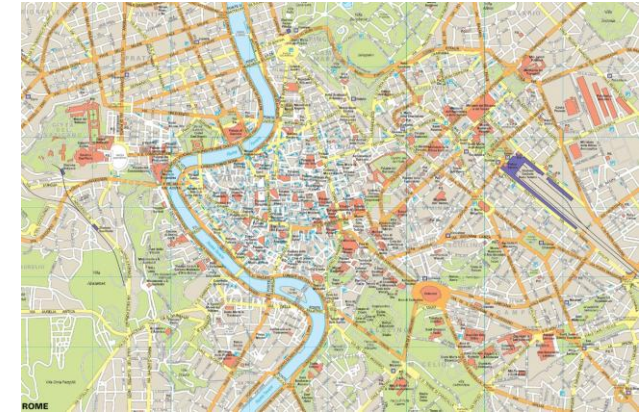


Changes Over Time - Rome

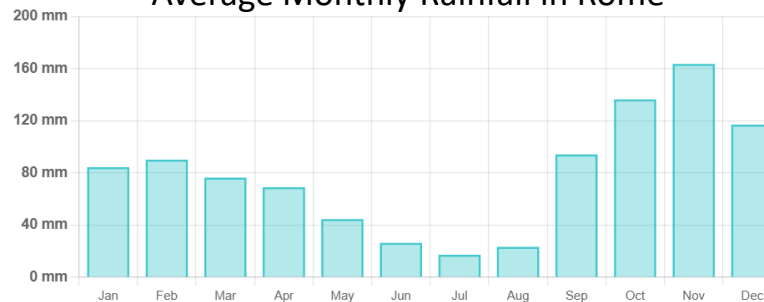
Ancient Rome



Modern Rome



Average Monthly Rainfall in Rome



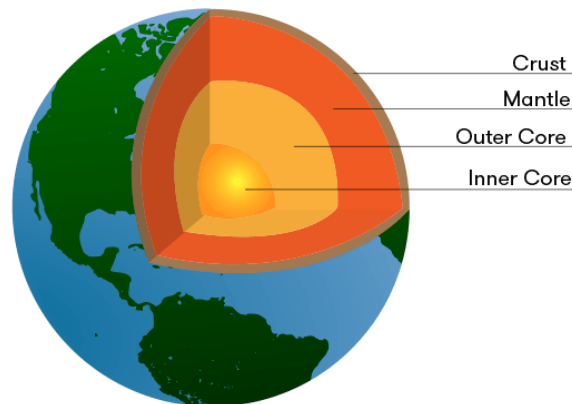
Year	Population of Rome
1914	2 872 000
2001	3, 702,000
2021	4,271,000

Earthquakes

Key Vocabulary

earthquake	A sudden shaking of the ground caused by plate movements.
tectonic plates	Large slabs of rock (plates) which make up the Earth's surface.
boundaries	A line that separates one area from another.
Richter scale	The scale on which the strength (magnitude) of the earthquake is measured on.
seismic waves	The vibrations of the Earth and its crust during an earthquake.

Layers of the Earth



Layers of the Earth

crust	The thin shell on the outside of the Earth.
mantle	The layer of the Earth between the crust and the core made of magma.
outer core	Fluid layer that contains iron and nickel. It is responsible for the Earth's magnetism.
inner core	The solid and hottest layer located at the centre of the Earth.

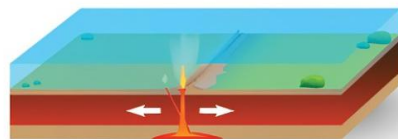
Types of Plate Movement

Tectonic Plates

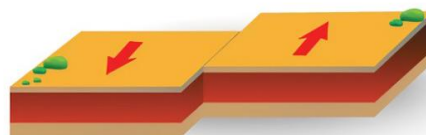
Types of Plate Movement

divergent plate	Two plates moving away from one another and creating a trench in between.
transform plate	Two plates that move alongside each other and often rub together.
convergent plate	Two plates that move towards each other, where one gets pushed underneath the other.

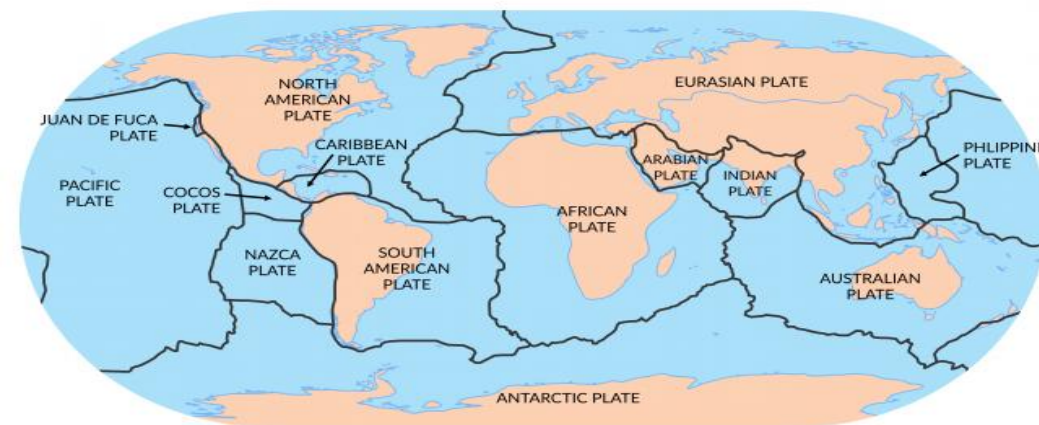
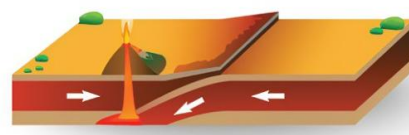
Divergent plate boundary



Transform plate boundary



Convergent plate boundary



Volcanoes

Key Vocabulary

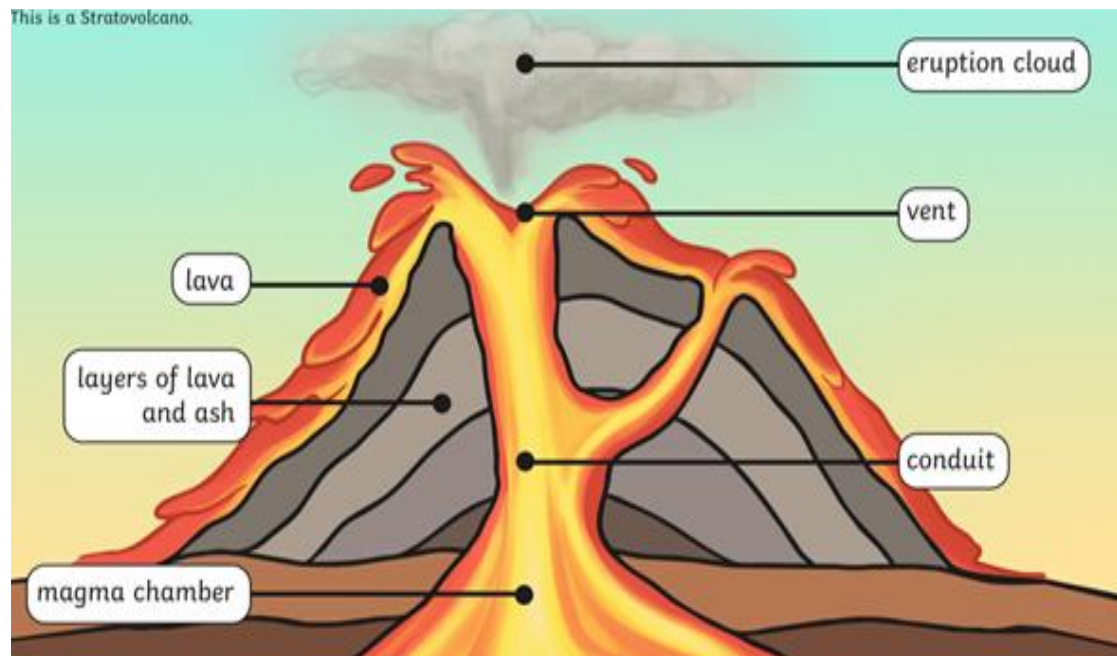
magma chamber	A large pool of magma under the earth.
lava	Magma that has reached the surface and come out of the volcano.
magma	Extremely hot molten rock under the earth's surface.
conduit	A channel taking magma up the volcano.
vent	The opening of a volcano.
crater	The large hollow area inside a volcano.
eruption cloud	A cloud of volcanic ashes.
eruption	When magma from beneath the surface explodes out of the volcano.

Types of Volcano

active volcano	A volcano that is erupting or likely to erupt.
dormant volcano	A 'sleeping volcano'. It is a volcano that has not erupted for a while but could in the future.
extinct volcano	A volcano that will no longer erupt.

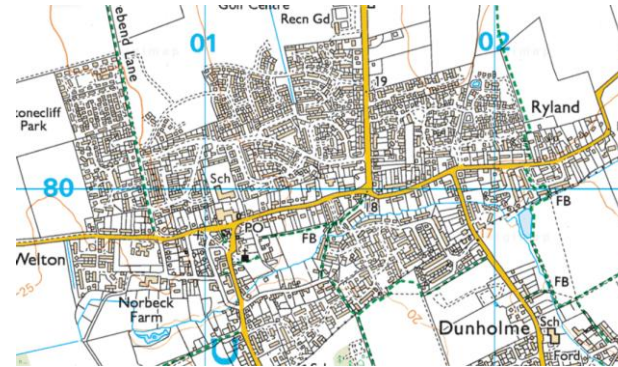
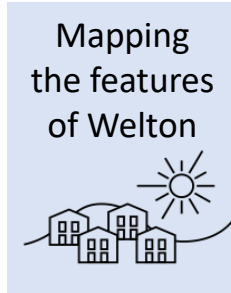
Volcano	Location
Mount St Helens	USA
Krakatoa	Indonesia
Mount Vesuvius	Italy
Mount Etna	Italy
Mount Fuji	Japan

Parts of a Volcano

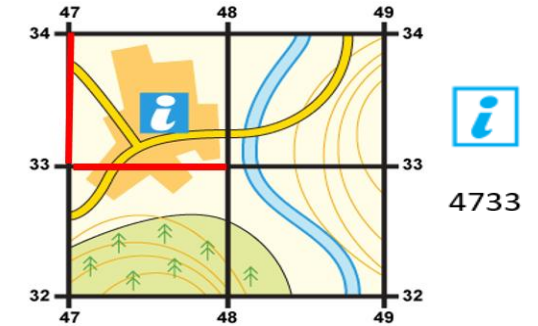


Meeting the Needs of a Community

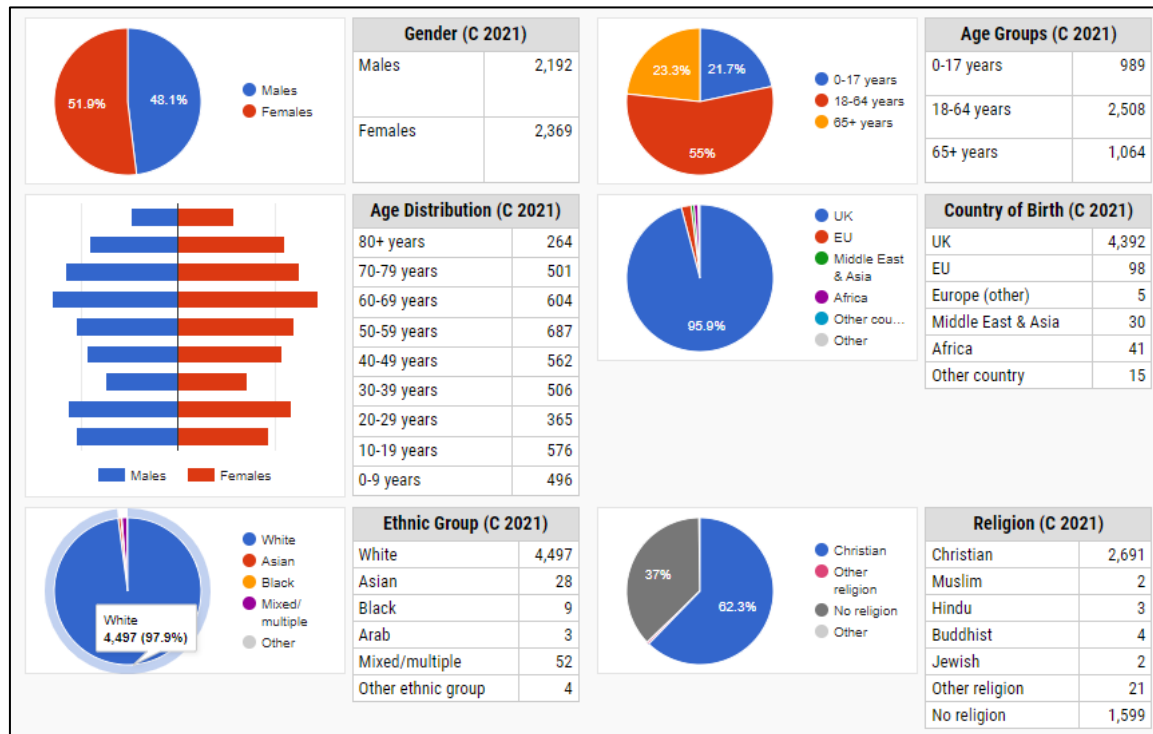
Vocabulary	
amenities	Something that is intended to make life more pleasant or comfortable for the people living in a settlement e.g shopping centre.
county	A division of a state or country for local government.
urban	A large built-up area where people live and work.
rural	An area that is not a town or city, generally used for farming.
population	The number of people living in a particular place.
redevelop	To rebuild or make extensive repairs or improvements on a particular site or area.
census	A census is a count of the people who live in a country. It also explains their backgrounds, jobs, gender, religion and other key details.
community	A group of people who have things in common. They might live in the same area, go to the same school. They provide support and a sense of belonging.



Four figure grid reference:



Welton Census 2021



Amenity Categories

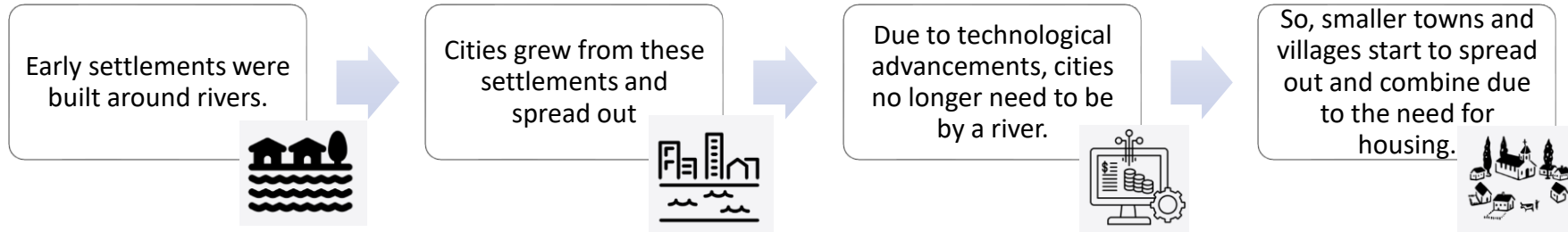
- Shops
- Community Space
- Food and Drink Venue
- Public Service
- Health Care Venue
- Place of Worship

Year 4 Geography

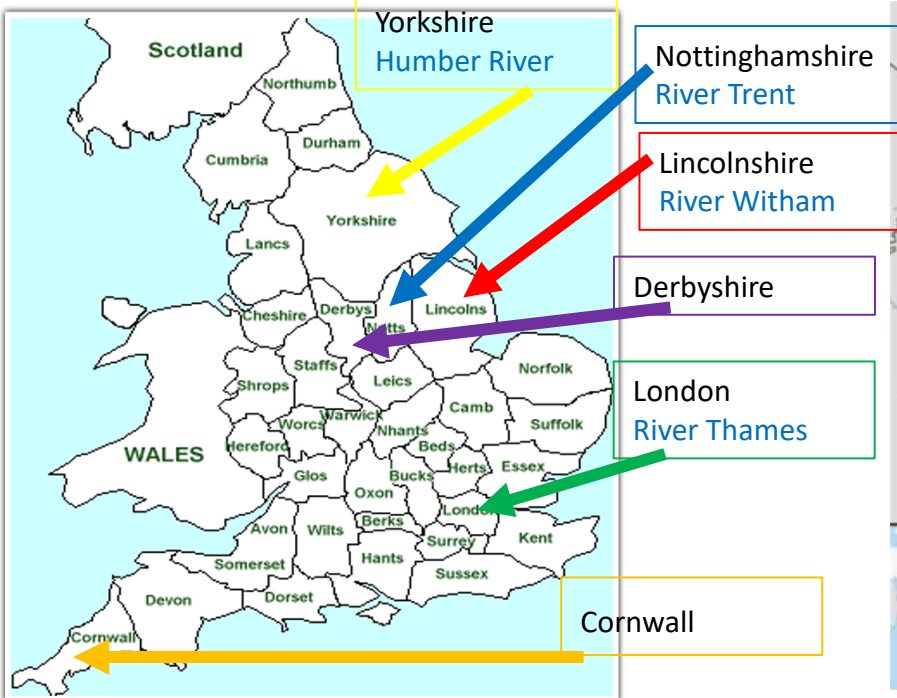
Settlements - Lincolnshire

Vocabulary	Definitions
suburbs	A smaller settlement on the outskirts of a larger city.
county	One of the areas that a country is divided into. It is an area of land, split into different villages, towns and cities.
settlement	A group of houses that combine to create a community, e.g. hamlet, village, town or city.

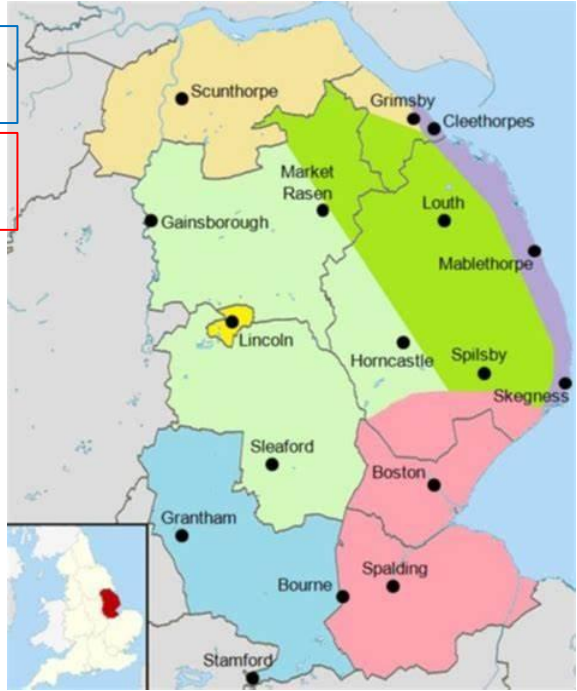
How have settlements expanded over time?



Counties of the UK





Lincolnshire
Lincolnshire is the name of the county in which Lincoln and Welton are located.



Horncastle		Skegness	
Market Town		Seaside Town	
Physical River Bain, surrounded by the Lincolnshire Wolds and farmland.	Human shops, church, hotels, carparks, schools, cafes, market,	Physical beach, North sea, low-lying marsh land,	Human shops, theme park, carparks, church, cafes, theatre, arcades, hotels, train station,

What are the similarities and differences between Lincoln and London?

Lincoln	London
 Human Features	
Population: 98,000 (approx)	Population: 8.98 million (approx)
Transport: bus station and train station	Transport: five airports, 334 train stations and an underground subway
Landmarks: Cathedral, Castle, Bomber Command Centre	Landmarks: Big Ben, Houses of Parliament, Buckingham Palace, London Eye
 Physical Features	
Open Spaces: Boultham Park, Hartsholme Park, Whisby Nature reserve	Open Spaces: St James' Park, Regent's Park, Hyde Park
River Witham runs through the city centre.	River Thames – cuts through the centre of London.
Steep hill in the northern sector and mostly flat land in the southern sector.	Built on a floodplain so low-level land.

How do cities change over time?



Pollution



communication



Buildings



Health care



Transport



Rising Costs



Entertainment

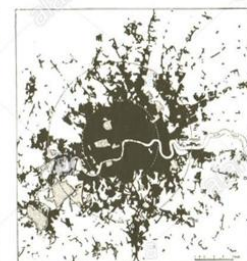
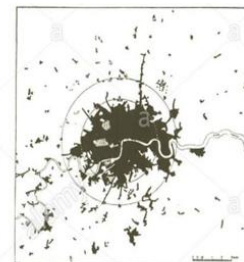


Education

Growth of Lincoln



Growth of London









Geography Year 4

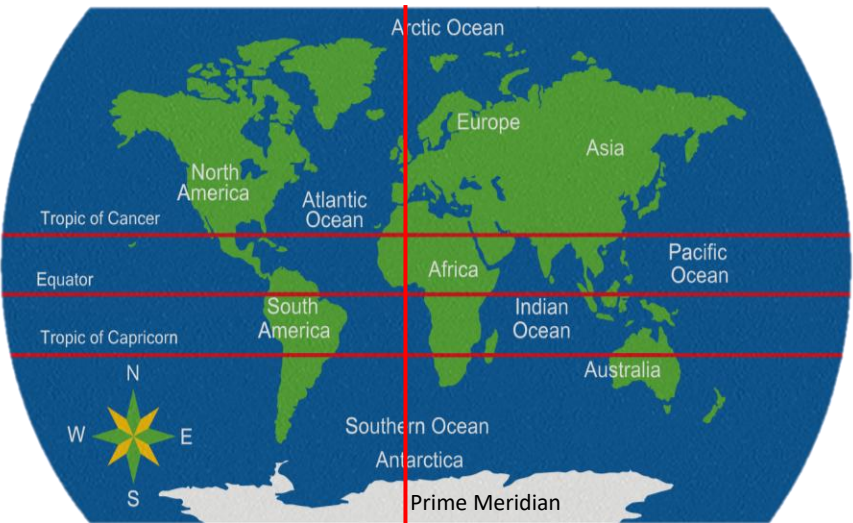
Comparing Locations in Europe

Key Vocabulary	
Hemisphere	The world is split up into two hemispheres (north and south) either side of the equator.
Tropic of Capricorn	An invisible line and most southern point where the sun can still be directly overhead.
Tropic of Cancer	An invisible line and most northern point where the sun can still be directly overhead.
Prime Meridian	An imaginary line that divides the Earth into the Eastern Hemisphere and the Western Hemisphere and it is used to keep time across the world.

European Study: London/Athens - Capital City Comparison

	London	Athens
Location	United Kingdom, Europe 	Greece, Europe 
First settled	6000BC due to the river	3000BC due to the height of the land
Population	Approx: 9,320,000	Approx: 3,153,000
Temperature	Average monthly low/high: 5°C/19°C	Average monthly low/high: 10°C/29°C
Rainfall	Average monthly low/high: 35mm/71mm	Average monthly low/high: 6mm/98mm
Average Land Height	42m	168m
Rivers	River Thames	Rivers Ilisos, Kifisos, and Eridanos
Landscape showing physical and human features.	  	

Equator and Tropics



Geography Year 5

Mountains

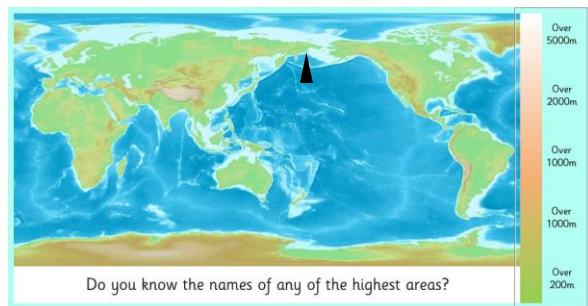
Key Vocabulary

mountain	Usually defined as a part of the landscape with steep slopes that rise to a summit of at least 600m high.
scale	The relationship between the real size of something and its size on a map.
bearing	The direction towards which you are headed as shown on a compass.
eastings	The vertical lines running top to bottom and divide the map from west to east.
northings	The horizontal lines running left to right and divide the map from north to south.
grid reference	The numbered squares on a map used to locate a place.

Mountains of the World

Mountain	Location	Height	Range
Everest	Asia	8,849m	Himalayas
Aconcagua	South America	6,962m	Andes
Denali	North America	6,190m	Alaska
Kilimanjaro	Africa	5,895m	N/A
Mt Elbus	Europe	5,642m	Caucasus
Kosciuszko	Australasia	2,228m	Snowy
Mt Vinson	Antarctica	4,893m	Sentinel

Where do you look to locate a mountain?



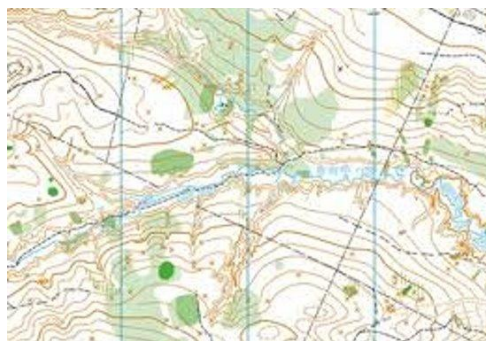
Physical Map

This is found in an atlas. It is colour coded for the height and shows high mountains with a black triangle



Relief Map

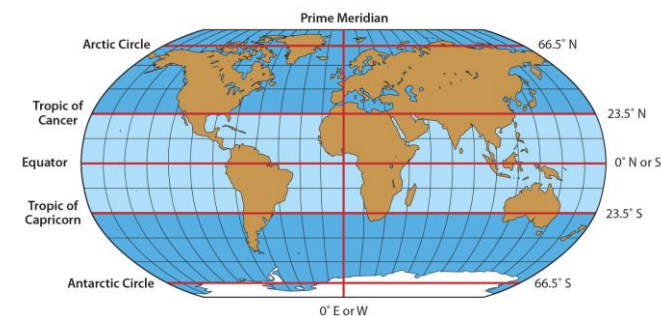
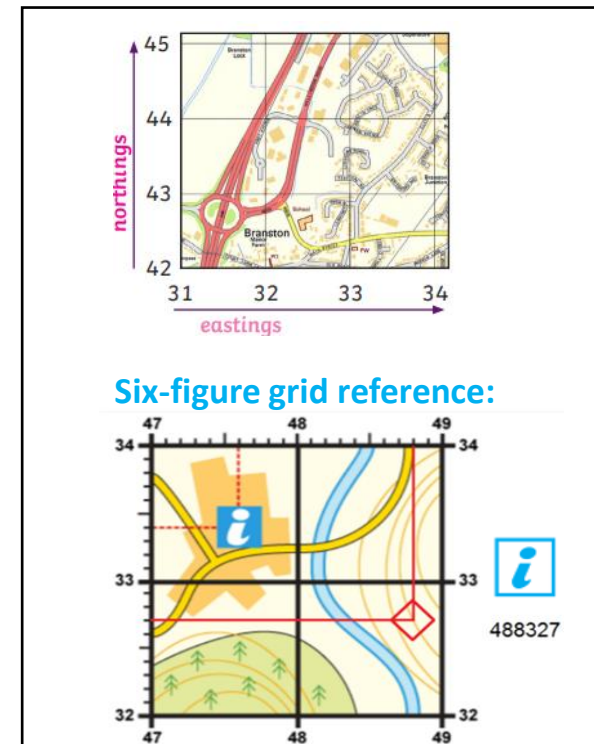
Used on a digital map which shows a mountain range.



Topographic Map

This map uses contour lines which show the elevation of an area. A more mountainous region will have lots of lines closer together. The shapes created by the lines get smaller as they reach the peak.

Grid References

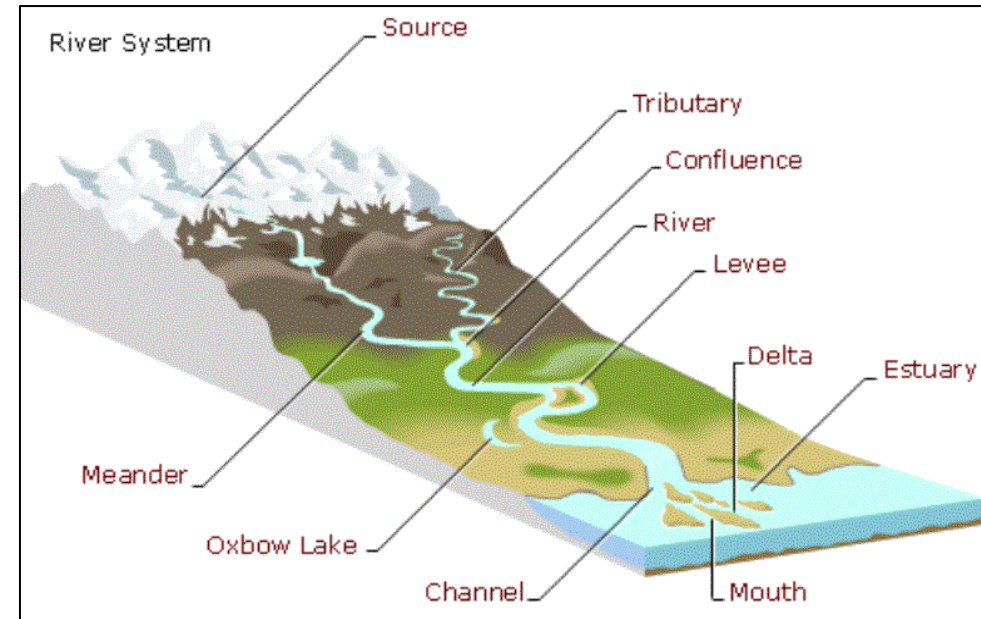
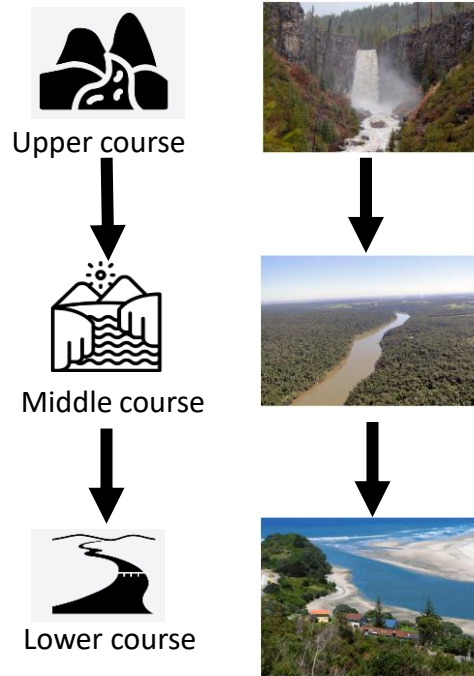


The Journey of a River

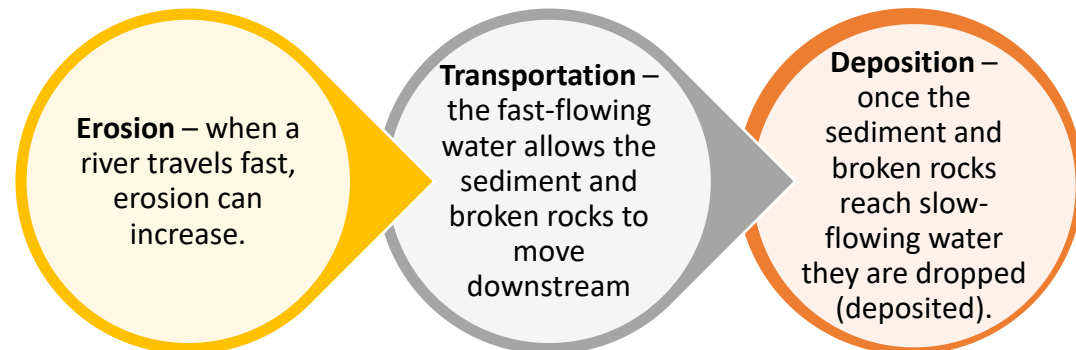
Key Vocabulary

source	Where a river begins its journey.
channel	The path of a river.
tributary	A small river or stream that meets a large river.
mouth	Where the river enters the sea.
confluence	Where two rivers meet.
meander	A winding bend in the river.
estuary	The last section of the river before the sea.
erosion	The wearing away by water and rocks constantly rubbing.
deposition	A river drops the sediment or material that it is carrying such as sand, mud and small stones or sticks.
flood plain	Flat land close to the riverbanks. It is a fertile area of land used for growing crops
delta	Wetlands that form as rivers empty their water and sediment into another body of water.
oxbow lake	A U-shaped lake that forms when a wide meander of a river is cut off, creating a free-standing body of water.
waterfall	A point in a river or stream where water flows over a vertical drop.

Features of a River



How Does a River Change Shape?



The River Nile and How it is Used

Key Vocabulary

symbol	A symbol is used on a map to represent real-life features. They look like the feature they represent. They could be a small picture, letter or lines.
agriculture	The practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.
trade	The action of buying and selling goods and services.
conservation	This is the act of keeping and protecting something from waste, loss, or destruction. Conservation applies to natural resources, such as soil, water, animals and plants.
transport	To take or carry people or goods from one place to another by means of a vehicle, aircraft or ship.



How humans use a river.



Transport



Agriculture



Food



Water



Trade



Transport



Recreation



Conservation



The Physical Features of the River Nile

The **Nile** is a major north-flowing river in northeastern Africa. It has a total length of about 6,650 km and runs through 11 countries.

It flows into the Mediterranean Sea (mouth/delta of the river).

The two ivers meet (the confluence) at the Sudanese capital of Khartoum.



The Nile has two major tributaries: the White Nile and the Blue Nile.

The Blue Nile (source) begins at Lake Tana in Ethiopia. This carries 80% of the water in the Nile.

The White Nile (source) begins at Lake Victoria which is spread across 3 countries: Tanzania, Uganda and Kenya

Ordnance Survey Symbols

	Nature reserve		Viewpoint
	Fishing		Picnic site
	Other tourist feature		Camp site
	Cathedral or Abbey		Caravan site
	Museum		National Trust
	Parking		Information centre

Geography Year 5

South America & The Amazon River

South America

Key Facts

- Fourth largest continent.
- Located in the Southern Hemisphere.
- Surrounded by the Pacific and Atlantic oceans.
- 12 countries in South America.
- Population is approximately 428 million.
- Tropical climate.

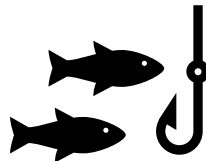
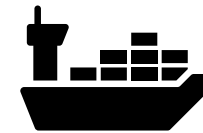


The Amazon River

Key Facts

- 6,436 km long.
- Second longest river in the World.
- Largest River in the World by Volume.
- Flows through 6 countries.
- Source is in the Andes.
- Mouth is at the Atlantic Ocean in Brazil.

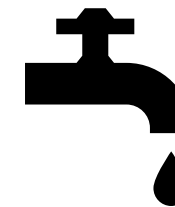
Important Uses



Transport

Agriculture

Food



Water

Trade

Power



Natural Wonders (physical features)

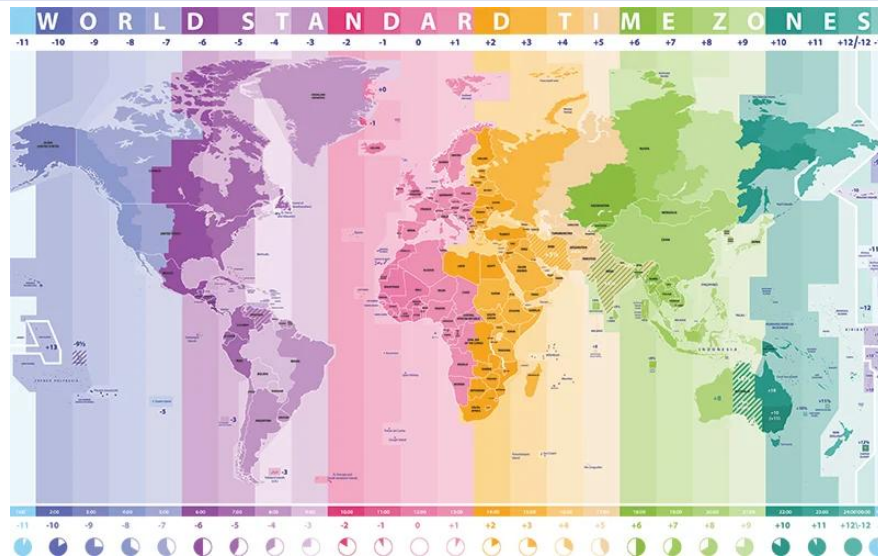
Amazon rainforest	Largest tropical rainforest in the world. Home to thousands of animals and plants.
Amazon River	6,436 km long.
The Andes	World's longest mountain chain.
Atacama Desert	Driest desert in the world 600miles long.
Cape Horn	Rocky land where the Pacific and Atlantic oceans meet.

Geography Year 6

North America

Key Vocabulary

Greenwich Meridian	Otherwise known as the Prime Meridian. Runs down the centre of the earth, N to S with a longitude of 0°.
time zones	The local time of an area which is determined by how far away from the Greenwich Meridian it is.
urbanisation	The increased percentage of people living in an urbanised area in comparison to a rural area.
migration	When referring to humans, the idea of moving from one area to another with the intention of settling in that area.



Time Zone Key Facts

- There are 24 different time zones around the world.
- Most of these are separated by a difference of an hour.
- There are 9 different time zones in the USA.
- The main three countries that make up North America are USA, Canada and Mexico.
- There are many smaller mainland and island countries (often referred to as the region of Central America)

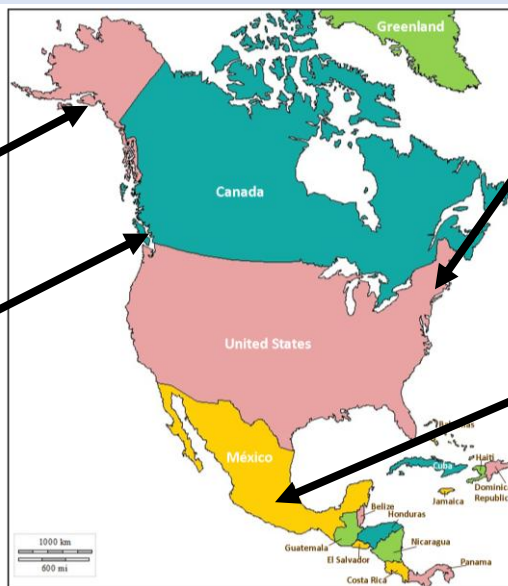
Case Study



Anchorage, Alaska – smaller, remote city influenced by its sub-arctic biome and coastal and mountainous location. Population - 282,863.



Vancouver, Canada – coastal city with mountainous surroundings. It has a temperate climate. Population of 2.78 million.



New York City, USA – dense urban centre used for trade and culture. It has a humid subtropical climate and has mountains, lakes, rivers and coastal lowlands. Population - 8,097,282



Mexico City, Mexico – population of 22,752,400. It has a warm temperate climate. situated in the highland Valley of Mexico, surrounded by mountains and volcanoes



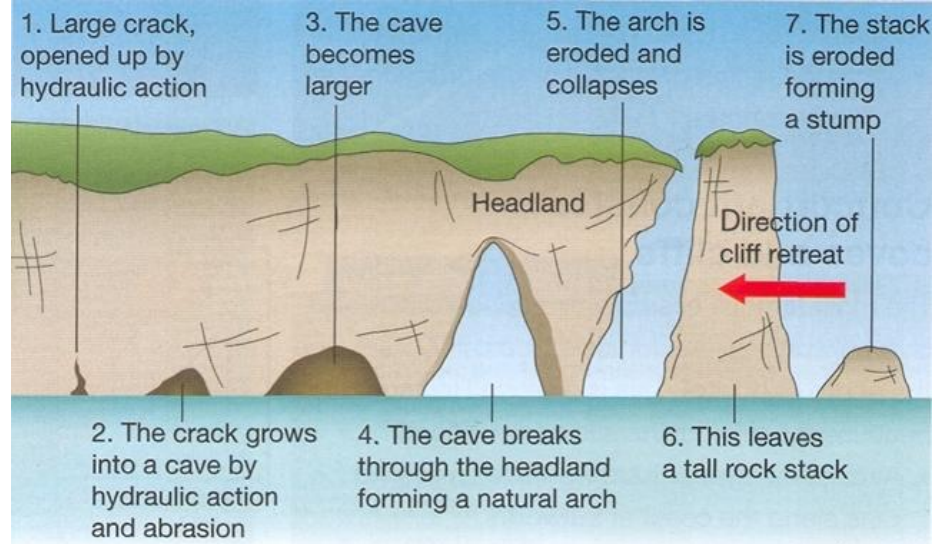
Geography Year 6

Coasts and Coastal Erosion

Key Vocabulary

weathering	The process of erosion wearing away at something over time, e.g. a cliff face.
stack	A towering stone which is created when the top of an archway in the cliff collapses due to erosion.
stump	A stack which has been eroded down until there's only a small section left.
spit	A section of sandy land which sits upon the water. Caused by deposition.
headland	A narrow piece of land which sticks out into the sea.

Coastal Erosion Process



Coastal Features

Archway



Stack



Stump



Spit



Changes to the Skegness Coastline



Factors of Coastal Erosion

Amount of Vegetation	More vegetation helps to stabilise slopes and evaporate surface water.
Rock Type (Geology)	Harder rocks are less likely to erode.
Fetch of the Wave	Strong waves and wind cause more damage.
Angle of the Slope	Steeper slopes erode more violently and quickly.
Weather Conditions	Freezing temperatures and heavy rain increase weathering and the rate of erosion.
Human Interference	Coastal defences can help prevent coastal erosion. However, lots of houses make it worse.

Cave



Headland



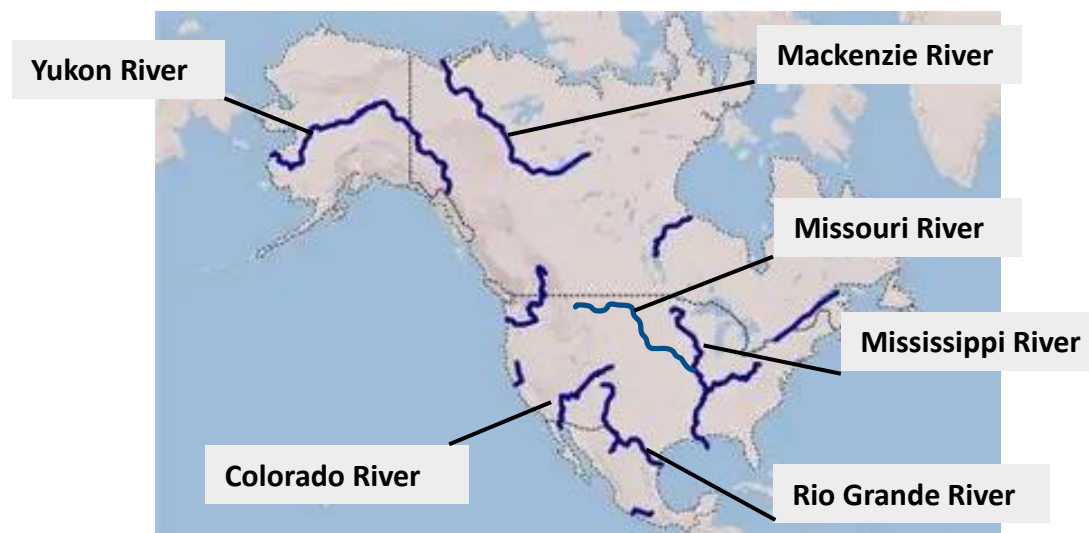
Geography Year 6

North American Rivers

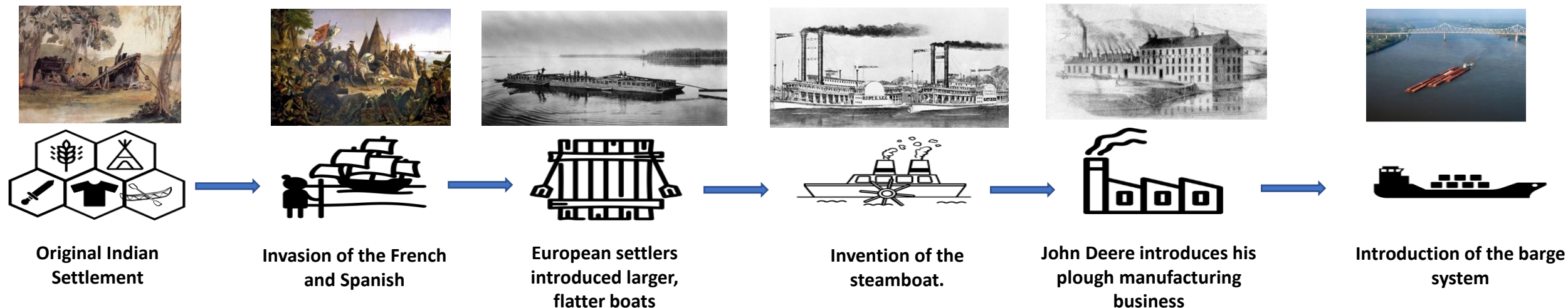
Key Vocabulary

tributary	Stream/River that flows into larger river.
estuary	Wide part of a river where it joins the sea. Different to mouth as it's tidal.
delta	Area of low land. River splits into branches before entering sea.
confluence	The point at which another river (tributary) joins a main river.
meander	A large bend in a river.
erosion	The process of gradual destruction caused by weathering, e.g. wind or rain.
hydraulic action	The force created by moving liquid.

Rivers of USA



How the Mississippi River has changed over time.



How were the UK waterways used during the World Wars?

Rivers and Coasts During WWII

The Dambusters	Used the Trent & Mersey Canal and River Witham for training exercises.
canals	Man-made (artificial) waterways used for transportation of goods, people and tourism.
coasts	Many anti-aircraft and other such defenses were built along the South-East coasts of England to prevent invasion.
pillboxes	Many pillboxes (small concrete defenses) were built alongside canals and specifically dug trenches to defend routes into London from Nazi attack.



Rivers and reservoirs were used to practice low-level flying



River Witham



River Trent



River Mersey



Rutland Reservoir



Derwent Reservoir

UK canals were used to transport goods and people.



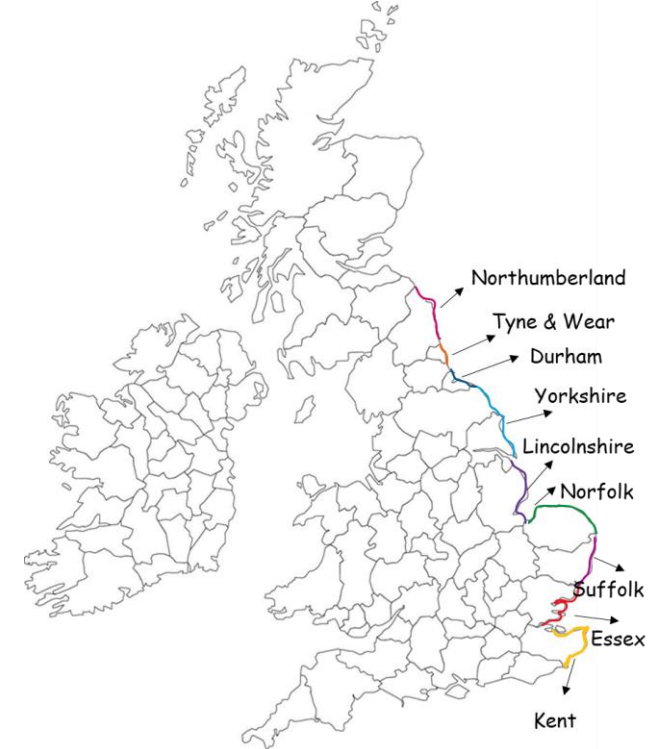
All the canals are linked together and connected to naturally forming rivers. They pass through major cities such as: **Leeds, Manchester, Birmingham, Liverpool and London.**

UK Docks and Estuaries



Used for the collection and delivery of goods to and from other countries.

UK coastline was protected during the war.



Coastal Defences

Armed coastal search points	
Beaches covered in landmines and barbed wire	
Admiralty scaffolding placed in shallow water.	
Coastline trenches for 1.5 million Home Guard soldiers	
Coastal piers destroyed	

Assessment

Concept:

Investigating and Interpreting Geographical Information

- 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, geographical information systems

	By the End of Y1 – in red By the End of Y2 – in black and retrieve what is in red.	By the End of Y3 – in red By the End of Y4 – in black and retrieve what is in red.	By the End of Y5 – in red By the End of Y6 – in black and retrieve what is in red.
Expected	<p>Name the 7 continents and locate them on a map</p> <p>Name the world's 5 oceans and locate them on a map.</p> <p>Name the 4 countries of the UK and surrounding seas and locate them on a map.</p> <p>Name and locate the city of Lincoln.</p> <p>Name the capital cities of England, Ireland, Scotland, Wales</p> <p>Locate where I live on a map of UK Explain where I live and tell someone my address</p> <p>Name the 4 seasons and talk about seasonal change in the UK</p> <p>Compare UK with Brazil, being able to communicate similarities and differences, including climate.</p> <p>Recognise the Equator and talk about the effect of the equator on nearby countries</p> <p>Identify the North and South Poles and comment on how their climate is different to our own</p> <p>keep a weather diary chart and answer questions about the weather</p>	<p>Name a number of countries in Europe and locate on a map (France, Germany, Italy, Austria, Poland, Greece, Russia).</p> <p>Name major cities within Europe and Capital cities of these countries – London, Paris, Berlin, Rome, Athens, Moscow, Vienna, Warsaw.</p> <p>Name and locate at least 6 major cities in the UK and locate them on a map - Lincoln, Nottingham, Birmingham, Manchester, Glasgow, Swansea.</p> <p>Name and locate at least 6 counties within the UK including: Lincolnshire, Nottinghamshire, Yorkshire, Derbyshire, London, Cornwall.</p> <p>Using a map, identify the key rivers in the areas of study - River Whitham, River Thames, River Tiber, River Humber, River Trent.</p> <p>Identify the position and significance of the equator, northern hemisphere, southern hemisphere, tropics of cancer and Capricorn.</p> <p>Use some basic ordnance survey map symbols – school, cycle path, parking, river, forest, footpath, building, place of worship and post office.</p> <p>Use 4-figure grid references on a map.</p> <p>Use an atlas by using the index to find places.</p> <p>Carry out research to discover features of villages, towns, cities.</p> <p>Can collect and accurately measure information eg rainfall, temperature.</p>	<p>Name and Locate major countries and cities in North and South America (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela as well as the Caribbean Islands).</p> <p>Name and locate the poles and equator and talk about the effect on surrounding countries.</p> <p>Using an atlas, name and locate some of the world's famous rivers including rivers studied: Amazon River, River Nile and Mississippi River.</p> <p>Identify the position and significance of longitude, latitude, equator, northern hemisphere, southern hemisphere, tropics of cancer and Capricorn, Antarctic circle, Greenwich meridian and time zones</p> <p>Using an atlas, name and locate many of the world's famous mountainous regions.</p> <p>Use Ordnance Survey symbols and 6-figure grid references.</p> <p>Answer questions by using a map.</p> <p>Use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p> <p>Explain how time zones work and calculate time differences around the world.</p> <p>Can collect and accurately measure information eg. height, speed and direction of water flow.</p>

<p>Concept: Changes over time</p> <ul style="list-style-type: none"> • Growing knowledge to deepen their understanding if interaction between physical and human processes and the formation and use of landscapes and environments • Explain how the earth's features at different scales are shaped, interconnected and change over time • 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 			
	By the End of Y1 – in red By the End of Y2 – in black and retrieve what is in red.	By the End of Y3 – in red By the End of Y4 – in black and retrieve what is in red.	By the End of Y5 – in red By the End of Y6 – in black and retrieve what is in red.
Expected	<p>Identify and communicate changes within the school and local village over time</p> <p>Compare the UK and Brazil over time, identifying key changes in human and physical geographical features.</p> <p>Explain how the weather changes throughout the year and names the seasons.</p> <p>Explain how an area has been spoilt or improved and give reasons.</p> <p>Explain the facilities a village, town, city may need and give reasons.</p>	<p>Communicate changes that settlements caused through a timeline of invaders.</p> <p>Communicate why someone would locate a town or city near to a river.</p> <p>Understand the processes that give rise to key physical and human geographical features and how these bring about changes over time.</p>	<p>Communicate the effects of the World Wars on the local area and Lincoln, taking into consideration population changes and density.</p> <p>Communicate the journey of a river and how this journey changes the landscape overtime.</p> <p>Explain the journey of a river, commenting on how this physical process changes the landscape and how humans can affect it, commenting on climate zones, biomes and vegetation belts and mountains.</p>
<p>Concept: Physical and Human features</p> <ul style="list-style-type: none"> • Deep understanding of the earth's key physical and human processes • Knowledge of diverse places, people, resources and natural and human environments • Growing knowledge to deepen their understanding of the interaction between physical and human processes and the formation and use of landscapes and environments • Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human features and how these provide a geographical context for understanding the actions of processes 			
	By the End of Y1 – in red By the End of Y2 – in black and retrieve what is in red.	By the End of Y3 – in red By the End of Y4 – in black and retrieve what is in red.	By the End of Y5 – in red By the End of Y6 – in black and retrieve what is in red.
Expected	<p>Communicate the characteristics of the 4 countries of the UK.</p> <p>Undertake fieldwork to identify human and physical features within the school and local areas (Cathedral, castle, Steep Hill, River Witham, Roman Gates)</p>	<p>Compare Lincoln and London, commenting on why these comparisons are similar and/or different.</p> <p>Communicate the impact on the landscape and population of volcanoes and earthquakes.</p>	<p>Explain the impact humans have on the physical geography of an area and the population.</p> <p>Communicate understanding of the relationship between physical and human geography and resources available in different locations.</p>

	<p>Identify human and physical features of the UK's capital cities and those in Brazil (London – Houses of Parliament, Buckingham Palace, London Eye, London Bridge, River Thames, Scotland – Edinburgh castle, Royal Mile Wales – Snowdonia, Severn Bridge N Ireland – Giant's Causeway)</p> <p>Describe a place outside of Europe using geographical words.</p> <p>Explain why jobs might be different in other locations</p> <p>Use the following vocabulary confidently: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, Equator, North Pole, South Pole, island, city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>Using the idea of settlements, discuss how humans can change the landscape for the better or worse.</p> <p>Locate River Witham and Thames and talk about their similarities and differences</p> <p>Compare Lincoln and London's geography with a focus on human and physical features and how these provide a geographical context for understanding the actions of the processes.</p> <p>Explain why people may be attracted to live in cities</p> <p>Explain why people may choose to live in one place or another</p> <p>Use the following vocabulary confidently: longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic, Antarctic Circle, Greenwich Meridian, time zones, names of volcanoes, earthquakes, water cycle, biomes.</p>	<p>Communicate contextual knowledge of significant places including their defining physical and human features</p> <p>Communicate how the use of rivers is different across contexts and time periods, taking into account economics, trade and distribution of resources.</p> <p>Can explain why cities are situated close to or on rivers.</p> <p>Can explain why people are attracted to live by rivers.</p> <p>Can explain how a location fits into a wider geographical location with reference to human and economical features.</p> <p>Describe how some places are similar/ dissimilar in relation to their human and physical features.</p> <p>Use the following vocabulary confidently: longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic, Antarctic Circle, Greenwich Meridian, time zones</p> <p>Physical geography – climate zones, biomes and vegetation belts, names of rivers, parts of rivers, names of mountains.</p>
<p>Concept: Geographical communication</p> <ul style="list-style-type: none"> Communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length 			
	<p>By the End of Y1 – in red By the End of Y2 – in black and retrieve what is in red.</p>	<p>By the End of Y3 – in red By the End of Y4 – in black and retrieve what is in red.</p>	<p>By the End of Y5 – in red By the End of Y6 – in black and retrieve what is in red.</p>
<p>Expected</p>	<p>Use of a range of maps and globes to locate the world's 7 continents and 5 oceans</p> <p>Use a range of photographs and plan perspectives to study landmarks and human/physical features</p> <p>Create a range of maps including symbols</p> <p>Use a 4 point compass to give directional information and locate routes on a map (North,</p>	<p>Use the 8-point compass to give directional information.</p> <p>Use a range of maps and globes to locate the countries (UK, France, Germany, Italy, Russia, Poland, Austria and Greece), cities and capital cities of Europe (London, Paris, Berlin, Rome, Moscow, Warsaw, Vienna and Athens).</p>	<p>Use the 8-point compass to give directional information.</p> <p>Use a range of maps and globes to locate the major countries, cities and capital cities of North and South America.</p> <p>Use 6-figure grid references, symbols and keys to create their own maps, including digital mapping, to present data about their local area.</p>

	<p>South East and West, left, right, rotate, forwards, backwards, direction)</p> <p>Begin to give written observations and explanations to demonstrate their learning using geographical language.</p> <p>Explain some of the main characteristics that are in hot and cold places.</p> <p>Explain what they like and don't like about the place they live in.</p> <p>Explain what they like and don't like about a different place</p> <p>Describe the key features of a place from a picture using words like beach, mountain, ocean</p>	<p>Use 4-figure grid references, symbols and keys to locate places on maps.</p> <p>Use 4-figure grid references, symbols and keys to create their own maps, including digital mapping, to present data about their local area</p> <p>Write at length about their knowledge to demonstrate clear understanding, presenting information in different ways including presenting numerical and quantitative data</p> <p>Use geographical words to describe a place.</p> <p>Describe how volcanoes are created.</p> <p>Using a map, locate and name some of the world's most famous volcanoes.</p> <p>Describe how earthquakes are created.</p> <p>Explain the water cycle, commenting on the affect it has on different environments and how the environment can affect it, e.g. pollution</p>	<p>Write at length about their knowledge to demonstrate clear understanding, presenting information in different ways including presenting numerical and quantitative data</p> <p>Explain the course of a river.</p> <p>Communicate effectively the importance waterways played during WWI and WWII.</p>
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